

**SUGGESTED FRAMEWORK FOR CHARTING COACH AND INDUCTION LEADER ROLES AND RESPONSIBILITIES ACROSS THE SCHOOL YEAR**

*Coaches and induction leaders should use this framework to focus the work of the school*

<i>Activity</i>	<i>Role of Induction leader</i>	<i>Projected Start Date:</i>
<b>April - June</b>		
1. Listen and Learn Visit ( <a href="#">PDF</a> / <a href="#">Word</a> ) Coach: ▲ Conducts a “listening tour” to get to know the school and what it is like to teach there. ▲ Meets with the induction leadership team to discuss induction and the partnership ▲ Introduce partnership to stakeholders and answer questions	-- Schedules “listening” meetings for the coach with induction leader, the head, up to five first and second year teachers and a handful of experienced teachers. -- Schedules leadership team meeting	
2. <a href="#">Co-develop a job description for Induction Leader.</a>		
3. Data from listen and learn visit is shared with the team at June Institute	Keep track of data to share with others in the school	
4. Schedule one-hour weekly meetings for coach/induction leader work.		
5. Determine the year-long schedule for mentor study groups, new teacher study groups.		
6. Introduce and sign in induction leader to “Teacher Learning Project” website to support launching a mentor program. <a href="http://www.teacherlearningproject.com/explore/">http://www.teacherlearningproject.com/explore/</a> Link		
7. Co-plan Summer Orientation (head of school, induction leader, coach)link to summer orientation		

<b>August</b>		
8. Finalize schedules and dates for <ul style="list-style-type: none"> <li>▲ Coach visits</li> <li>▲ New teacher study groups</li> <li>▲ Mentor Teacher study groups</li> </ul>		
9. Refine and finalize mentor pairs (Induction leader with coach support)	Meet with mentors and new teachers	
10. Introduce and sign in induction leader to “Teacher Learning Project” website to support planning. <a href="http://www.teacherlearningproject.com/explore/">http://www.teacherlearningproject.com/explore/</a>	Explores the Teacher Learning Project website together with coach	
11. Co-plan and co-facilitate orientation for new teachers (Induction Leader/Coach)  Coach provides tools for helping new teachers begin the school year.		
12. Provide schedule for weekly mentor/mentee meetings to examine teaching standards, co-plan lessons, discuss challenges with students, debrief observations, make action plans for improving pedagogy.	Plans Mentor Study Groups to teach and support mentoring skills.	

<b>September/October</b>		
<p>1. Co-plan and co-facilitate first mentor study group (Induction Leader/Coach)</p> <ul style="list-style-type: none"> <li>⤴ Develop observation skills with mentors</li> <li>⤴ Schedule times for mentors and new teachers to observe one another and meet an hour a week.</li> </ul> <p><b>NOTE: There is enough material in the Mentoring Module on ‘observation’ to last you throughout the entire year (if not two!)</b></p>	<p>-- Co-plans and co-facilitates Mentor Study Group with coach.</p> <ul style="list-style-type: none"> <li>■ Develops schedule for consistent mentor/mentee meeting times.</li> <li>■ Look at the mentoring module on observation and prepare to meet with your coach.</li> </ul> <p><a href="http://www.teacherlearningproject.com">www.teacherlearningproject.com</a></p>	
<p>2. Convene Leadership team meeting and work with participants to use the set of standards below to assess current practices in the mentoring program and envision what is possible. “<a href="#">Learning with and From Colleagues</a>” section of the <a href="#">Continuum of Practices for Building Comprehensive School-Based Induction</a>.</p> <p><b>Next Step:</b> Develop an <b>Action Plan</b> which you will use to guide your leadership team meetings for the next semester.</p> <p>Write your quarterly goals (<b>see</b> trimester goals worksheet)</p>		
<p>3. Co-Plan and Co-Facilitate a new teacher study group about: --</p> <ul style="list-style-type: none"> <li>- Back to School Night</li> <li>- Setting a classroom community</li> <li>- Classroom routines and rules</li> </ul>	<p>Consult “Creating and Maintaining an Effective Environment for Student Learning” and choose an element of the standard to work on.</p>	
<p>4. Continue weekly calls with the Induction Leader</p> <p>--Agenda: Scheduling, Mentor study group, Update on New Teachers, What are the challenges the mentors are having, planning leadership team meeting, questions and concerns of the induction leader</p>		

<b>November/December</b>		
1. Co-plan/Co-faciliate Mentor Study Group	Go to: <a href="http://www.teacherlearningproject.com">www.teacherlearningproject.com</a> Look at the mentoring module on observation and prepare to meet with your coach.	
1. Co-plan/ Co-faciliate New Teacher Study Group  Parent Teacher Conferences are a huge worry for new teachers. New Teachers can role play with one another about specific scenarios that worry them (difficult conversations)  Use: Engaging and Supporting all students in learning.	Go to the standards for the practice of teaching, look at “Engaging and supporting all students in learning”  Prepare for a meeting with your coach in which you will develop a lesson for new teachers using this standard as a lens.	
2. Co-plan/ Co-facilitate Leadership Team -Revisit trimester goals that were written in September and follow up with appropriate people. -Go back to your action plan “learning with and from colleagues” where are we? Should we continue our work on the elements we chose? Should we choose a new element of the continuum to be our focus?	Prepare with your coach to decide if your team is in need of a new element of learning with and from colleagues or introduce a completely new standard on the continuum.  Help the coach know the content to co-prepare for the Leadership Team meeting.	

<b>January – March</b>	<b>Hiring is the first step of Induction</b>	
<b>Leadership Team</b>		
1. Convene the leadership team look at the hiring module. If your school has already looked at the case of Rachel then skip to step 2. If not, then begin with Rachel. This module will take you a few months to complete—read through the entire module before you begin and guide the induction leader to pace accordingly.  2. Revisit trimester goals and rewrite new goals. (e.g. hiring goals)	Look at the Leadership Module <a href="#">Hiring is the First Step of New Teacher Induction</a> read through lessons 1 and 2 (2 is A LOT of your time so get started!)	

<p><b>Mentors</b></p> <p>3. Using the Observation module you should be looking at lesson 5: Bring a Problem of Practice. This module can go on for a few months when various mentors bring practice to the group.</p>	<p>Teachers need a lot of support to prepare to bring a problem of practice. You need to help the mentor prepare for this work.</p>	
<p><b>New Teachers</b></p> <p>4. Self Assessment, mid year check-in</p>		
<p>5. Other</p>		

<b>April-June</b>		
1. Target new mentors for next year, begin building their capacity as mentors. --Invite them to the mentor study group --Have them co-observe with another mentor and sit in on the debrief	Assess the mentoring needs for next year and help identify potential new mentors.	
2. Revisit observation and meeting schedule of mentors and mentees	Collect Data about how often meetings are happening and who is consistent or not.	
3. Setup co-observation with mentor and coach or induction leader and debrief as a community.		
4. Revisiting Educative Mentoring (bring new articles and mentor resources to the study group)	Previewing Articles and Resources	
5. Make sure that IL is aware of next year's schedule for new teachers and mentors.	Revisit schedules for next year and plan so that mentors and mentees will have time to meet and observe.	
6. What are current mentors roles in NT orientation next year		
7. Revisit the role of the induction leader		