



Bedford Central School District

New Teacher Induction Program

& Mentoring Handbook

Goal of the Induction Program:

The goal of the New Teacher Induction Program is to establish a climate where teachers new to the profession and/or new to the district regularly engage in supported, reflective practice and collaborative inquiry in order to enhance our collective capacity to improve student learning and teacher efficacy. Receiving and lending support on a regular basis affords an opportunity for teachers to collaborate as they seek to deepen their understanding of students, content, pedagogy and school culture. This Induction Program is part of a more extensive system of professional development described in the District's Professional Learning Plan.

Welcome to Bedford Central School District!

Welcome to Bedford Central School District! Whether you are fresh out of a certification program and new to teaching, a career-changer, or are coming to Bedford with teaching experience, we would like to welcome you! You are joining an exciting, dynamic school district focused on meeting the needs of our students. We are here to support you! We are committed to supporting our new teachers (new to teaching AND new to Bedford) through a multi-year induction process. The information in this handbook is designed to help explain some of the process. So, welcome aboard, and get ready for an incredible journey with incredible students, families, and colleagues!

Induction: Your First 4+ Years

Your onboarding process to BCSD begins formally with new teacher orientation in late August, the assignment of a mentor, an induction process, and ongoing professional learning through the post-probationary period.

Induction experiences include formal and informal learning and reflection opportunities, and will take place over the course of your first four years in the district. The Induction program has five components:

1. **New Staff Orientation** is a 2-day program during the summer where new teachers get the necessary tools and support to start the school year with confidence.
2. **Curriculum:** The 4-year induction program is designed to provide teachers with the necessary content knowledge, instructional strategies, and latest research in teaching and learning to prepare for a successful and effective career in education.
3. **Mentoring:** The mentor program is a partnership between a newly hired teacher and an experienced BCSD teacher. The program is designed to provide support and feedback to the new colleague, opportunities for reflective practice, and partnership in growth (see details below).
4. **Sustained PD:** Throughout the probationary period, all teachers will participate in regularly scheduled professional development that is designed to help new teachers become a part of a learning community within the school, District and community.
5. **District Support:** A program management system, supported by the District, ensures time and resources are allocated to make the Induction process a sustainable and effective program.

Five Components of Induction Program:

New Staff Orientation	Curriculum	Mentoring	Sustained PD Over Time	District Support
District Mission, Vision & Core Values	Year 1: Conversations with New Teachers	Selection Process	District Level (Inservice, Supt. Conf. Days)	Allocation of time
Mentoring Overview	Year 2: Skillful Teacher & RULER	Training & Preparation	Manhattanville & Teacher Center	Allocation of resources
Technology Onboarding	Year 3: LETRS, SIOP, AVID, Neurodiversity	Defined set of mentor activities	Building Level (Principals)	Maintenance of Regional networks
Supporting English Language Learners	Year 4: LETRS, SIOP, AVID, Neurodiversity	Allocation of time for mentoring	Department Level (Coordinators)	Personnel Supports
Bus Tour of BCSD	Beyond Year 4: Ongoing PD	Ongoing reflection and improvement	Content Specific (Coaching)	

The 4-year Induction process may vary depending on your teaching position in the District:

Position	Year 1	Year 2	Year 3*	Year 4*
Grades K-2, Tiered Support Teachers	Conversations with New Teachers & new curriculum	Skillful Teacher & RULER/SEL	LETRS (Vol 1) SIOP Neurodiversity	LETRS (Vol 2) SIOP Neurodiversity
Grades 3-5 Teachers	Conversations with New Teachers & new curriculum	Skillful Teacher & RULER/SEL	LETRS (Vol 1) SIOP Neurodiversity	LETRS (Vol 2) SIOP Neurodiversity
Grades 6-8 Teachers	Conversations with New Teachers	Skillful Teacher & RULER/SEL	SIOP / AVID / Neurodiversity	SIOP / AVID / Neurodiversity
Grades 9-12 Teachers	Conversations with New Teachers	Skillful Teacher & RULER/SEL	SIOP / AVID / Neurodiversity	SIOP / AVID / Neurodiversity
All Teachers & Clinicians	Conversations with New Teachers	Skillful Teacher & RULER/SEL	SIOP / AVID / Neurodiversity	SIOP / AVID / Neurodiversity
All K-12 Faculty	SEL/RULER/Atlas of the Heart course (during 1 of the 4 probationary years)			

***NOTE: Years 3 & 4 should be jointly determined with lead evaluator and department coordinator**

New Teacher Orientation

Teachers new to the district, or returning after more than a full year of leave, are expected to participate in the New Teacher Orientation process. This includes two days of orientation and training experiences in the district, usually held in late August. These sessions will identify the highest priority learning for teachers, all linked to the NYS Teaching Standards, the Danielson Framework for Teaching, and the BCSD Success Plan.

