

Manchester Public Schools Teacher Induction Framework

YEAR ONE		
<input type="checkbox"/> Teacher selects a School Improvement Plan component (Academics, Talent, Climate, Systems) and Action Step to create an overarching goal for growth in the area of focus.		
AREA OF FOCUS	PROFESSIONAL LEARNING EXPERIENCES <i>(Bolded Experiences Are Mandatory)</i>	WORK PRODUCT
CLASSROOM CLIMATE (Semester one)	20 Hours of Mentorship by a TEAM-Trained Mentor Perform one classroom observation of the mentor or master teacher Have a mentor or master teacher observe you and provide feedback YEAR 1 (Cohort)TEAM Workshop Series offered by the Talent Development Office (4 sessions a year) TEAM-Related Review of Practice (ROP) New Learning Through Research (articles, books, online blogs) <i>Additional Learning Experiences (optional)</i> Non-Evaluative Classroom Visit by Director of PETD Participate in a Learning Walk Protocol at your home school or sister school Select intentional PD opportunities aligned with the District Improvement Planning Framework that support Classroom Climate and Planning Teacher-Directed Coaching Cycle C&I Coaching Series for Year 1 Teachers K - 5 Collaborative opportunities with consultants, PLC colleagues	One Reflection Paper Each Semester- a culmination of what was learned in the areas of Classroom Climate and Planning. <b style="color: green;">Classroom Climate Reflection Due on February 1st. <b style="color: green;">Planning Reflection Due on June 1st. Reflection Prompts: <ul style="list-style-type: none"> ■ What did you hope to accomplish? ■ Were the results what you expected and how did you pivot if you needed to? ■ How did your action steps in this area of focus impact students? ■ What did you learn about your students? ■ What did you learn about yourself as a teacher?
PLANNING (Semester two)	(This cell is merged with the Classroom Climate row for this section)	(This cell is merged with the Classroom Climate row for this section)
ETHICS	New Faculty Orientation Workshop: <i>Teachers & The Law</i> OR MPS TEAM Professional & Ethical Responsibilities Workshop	<ol style="list-style-type: none"> 1. Attendance at one of the two offered workshops. 2. Completion of the following three HR Modules: <ol style="list-style-type: none"> (a) Sexual Harassment Prevention (b) Mandated Reporting (c) Bullying

YEAR TWO

- ☐ Teacher selects a School Improvement Plan component (Academics, Talent, Climate, Systems) and Action Step to create an overarching goal for growth in the area of focus.

AREA OF FOCUS	PROFESSIONAL LEARNING EXPERIENCES (Bolded Experiences Are Mandatory)	WORK PRODUCT
<p>INSTRUCTION (Semester one)</p>	<p>20 Hours of Mentorship by a TEAM-Trained Mentor</p> <p>YEAR 2 (Cohort)TEAM Workshop Series offered by the Talent Development Office (4 sessions a year)</p> <p>Perform one classroom observation of the mentor or master teacher</p> <p>Have a mentor or master teacher observe you and provide feedback</p> <p>TEAM-Related Review of Practice (ROP)</p> <p>New Learning Through Research (articles, books, online blogs)</p> <p><i>Additional Learning Experiences (optional, but encouraged)</i></p> <p>Non-Evaluative Classroom Visit by Director of PETD</p> <p>Participate in a Learning Walk Protocol at your home school or sister school</p>	<p style="text-align: center;">Instruction Instruction Paper Due on February 1st.</p> <p>One-Page Reflection Paper Each Semester- a culmination of what was learned in the areas of Instruction.</p> <p>Reflection Prompts:</p> <ul style="list-style-type: none"> ■ What did you hope to accomplish? ■ Were the results what you expected and how did you pivot if you needed to? ■ How did your action steps in this area of focus impact students? ■ What did you learn about your students? ■ What did you learn about yourself as a teacher?
<p>ASSESSMENT (Semester two)</p>	<p>Select intentional PD opportunities aligned with the District Improvement Planning Framework that support Classroom Climate and Planning</p> <p>Teacher-Directed Coaching Cycle</p> <p>Collaborative opportunities with consultants, PLC colleagues</p>	<p style="text-align: center;">Assessment Assessment Paper Due on June 1st.</p> <p>One-Page Reflection Paper Each Semester- a culmination of what was learned in the areas of Assessment.</p> <p>Reflection Prompt: Reflect on your experiences with formative assessments, checks for understanding, benchmark assessments and student feedback. How has your comfort level with assessment and data analysis grown over time?</p>



