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|  | **3-YEAR INDUCTION PLAN OUTLINE**NEW TEACHER INDUCTION PROGRAM MODEL TRAINING PLAN |
| **Independent Training** | **Peer Observation Model** |
|  | **Year 1 – Training Plan (24.5 of 30-Hours)** | **Year 2 – Observe/Learn** | **Year 3 – Demonstrate** |
| Each new employee is required to participate in a 30 hour training plan in addition to up to 2 days of pre-employment administrative orientation to introduce the new hire to the policies, processes, and procedures conducted at BCTC. The training plan covers a number of topics as outlined in the tentative schedule listed below: | Returning 2nd year new teachers participate in continued training focusing on observation and reflection of best practices. | Returning 3rd year new teachers participate in continued training focusing on demonstration and reflection of their personal practices. |
| **Summer** | 2 Days (pre-employment)14 Hours (2 Days Paid\*) | **Administrative Orientation:**HR Business Office Executive Director Paperwork and Online Learning/Testing  | **NA** | **NA** |
| **August** 1st Day (Prior to entering the classroom) Onboarding Instructor Training7 Hours (Full Day) | **In Classroom Orientation:**(Principal Building Tour… Room Set-up Become Familiar with Materials and Their Location.)**Classmate:** (Log-in and general use of all features with focus on: Attendance, Grading Activities, and Task Tracking system.) |

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| **Quarter 1** | **Independent Training** | **Peer Observation Model** |
| **Year 1 – Training Plan**  | **Year 2 – Observe/Learn** | **Year 3 – Demonstrate** |
| **September**1st Week of September (After school 3:15 – 5 PM)1.75 Hours(Quarter Day) | **Classroom Management:**(High student expectations, classroom rules, and instruction resulting in student engagement and success; review current classroom rules)**Follow-Up Learning Walk** (Set-up observation experience with veteran teacher; classroom rules and expectations provided in advance; observe room design and daily routine, then participate in post-observation discussion.) | Classroom Management - Progress monitoring**Learning Walk** (Set-up observation experience with veteran teacher; classroom rules and expectations provided in advance; observe room design and daily routine, then participate in post-observation discussion)**Observation:Learning Walk by Coach and Mentor** (Set-up observation experience with coach and mentor, classroom rules and expectations provided in advance; demonstrate daily routine, then participate in post-observation discussion) | Classroom Management - Progress monitoring**Observation:****Learning Walk by Coach** (Set-up observation experience with coach, classroom rules and expectations provided in advance; demonstrate daily routine, then participate in post-observation discussion) |
| **September**3rd Week of September (After school 3:15 – 5 PM)1.75 Hours(Quarter Day) | **Special Education**: - (Ed Facilitators /Assistant Principal to Deliver)(How to read, understand and manage students’ IEPs and SDIs; IAs role in the classroom; review BCTC students services; teachers bring and review their students’ IEPs and SDIs) |
| **October**(After school 3:15 – 5 PM)1.75 Hours(Quarter Day) | **Curriculum in CTE 1:** (Utilize the Lesson Plan Template and Rubric; edit/create one complete lesson plan) **Follow-Up Learning Walk** (Set-up observation experience with veteran teacher; lesson plan provided to new teachers in advance; observe lesson, then participate in post-observation discussion.)**Follow-Up Workshop**(Set-up workshop half-day pull-out; review curriculum and create a new/revised weekly plan and lesson plan) |
| **October**(After school 3:15 – 5 PM)1.75 Hours(Quarter Day) | **Assessment & Grading:**(grading policy at BCTC for students as well as teacher expectations for grade maintenance, both knowledge and task grade entry)**Follow-Up Workshop**(Set-up workshop half-day pull-out; review assessments and rubrics and create a new/revised rubric) |