Year 1 Induction Experiences

Year 1 induction experiences consist of year-long mentoring and a course entitled, "Conversations with New Teachers," which includes after school sessions devoted to the unique needs and pressing issues associated with entry into a new district and position. These sessions are led by the district's Mentor Coordinator, with invited guests from the district to address specific topics. Participants will keep a reflective journal, and will engage in discussions of practice and theory related to current literature. The first year also includes formal mentoring. Topics include: classroom management, building relationships, student voice and choice, APPR process, Danielson framework.

In addition to *Conversations with New Teachers*, first year educators will engage in a Tech Immersion series, during which teachers will learn about the technology tools at their fingertips so they are prepared to effectively engage students in learning utilizing technology.

Year 2 Induction Experiences

Year 2 induction experience is enrollment in *The Skillful Teacher* course conducted through the Bedford Staff Development Center. This course immerses teachers in learning a sound pedagogical knowledge base with powerful repertoires for matching teaching strategies to student needs. Designed to provide practical guidance for practitioners working to broaden their teaching skills, the course combines theory with practice and focuses on 18 critical areas of classroom performance.

In addition to *The Skillful Teacher* course, second year educators may engage in a Tech Immersion series, during which teachers will learn about the effective integration of technology as well as Universal Design for Learning (UDL) to ensure instruction is responsive to and inclusive of learner variability, including students with disabilities. Second year educators are also expected to prioritize their learning in alignment with district expectations, district and school goals, and individual goals. All K-2 and tiered support teachers, who provide literacy instruction, will be expected to participate in LETRS training (Language Essentials of Teaching of Reading and Spelling) during year 2 of the induction process and postpone *The Skillful Teacher* course to year 3.

Year 3 and 4 Induction Experiences

Year 3 induction experiences include participation in professional development dedicated to English Language Learners and culturally and linguistically diverse populations. This stage of induction is designed to give teachers strategies for making academic content comprehensible while students are developing English language proficiency. The goal of this induction phase is to increase ELL academic achievement as well as student membership and voice. For example, *Advanced Literacies*, offered by R-BERN, might be one of these forms of training.

Additionally, year 3 and 4 teachers may be expected to participate in learning tied to collaborative teaching, technology integration, differentiation, and academic and behavioral intervention techniques based upon their position and teaching responsibilities. Professional development for teachers in years 3 and 4 will be dedicated to honing skills in instructional strategies, content areas, and developing

active participation in the larger school and district community through committees, clubs, coaching, or other school-based activities.

Throughout a teacher's career in Bedford, a teacher will be required to attend and participate in District-led professional development that is aligned to the BCSD Success Plan and essential to core curriculum and instruction. For example, some of these training experiences include:

- RULER Social-Emotional Learning Framework
- LETRS: Language Essentials of Teaching of Reading and Spelling
- AVID: Advancement Via Individualized Determination (6-12)
- Core Literacy Curriculum (Bookworms and ARC Core)
- Heggerty Phonological Awareness Program (K-1)
- UFLI: University of Florida Literacy Initiative (K-3)
- Bridges to Mathematics (K-5)
- Science 21 (K-5)
- Danielson Framework for Teaching
- Secondary course content training

Mentoring Program

Rationale/Purpose:

The BCSD Mentor Program is designed to meet NYSED mentoring requirements for teacher certification, and to support newly hired teachers to transition smoothly and successfully into their roles in the District. By facilitating professional growth through collaboration and reflection, the Mentor Program benefits the District by:

- Reinforcing the foundation of the district's culture of ongoing professional collaboration and learning
- Maximizing retention of staff to the end of building capacity to embrace and implement district goals
- Developing confident, engaged, capable, and effective teachers who positively impact student learning and social-emotional well being.

Structure and Components of the Mentor Program:

A year of mentoring support will be provided to:

- teachers, clinicians, and service providers in their first year of employment.
- Teachers who transition to a different program, building, or level (ex: primary to secondary)
- At the discretion of administrators, a mentor may be assigned to a teacher who is changing curriculum areas or in need of support.

