**The purpose of this Induction Program is to:**

* Assist newly-licensed professional staff members, veteran professional staff members new to an organization, and incoming formerly out-of state professional staff members in making a smooth transition into the organization’s teaching-learning environment.
* Increase the content knowledge/instructional skills of new-to-school/district professional staff members, if such a need is identified, and to ensure that educators who are new to Colorado are knowledgeable about educational practices typical to Colorado.
* Provide support for retaining effective educators.

**Induction Participants Checklist:**

The following are the essential knowledge and skills along with recommended discussion topics **all new** Professional Staff Members in the SLV should develop and demonstrate.

* For inductees with experience, areas to be completed may vary according to inductee’s experience and professional growth plan. Mentors need to initial all completed and discussed areas:

|  |
| --- |
| **SLV BOCES Professional Staff Induction Program Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_****Name of induction participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Name of mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Mentor’s Initials indicating completion | Essential knowledge and skills |
|  | Knowledge of District/BOCES school vision mission and strategic goals. (Sept.) |
|  | Knowledge of districts/schools UIP and local content standards (Oct.) |
|  | Plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring (Oct.) |
|  | Ability to utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators (Oct.). |
|  | Ability of Principals to create processes and schedules which maximize instructional, collaborative and preparation time.to teach (Nov). |
|  | Ability to hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas (Dec.). |
|  | Ability to lead a team that will foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and Teachers, and a valid assessment of outcomes (Jan.). |
|  | Ability to utilize local district evaluation tolls to evaluate in a fair and equitable manner with a focus on improving Teacher and staff performance and, thus, student achievement. (Feb.). |
|  | Establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students (March). |
|  | Effectively collaborate with peers for the purpose of improving the professional learning environment (April). |
|  | Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being (April).  |
| Mentor’s Initials indicating completion | Recommended discussion topics |
|  | Improved Academic Achievement and Outcome for Students |
|  | Data-based Progress Monitoring |
|  | Input and Collaborate with Staff |
|  | Distribution of Leadership |
|  | Instructional Practices |
|  | District and School Rules and Discipline |
|  | Creation of Professional Development |
|  | Staff Empowerment |
|  | Inclusive and Welcoming Climate |
|  | Continual Improvement |
|  | Use of Electronic Student Information Systems |
|  | Student Records and Data Privacy |
|  | Field Trip Procedures |
|  | Duties |
|  | Professionalism |
|  | Daily, Weekly, and Monthly Schedules |
|  | Strategic Planning |
|  | Playground/Recess Rules |
|  | Lunch Schedules and Procedures |
|  | Enforcement of School/District Discipline Norms |
|  | Knowledge of Federal and State Laws |
|  | Community Engagement |
|  | Evaluation Process |
| Completion of 1st informal observation  | Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor initials:\_\_\_\_\_\_\_ |
| Completion of 2nd informal observation  | Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor initials:\_\_\_\_\_\_\_ |

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Inductee’s Signature Date

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Mentor’s Signature Date

Administrator’s Signature Date

On or before May 5, 2022 the assigned Inductee/Mentor will submit this Participants Checklist, Inductee/Mentor Contact Tracking and Completion Signature Page to the San Luis Valley BOCES.

Information needs to be sent to:

Michelle Sisneros

Special Education Coordinator/ Induction Coordinator

2261 Enterprise Drive

Alamosa Co, 81101

Msisneros@slvboces.org

Phone: 719 587-5407 Fax: 719 589-5007