

Aurora Public Schools

Teacher and/or Special Services Professionals Induction Program

Aurora Public Schools believes it is important to select and develop the most qualified teachers, special service providers, principals and administrators. Providing meaningful induction experiences will generate and sustain the high-quality performance levels necessary for individuals to be successful in Aurora Public Schools.

The goals of the Induction Program are:

- to provide an understanding of the working culture of Aurora Public Schools
- to enhance the instructional skills of the individual professional
- to provide a collaborative support network for the individual professional
- to assist the individual professional in progress toward attainment of the Colorado Professional Educator Standards
- to increase the retention rates of high-quality professionals in education

The Induction Program equips Initial License holders with instructional skills, classroom management strategies, knowledge of standards and curriculum, ability to meet needs of diverse learners, relationships with parents, community and colleagues, and an understanding of the working culture of the system. Initial License holders are provided opportunities to learn district policies and perspectives in a series of cohort sessions, as well as partnering with district support staff to provide support in classroom management, curriculum, instruction, and assessment.

Induction

Induction is a district program mandated by the state of Colorado which is required of all educator with an Initial (Provisional) License, including teachers, special service providers, principals, and administrators. Completion of an approved induction program allows provisionally licensed educators to move to a professional license.

All educators with an Initial License who have NOT completed induction in another Colorado school district are required to participate in the APS Induction Program, preferably during their first year of employment. The APS Induction Program requires one school year to complete.

Key components in our program:

- Work with experienced staff members who provide support and assistance
- Set and progress on professional goals
- Attend district induction cohort sessions

- Submit required paperwork on time: goals, mid-term progress report, log of contact hours of coaching, and final progress checklist
- Throughout the year, conferences with building designee, teaching partner, mentor, and lead instructional coach will be held to review induction and the progress that has been made. The evaluator will also be invited.

Aurora Public Schools Induction Program has five elements:

Orientation:

There are three days prior to all staff on contract that are designated for New Educators. These days mark the beginning of the Induction Process for new certified instructional staff.

One day is designated for building use. Administrators are responsible for supporting new staff on this day.

During the two day district designated days, all new teachers receive instruction on the APS Culture, and the District and State goals. During the break-out sessions, differentiated by content and level of instruction, district staff will support in multiple areas in order to start the year out strong.

New staff will:

- begin to establish positive relationships with APS staff who provide support and resources.
- deepen understanding of effective strategies for creating a positive classroom environment and establishing positive relationships with students.
- identify and engage in essential instructional practices for their curriculum areas.

Receive information about:

- Access to resources for curriculum and instruction.
- Policies and procedures relevant to their professional responsibilities.
- Requirements for induction

Coaching Cycles:

Coaching cycles allow for a pre-conference, observation, and post-conference. All new teachers will complete a minimum of three coaching cycles throughout the year.

Coaching cycles are determined by the teacher and the teaching partner, trained mentor, teacher leader, TOSA, or consultant and can be focused on a variety of topics.

A log of hours and activities completed are kept during this time and turned in for review to the Department of Professional Learning. There will be a midpoint check in during the course of the year.

*We have been fortunate enough to receive a grant for retaining teachers. As part of this grant, teachers can be assigned a mentor. Mentors may also serve in a peer coaching model to support this requirement.

Professional Learning Opportunities:

District wide professional learning will happen throughout the second semester of induction and will be differentiated based on their needs. Teachers will choose pathways based on their interest and information from mentors, evaluators, and others who work closely with the new teacher. The Department of Professional Learning will advertise and communicate the classes that can be taken for Induction requirements. By focusing on a specific area of need, the teacher will have the opportunity to dive deeper into topics. These topics will include specific content understanding, student engagement, social-emotional student support, equity and more. All of the chosen topics will be directly related to the educator effectiveness rubric.

Site Based Induction Support:

Site-based induction support can be differentiated for the school site. A site will be asked to submit their plan for new teachers and teachers will submit one reflection on the work that has been done at the site.

[Supporting Document](#)

New Teacher Cohort Seminars:

The New Teacher Cohort will take place during the first semester of the school year. Each Induction participant is assigned to a cohort group with a district coach and coordinator as facilitators. The seminars are differentiated according to grade-level and subject area.

Support for Year Two and Year Three Educators

NEW- Pathways for Induction Year Two and Three

In order to support continued growth teachers in their second and third year can choose a pathway based on their needs. Teachers will do a pre-assessment at the beginning of the year and will develop a year-long plan including the CLDE Condition of Employment. Teachers who opt in to this cohort will receive a stipend OR salary advancement credit.

Mentoring could be offered in order to support the learning throughout the year. This could be done 1:1 or in a small group setting.

Determination will be made after all teachers have chosen a pathway.

Mentor Selection and Training:

District Induction Team:

The District Induction team include the Lead Instructional Coaches that support both district and school level work. The team works closely with the Director of Professional Learning and the Curriculum and Instruction team to provide district-level support to new staff members.

Site Based Mentors:

Mentoring is a mutually agreeable relationship that is sustained over time and intended to further the educational and professional development of the inductee.

A mentor at your site shall act as a professional coach, advising, guiding, providing feedback, and developing instructional strategies with the inductee. The mentor will also assist the inductee in becoming acclimated to the procedures, policies, culture, and people unique to your school.

Ideally, mentors will be assigned on a one to one or one to two basis and will be school based at the same site for the first year.

Mentors can also be used as guides in Year Two or Year Three OR for those new to APS who already have a professional license.

Mentor Training:

Mentors who elect to receive a stipend or salary advancement credit will adhere to district guidelines and expectations through the year to include training and support meetings. A micro-credential will be awarded to those mentors who complete all requirements and demonstrate proficiency throughout the year.