



## *Induction Program for Salem Public Schools*

2021-2022

### **Vision and Mission**

The vision of Salem Public Schools is that all students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world. Our mission is to promote the academic, social, emotional, and physical development of each student through the equitable delivery of rigorous, relevant, and joyful learning experiences.

Teaching students with diverse needs is rewarding and requires intentional planning. From the moment a Salem child walks in the front door of one of our schools, he or she should experience standards-aligned learning that is both challenging and engaging and accompanied by individualized, targeted levels of support. Students should have ample opportunities to practice the four domains of language every day. As they wrestle with new ideas, they should be encouraged to take risks in sharing their thinking in a comfortable and accepting environment. Above all, learning should be relevant and student-centered.

In order to realize this vision and mission, it is imperative that the teaching faculty engage in continuous learning supported by leadership. Following a national trend, the district has consistently struggled to retain teachers in the first three years of their career, replacing about 30% of teachers annually. As a result, Salem's professional development must be aimed at teachers just entering the field. Providing strong support systems that adequately meet the needs of teachers new to Salem and those who are in the early stages of their careers will increase staff retention. Having a stable, well-trained staff is a critical component for achieving our mission.

**Theory of action:** We believe that the following pillars will support teacher practice and positive outcomes for the students of SPS.

- **High Frequency Practice:** PD is grounded in best practice, giving teachers a high frequency of “at bats” through repeated practice. This provides teachers the opportunity to master a skill in a safe, off stage, controlled environment, before having to implement it in the classroom, where the stakes are high.
- **Active Coaching:** Teachers learn best in the context in which they need to implement the practice: their classroom. Therefore, coaches leverage in-the-moment, active feedback to grow teachers. This might include a coach modeling a practice in the classroom or providing active feedback during observations.
- **Intentional Reflection:** Every development opportunity, whether PD or coaching, includes space for intentional teacher reflection, building a teacher's capacity to drive his/her own development in the long term.

### **Goals of Salem Public Schools Professional Development Plan for Early Career Professionals**

- Provide a comprehensive plan to support new teachers in order to address teacher attrition
- Positively impact student learning outcomes
- Build community among early career professionals
- Promote teacher leadership at SPS
- Support license advancement by providing teachers with an Induction Program and 50 additional hours of a mentored experience
- Comply with state standards of induction program

*Welcoming Environment   Comprehensible Input   SALEM PUBLIC SCHOOLS   Meaningful Interactions   Adapting Text*



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	Audience	Details
<b>Induction Program - Year 1*</b> <b>The focus of the Year 1 program is to build a skill set in lesson design and classroom management as well as an understanding of district structures and protocols.</b>		
<b>100</b> (New Teacher Institute)	<ul style="list-style-type: none"> <li>New-to-the-Profession Teachers</li> <li>Incoming Teachers (defined as “members of the Salem Teachers Union”)</li> <li>Teachers on a waiver</li> </ul>	<ul style="list-style-type: none"> <li>Required</li> <li>4 day summer institute (August 16-19)</li> <li>Fall session for educators hired from September - November</li> <li>Educators hired after November will attend the following summer’s NTI</li> </ul>
<b>100</b> (New Teacher Seminar)	<ul style="list-style-type: none"> <li>New-to-the-Profession Teachers</li> <li>Incoming Teachers (defined as “members of the Salem Teachers Union”)</li> <li>Teachers on a waiver</li> </ul>	<ul style="list-style-type: none"> <li>Required</li> <li>4 days of summer seminars (August 16-19)</li> </ul>
<b>101</b>	<ul style="list-style-type: none"> <li>New-to-the-Profession Teachers</li> <li>Incoming Teachers who have not previously completed an induction program<sup>1</sup></li> <li>Teachers on a waiver</li> </ul>	<ul style="list-style-type: none"> <li>Assigned a <a href="#">mentor</a>**</li> <li>10 2-hour monthly meetings on the First Tuesday</li> <li>Link to Induction 101 <a href="#">curriculum</a> for teachers</li> <li>Student support professionals attend Job-Alike embedded professional development <a href="#">Job Alike Calendar Link</a></li> </ul>
<p><i>*Successful completion of the Induction Program defined as attending 100 and 80% of 101.</i></p> <p><i>**All New Teachers will be assigned a mentor. Please contact Kim Talbot, Director of Teacher and Leader Development (<a href="mailto:ktalbot@salemk12.org">ktalbot@salemk12.org</a>) if you have not heard from your mentor within 2 weeks of hire.</i></p>		
<b>Early Career Professionals - 50 Additional Mentored Hours - Year 2</b> <b>The focus of the Year 2 program is to implement the principles of accessibility in lesson design.</b>		
<b>201</b>	<ul style="list-style-type: none"> <li>Teachers in their second year of working under an initial license.</li> </ul>	<ul style="list-style-type: none"> <li>10 2 hour monthly meetings designed to revisit the district priorities and connecting them to practice on the second Tuesday.</li> <li>Link to <a href="#">curriculum</a></li> </ul>

<sup>1</sup> Educators who have completed an induction program in another state should submit documentation of completion to Jensen Jacobsmeier ([jjacobsmeier@salemk12.org](mailto:jjacobsmeier@salemk12.org)) upon hiring.



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<b>Early Career Professionals - 50 Additional Mentored Hours - Year 3</b> <b>The focus of Year 3 is to build resilience and community.</b>		
<b>301</b>	*Educators in their second - fifth year of working under an initial license	<ul style="list-style-type: none"> <li>10 1-hour district meetings on the Third Tuesday.</li> </ul>
*Educators who complete 201 and 301 meet the requirement of 50 Additional Mentored Hours.		
New Administrators		
<b>500</b>	<ul style="list-style-type: none"> <li>New Administrators</li> <li>Incoming Administrators</li> </ul>	<ul style="list-style-type: none"> <li>1 day summer PD</li> </ul>
<b>501</b>	<ul style="list-style-type: none"> <li>New Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Monthly check-ins with an administrator</li> <li>Job-Embedded Professional Learning Groups</li> </ul>
<u>Induction Program At A Glance</u>		
	<p>The following specialized positions will experience their induction through job-embedded PD with the following mentors.</p> <ul style="list-style-type: none"> <li>SAC/PSYCH/Counselor mentor: assigned at the building level</li> <li>SPT/SLPA mentor Monique Osgood</li> <li>OT/COTA mentor Lisa Roberts</li> <li>Specialized Support Providers mentor Carole Donnelly</li> <li>Directors mentor: various, DLT structure for induction</li> <li>Assistant Principal mentor: Kate Carbone</li> <li>Team Chair mentor: Linda Farinelli</li> </ul>	
<b>Links to DESE</b>	<ul style="list-style-type: none"> <li><a href="#">Licensure Requirements</a></li> <li><a href="http://www.doe.mass.edu/educators/mentor/reports.html">http://www.doe.mass.edu/educators/mentor/reports.html</a></li> <li><a href="http://www.doe.mass.edu/educators/mentor/">http://www.doe.mass.edu/educators/mentor/</a></li> <li>DESE Induction and <a href="#">Mentor guidelines</a></li> <li>Administrators (<a href="#">This link is the DESE guidelines p. 25</a>)</li> </ul>	