

## New Teacher Induction Plan

A Principal, as the formal leader within the school community, greatly influences the successful implementation of a new Teacher induction plan. Through the use of induction plans Principals are looking to:

- To create an environment that supports new teachers
- To improve the practices of new teachers
- To improve student outcomes
- To continue the support of new teachers beyond their first year

With this in mind the Principal must first determine if their school community is ready to support new Teachers and then secondly must work in ways to support and help new Teachers grow and become successful. Remember that as Alleman, Meloche and Youngs tell us on the opening page, for Principals, on the ASSIST website "true leadership is a function of your character, the character of those being led and the character of the organization. As a leader you have many jobs to accomplish and many demands on your time. Continue to remind yourself that you are a powerful influence on the way that induction experiences are organized and carried out in support of teacher quality and student learning." (ASSIST)

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### Date

Mid August to mid October

### Purpose

Begin the process of developing a school culture that supports new teacher induction

### Focus

Identify the elements that "stimulate thinking about the purposes of schooling, aiming to build a school culture devoted to student and teacher learning." (ASSIST)

### Activities

Complete the tool: *School culture and the purpose of schooling and induction.* (ASSIST)

It is necessary for the Principal to know or to find out what kind of school community they have. Will it support new teacher learning? This is an essential question to ask and answer as the Principal is looking to create an environment that supports new teachers and also considering ways to improve the practices of new teachers. "This tool was designed to stimulate thinking about the

purposes of schooling, aiming to build a school culture devoted to student and teacher learning.” (ASSIST)

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Date

Mid October to mid January

Purpose

Work with new teachers to improve teaching practices

Focus

To build a relationship between the Principal and the new Teacher with the intention of fostering the growth of the new Teacher

Activities

Complete the tool: *Helping beginning teachers in the classroom.* (ASSIST)

The activity gets to the heart of the Principal’s responsibility which is providing support and evaluation for the new Teacher. “Principals have the primary responsibility for conducting classroom observations of beginning teachers. A challenge for principals in this area is to balance development and evaluation. Effective school leaders spend more time and energy in developing teachers than in summative evaluation of them.” (ASSIST) While a mentor Teacher will be working with a new Teacher the Principal still has the responsibility to evaluate. This tool provides for support of the new Teacher and gives the Principal the opportunity to evaluate as well thus allowing them to address the issues of improving the practices of new teachers and in turn improving student outcomes.

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Date

Mid January to the end of March

Purpose

To continue to work with new teachers to improve teaching practices

Focus

Identification of the characteristics of the Principal that impact new Teachers the most

### Activities

Complete the tool: *What beginning teachers need, want and value in principals.* (ASSIST)

As the ASSIST website states "Beginning teachers value principals who are inquiry-oriented, supportive and reflective; who encourage openness and collegiality; who promote effective teaching and continuing teacher development; who establish cooperative, trusting relationships with teachers; and who provide freedom to make mistakes in the interest of improvement. The purpose of this tool is to help you better understand the leadership actions and school organizational conditions that new teachers value as well as the ways in which these actions and conditions can affect novices." (ASSIST) During this third period of the first year the Principal is working with the new Teacher on improving teacher practices with the goal of improving student outcomes. Knowing what appeals to new Teachers, what gets them engaged will improve practices and outcomes.

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### Date

Beginning of April to the end of the school year

### Purpose

Development of a learning community that brings the efforts of the Principal, mentor Teacher and new Teacher together to improve student outcomes through improvement in new Teacher practices.

### Focus

To develop an environment that continues the work of supporting new Teachers beyond their first year.

### Activities

Complete the tool: *Sustaining the work.* (ASSIST)

As the end of the year approaches, Principals will recognize that a lot of effort has been put into the development of a new Teacher; efforts by the new Teacher, by their mentor Teacher and by the Principal. In order to carry these results into the next year ways of sustaining the work must be determined. The *Sustaining the work* tool requires a self examination by the school community so that best practices can be extended into the next year to sustain the work that has already been done. "This tool is best used during a meeting of your

professional learning community. We recommend that individuals come to the meeting having read the list below of the characteristic of teachers' professional learning communities. Discuss them and then use the Learning Community Analysis to identify the "best practices" and "on-going challenges" of the group."  
(ASSIST)

## References

ASSIST Beginning Teachers. Retrieved, on November 8, 2009, from the Assist Beginning Teachers website:  
<http://assist.educ.msu.edu/ASSIST/school/principal/index.htm>