Mentors will meet with mentees for (at least) one hour per week to discuss, plan, and reflect on topics and concerns that are essential for teacher growth. These include but are not limited to:

- Curriculum mapping and lesson planning
- Classroom management
- Collaboration with families and colleagues
- Implementation of district goals and initiatives
- Record keeping tasks, such as management of student information system and gradebook
- Implementation and tracking of teacher-identified areas of need and professional growth

Mentors and mentees will participate in intervisitation and observation at least twice during the year. Mentors and mentees will complete weekly meeting logs and observation logs to document the successful progress of the mentoring year. Time will be designated during New Teacher Orientation for mentors to meet with newly hired teachers.

Role of Mentor:

The primary role of the mentor is to provide support and feedback to the new colleague, opportunities for reflective practice, and partnership in growth. The mentor is not involved in the formal evaluation or observation process. The relationship and work between the mentor and the new colleague is confidential and will not be discussed with administrators or colleagues.

Assignment of Mentors:

Building Administrators will collaborate with Department Coordinators and Mentor Program Coordinator to identify appropriate mentor partnerships. In selecting mentors, administrators will consider the skill set and capacity of the mentor and the needs of the mentee. Whenever possible, mentor partnerships should align by grade or subject area, and building. Administrators should consult the list of trained mentors first. However, the administrator may assign a teacher mentor while he/she completes the District's mentor training course if: 1) there is not an already trained mentor appropriate for the assignment and, 2) the training is completed during the same school year as the mentoring partnership.

Additionally, tenured teachers should be prioritized when selecting mentors. However, if no tenured teacher is available, the building administration may select an experienced untenured teacher who demonstrates leadership potential and may be a stronger match due to content area or grade level expertise.

The Mentor Program Coordinator should be notified as soon as possible so that they can provide appropriate support to the mentor. The Mentor Program Coordinator will communicate the mentor partnerships to Human Resources so that they can be approved by the Board of Education for appropriate compensation.

In the event that the mentor assignment changes at any point, the administrator should notify the Mentor Program Coordinator as soon as possible.

Two mentors should be assigned to share mentoring responsibilities when an appropriate mentor partnership cannot be found. These cases may include

- Psychologists or school counselors
- Library Media Specialists
- Teachers in the special content areas of Art, Music, or Physical Education
- Service providers such as Speech, Physical, and Occupational Therapists

In those cases, a mentor should be assigned to provide support in the content expertise area, and a second mentor should be assigned to provide support regarding classroom management, collaboration, and building-level culture and concerns.

Preparation and Training for Mentors

Teachers, clinicians, and service providers who want to mentor a new colleague must complete the District's Mentor Training Course. This 15-hour course will be facilitated by the Mentor Program Coordinator. The course will address the requirements for mentoring, the mindset and capacity of effective mentors, adult learning theory, strategies for peer observation and data collection, and peer coaching strategies.

Upon successful completion of the course, the participant will be added to the List of Trained Mentors, which is maintained and curated by the Mentor Program Coordinator.

Compensation for Mentors

Mentors are compensated according to the terms of the Bedford Teachers' Association (BTA) Contract. The Bedford mentoring program complies with all contractual obligations, and is never used for evaluative or disciplinary purposes. The relationship between mentor and mentee is strictly confidential.

District Support for Mentoring

The district will support the successful mentoring of new and transitioning staff. These supports include but are not limited to:

- Building administrators will provide release time and class coverage to enable intervisitation and observation twice during the year. If the mentor and teacher are in different buildings, additional release time should be provided for travel.
- Allow mentoring to be used for self-selected PD hours by the mentor and/or the mentee if the NYS certification requirement for mentoring has been met.
- Human Resources will provide timely information regarding newly hired and transitioning staff to the Mentor Program Coordinator.

Oversight and Accountability

Multiple stakeholders will be involved to monitor and revise the mentoring program as needed.

The Mentor Program Coordinator will:

- maintain and curate the Districts' List of Trained Mentors
- monitor completion of weekly logs and observation logs
- communicate periodically with mentor and mentee to determine if the partnership is appropriately meeting the needs of the mentee, and support problem-solving as needed
- communicate with administrators if they become aware of a need to change the mentoring partnership

The Professional Learning Team (PLT) will meet yearly to evaluate the Mentor Program using feedback from mentors and mentees. The PLT will consider if the District's program is effectively meeting the [NYSED Standards for Mentoring](#). The PLT will use the information to improve or revise the program.