Hawaii Teacher Induction Program:

School Implementation Planning Tool

Every beginning teacher will participate in a comprehensive 3-year induction program as guided by the Hawaii Teacher Induction Program Standards

Goals of the program:
1. Accelerate teacher effectiveness and student learning
2. Increase teacher retention
3. Strengthen teacher leadership

2 Overarching Areas to focus on for implementation planning:

<table>
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<tr>
<th>Fully staffed and scheduled mentoring program:</th>
<th>Cohesive support for teacher induction:</th>
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<tbody>
<tr>
<td>1. All year 1 and year 2 teachers are mentored by a trained mentors.</td>
<td>1. School leaders communicate about the mentoring program to new teachers, and support the mentor in implementing the program fully.</td>
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<td>2. Time is sanctioned for mentors and beginning teachers to meet for 60-90 min per week (total 180 min per month).</td>
<td>2. Principal or VP meet quarterly with mentors to support and align work.</td>
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<td>3. The budget and schedule all align to fully staffing mentoring for year 1 and year 2 teachers. Ratio for mentors to mentees:</td>
<td>3. Mentors participate in all days of PLS Mentor trainings and forums.</td>
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<td>● 1 teacher: ~10% release time or TCE/stipend</td>
<td>4. School leaders support professional learning between mentors (ie mentors periodically observing each others’ work, coaching each other)</td>
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<td>● 7-8 teachers: 50% release time</td>
<td>5. Schools use the Learning Zone online mentoring platform to increase the quality of the mentoring practice and collect data on program implementation</td>
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<td>● 15 teachers: Full Release (no other roles)</td>
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<td>4. Trained mentors demonstrate qualities of highly effective instruction, impactful mentoring practice, leadership, and effective collaboration with school leaders</td>
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Resources Needed to Support your plan:

(i.e. Mentor Training for new mentors, complex area run PD/PLCs for beginning teachers (BTs) and mentors, shared full-released mentor assigned to work with our BTs…)

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Induction & Mentoring Program Sustainability
Planning for Implementation

Principal Name: ______________________  Name of Site Lead or Lead Mentor: ______________________
School: ______________________________

How many mentors will participate in your induction program next year?

From school ____
From complex area ____

In 2017-2018 how many teachers do you anticipate:
1st year teachers: ___
2nd year teachers: ___

Annual Goal
Indicate your complex area/school’s 2017-18 goal for improving teacher induction.

• Sustain proven components of highly effective induction program practices as evidenced in the 3-year Mentor Pilot Project.

Action Plan
Activities/Strategies: Detail below the activities and strategies your school/complex area will implement to accomplish the expectations described on the first page:
1. Fully staffed mentoring program
2. Comprehensive support for teacher induction
Use the questions from pages 3 & 4 of this document to support your planning.
Include how the school leaders play a role in making sure this is happening – in this section, and in Progress Monitoring, below.

Target Group(s)  Timeline  Key Personnel
Who will be targeted?  What is the start and end date?  Who is responsible for implementing and overseeing the activity/strategy?

Budget and Resource Alignment
Indicate Complex Area & School resources you will leverage to achieve this annual goal and/or implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Progress Monitoring
As part of an overall cycle of continuous improvement planning, identify several mid-point benchmarks that will indicate school progress toward implementing the actions described above.

• Include data from Learning Zone, Hawaii’s online mentoring tools system, as one of your data sources for progress monitoring. This will provide you with frequency of mentoring meetings, which type of mentoring tools/processes were used (while keeping the tools themselves confidential) – an example sentence has been added below.

• Learning Zone data on mentoring frequency & processes used with BT will be tracked and analyzed
• Hawaii Teacher Induction Program Survey data
•
Principal Name: ___________________  School: ___________________

Guiding Questions for Implementation Planning

**Mentor Selection**

Who will mentor?

Who have been your mentors and coaches?

How did your current/past mentors meet the Mentor Selection Criteria?

Who are good candidates to be mentors next year, based on the criteria? How will you ensure they have the capacity for high quality mentoring?

**Scheduling**

How can you create the time for full implementation?

How will you support mentoring to take place weekly for all 1st and 2nd year teachers?

How can you proactively protect mentoring time so it is not interrupted by other tasks/roles the mentor or BT may have?

If the mentor currently has a teaching role, who will take on the mentor’s classroom to allow release time for mentoring?

**Budgeting**

How can you find the resources for full implementation?

Based on the mentoring release time needed – what are the implications for your budget?

- What funding streams can be maximized to support mentoring?
- What shifts in allocation are needed to free up money to give someone time to mentor?
- Is there sub funds or stipends allocated for mentors to attend trainings?

Criteria: (see Mentor Selection Tool)

- Strong Interpersonal Skills
- Professionalism
- Desirable Personality Traits
- Ongoing Professional Growth
- Outstanding Classroom Practice

Adapted from NTC i3 School Implementation Plan
## Communication and Promoting Staff Culture

**How can you help your staff to value and support full implementation?**

- How will you communicate the teacher induction program to your potential mentors and new hires?
- What opportunities will there be to launch the program with mentors and new teachers in your school (e.g. first week breakfast)?

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<th>How will you communicate high expectations to mentors on your team, and how will you communicate to staff that mentors are part of your extended leadership team, supporting teaching and learning school-wide?</th>
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<td>How will you overcome challenges in school culture or teacher attitudes towards mentoring that could arise?</td>
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