YEAR THREE AND YEAR FOUR CONTINUUM

As we continue to provide support and opportunities for professional growth to non-tenured teachers, the third and fourth years are important to begin establishing teacher voice and leadership dispositions. We encourage teacher leadership and reflection and recognize that there is no one description of a leader. Exploring one's own leadership development is a component of teacher growth. As you think about these opportunities, it is at this time that we ask that you reflect in the context of the MPS Non-Tenure Review Process questions. Administrators are asked these questions of each Non-Tenured teacher when determining the tenure status of teachers in Year 4.

1. **The four pillars of our core practices are Creativity, Collaboration, Courage and Excellence. (a) How does this teacher foster creativity in students and engage in creative instructional practice him/herself? (b) How does this teacher support a collaborative learning culture in your building? (c) Does this teacher hold himself/herself to a high standard and believe in excellence for all students? (d) Does this teacher feel empowered to both publicly and privately support these pillars?**
2. **Please provide your assessment of how this teacher uses reflective practice with planning, instruction, and student performance data.**
3. **When you review the grade distribution by grade-level/course/content, are the grading practices of this teacher calibrated with his/her colleagues? Do the students in this teacher's class achieve at a level comparable to their peers in classes taught by your strongest teachers of the same grade-level/course/content?**
4. **To what degree does this teacher integrate the best practices, instructional priorities and healthy school climate practices of the district?**
5. **To what degree does the teacher foster and nurture communication and productive relationships with families?**
6. **If you think of the CCT Continuum of efficacy that was once used to support this growth process, with the descriptors being *Competent, Accomplished, and Master Teacher*, where would this teacher be on the continuum three years from now with all the supports provided?**

AREA OF FOCUS	PROFESSIONAL LEARNING EXPERIENCE OPPORTUNITIES	WORK PRODUCT
<p style="text-align: center;">DEVELOPING TEACHER LEADERS</p>	<p style="text-align: center;">Active PLC Participant</p> <p style="text-align: center;">Climate Team Member</p> <p style="text-align: center;">Learning Walk Participant</p> <p style="text-align: center;">Faculty Meeting Share/Presentation</p> <p style="text-align: center;">Pilot Participant</p> <p style="text-align: center;">Curriculum Writing</p> <p style="text-align: center;">Mentorship Of Newer Faculty Member (<i>Under My Wing</i>)</p> <p style="text-align: center;">Mentorship of Student(s) / Check & Connect</p> <p style="text-align: center;">School/ District Improvement Team Member</p> <p style="text-align: center;">Parent/Community Partnership Action Step</p> <p style="text-align: center;">Building-Based Committee</p> <p style="text-align: center;">SIP-Driven initiative to Support Academics, Recruitment, Culture & Climate, Systems</p> <p style="text-align: center;">One's Own Leadership Plan Developed and Supported by</p>	<p>Reflective conversations take place between the Year 3/ Year 4 teacher and their administrator around the six Non-Tenure Review questions. Conversations can take place within or outside of goal setting, mid-year and end of year summative conferences.</p> <p>As you progress from Year 3 into Year 4, the expectation is that you are growing in all components of the profession reflected in the guiding questions.</p> <p>Teachers and administrators: Complete a shared attestation form by December 1st and again at the End of Year Summative that confirms:</p> <ol style="list-style-type: none"> 1. The conversations around the six questions have taken place, 2. Teacher needs, supports and resources have been discussed, 3. The Identification of colleagues/peers the teacher accesses for support (providing the name(s) of the colleague).

	Building Administrator	
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