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| **Quarter 2** | **Independent Training** | **Peer Observation Model** |
| **Year 1 – Training Plan**  | **Year 2 – Observe/Learn** | **Year 3 – Demonstrate** |
| **November** (After school 3:15 – 5 PM)1.75 Hours(Quarter Day) | **Teacher State Certification:**Temple Requirements:(Ins and outs of successfully completing the Temple University program) | Lesson Planning / Weekly PlanerNOCTI Prep strategies**Learning Walk** (Set-up observation experience with veteran teacher; lesson plan provided to new teachers in advance; observe lesson, then participate in post-observation discussion)**Observation:Learning Walk by Coach and Mentor**(Set-up observation experience with coach and mentor, lesson plan provided in advance; demonstrate lesson, then participate in post-observation discussion) | Lesson Planning / Weekly PlanerNOCTI Prep strategies**Observation:****Learning Walk by Coach**(Set-up observation experience with coach and mentor, lesson plan provided in advance; demonstrate lesson, then participate in post-observation discussion) |
| **December** (After school 3:15 – 5 PM)1.75 Hours(Quarter Day) | **Certifications/Career Education & Work:**OSHAWork-Based EducationGraduation RequirementsContinuing Education |
|  **January**(After school 3:15 – 5 PM)1.75 Hours(Quarter Day) | **NOCTI:**(NOCTI cycle at BCTC, utilizing blueprints, test prep booklets, ordering materials, managing evaluators, utilizing pre and post scores for curriculum and score improvements, and more)**Follow-Up Workshop**(Set-up workshop half-day pull-out; analyze and develop a plan for student improvement based upon historical test scores) |

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| **Quarter 3** | **Independent Training** | **Peer Observation Model** |
| **Year 1 – Training Plan** | **Year 2 – Observe/Learn** | **Year 3 – Demonstrate** |
| **February** (After school 3:15 – 5 PM)1.75 Hours(Quarter Day) | **Curriculum in CTE 2:** (Syllabus concept, break down textbook, utilize the Learning Guide Template and Rubric; edit/create one complete Learning Guide)**Follow-Up Workshop**(Set-up workshop half-day pull-out; review curriculum and create a new/revised learning guide) | Strategies – Max Teaching Technology**Learning Walk** (Set-up observation experience with veteran teacher; literacy strategy provided to new teachers in advance; observe strategy, then participate in post-observation discussion)**Observation:Learning Walk by Coach and Mentor**(Set-up observation experience with coach and mentor, literacy strategy provided to new teachers in advance; observe strategy, then participate in post-observation discussion) | Strategies – Max Teaching Technology**Observation:Learning Walk by Coach** (Set-up observation experience with coach, literacy strategy provided to new teachers in advance; observe strategy, then participate in post-observation discussion) |
| **March** (In school Pull-out)7 hours(Full Day) | **Literacy Teaching Strategies:**(MAX consultant, Collin’s writing)How can literacy strategies improve classroom learning?**Follow-Up Learning Walk** (Set-up observation experience with veteran teacher; literacy strategy provided to new teachers in advance; observe strategy, then participate in post-observation discussion) |

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| **Quarter 4** | **Independent Training** | **Peer Observation Model** |
| **Year 1 – Training Plan** | **Year 2 – Observe/Learn** | **Year 3 – Demonstrate** |
| **April**(After school 3:15 – 5 PM)1.75 Hours(Quarter Day) | **Technology Integration:**(Apps, software, and hardware for CTE in the classroom; create and utilize program specific tech integration based on teachers’ needs, i.e. KaHoot) | Professional Responsibilities | Professional Responsibilities |
| **May**(After school 3:15 – 5 PM)1.75 Hours(Quarter Day) | **SLO Prep:**(Understand the SLO process and evaluation process, analyze and create the upcoming year SLO, First year reflection, expectations for next year)**Follow-Up Learning Walk** (Set-up observation experience with veteran teacher; review program needs and find similarities for SLO prep and next year goals.) |
| **June** |  |