

BEGINNING TEACHER PROGRAMS

District APPLES Program		SCHOOL-BASED Induction Program	
TRAINING			
Required	Code of Ethics Protecting Florida's Children Florida Curriculum Frameworks Specified training determined by the APPLES Support Team <input type="checkbox"/> Assist the new teacher in meeting the State's Professional Educator Competencies <input type="checkbox"/> Design the Individualized Program Plan	Required	Survival Skills School Handbook Special Programs Technology Assessments Teacher Assessments/IPDP
Optional	New Teacher Orientation GK Test Preparation Classroom Management Communication Diversity Assessment and Evaluation Reading Taming and Scoring the FCAT	Optional	Classroom Assessment and Evaluation Communication Diversity School Behavioral/Classroom Management System
SUPPORT			
Staff Development <input type="checkbox"/> Coordinator, Beginning Teacher Programs <input type="checkbox"/> Subject Area Coordinators APPLES School Administrator APPLES Peer Teacher		Regular support meetings School-Based Teacher Leaders	
RESPONSIBILITIES AND REQUIREMENTS			
Observations <input type="checkbox"/> Formative (conducted by Peer Teacher) <input type="checkbox"/> Summative (conducted by Administrator) Forms <input type="checkbox"/> Individualized Program <input type="checkbox"/> Program Completion <input type="checkbox"/> Peer Teacher Agreement <input type="checkbox"/> Peer Teacher Verification <input type="checkbox"/> New Teacher Transfer/Withdrawal		Complete APPLES Program Responsibilities School Professional Development Plan In-service Registration on PDMS Individual Professional Development Plan	

School-Based New Teacher Induction Program

Four goals for an Induction Program:

- To improve teaching *performance*
 - To increase *retention* of promising teachers during induction years
 - To promote the personal and professional *well-being* of beginning teachers
 - To satisfy *mandated requirements* related to induction and certification
- (Huling-Austin)

Objectives for successful Induction Practices:

- To help new instructional employees settle into their environment
 - To help them understand their responsibilities
 - To ensure that the organization receives the benefits of a well-trained and high motivated instructional employee as quickly as possible
- (Robinson)

Program Components:

TRAINING

Survival Skills:

- Take a school tour
- Meet key school personnel (Secretaries, Guidance Counselors, Bookkeeper, Technology Specialist, Media Specialist, Data Entry Specialist, Building Supervisor, etc.)
- Know the school culture/demographics
- Understand paperwork/processes (passes, referrals, leave requests, production room process, IEP/AIP, etc.)

School Handbook

- Understand the organizational profile
- Review (in detail) school policies and procedures
- Understand the school vision and mission
- Define acronyms used by the school

Special Programs

- Curriculum
- Common Practices (Positive Behavior Support, etc.)

Technology

- Pinnacle
- Progress Reports
- District websites

Assessments

- Summative (FPMS)
- Formative

Teacher Assessments

- IPDP

SUPPORT

Regular support team meetings

- Meet with the New Teacher a minimum of three times during the school year.
- Be accessible and visible
- Offer encouragement

School-Based Teacher Leaders (Department Head, Grade Level Chair, Team Leaders)

- Assist in providing additional support and resources

RESPONSIBILITIES AND REQUIREMENTS

- Complete APPLES Program Responsibilities
- School Professional Development Plan
- In-service registration on PDMS
- Individual Professional Development Plan