

**NTA Year One Report 2006-2007
Rochester School District**

Standards with evidence	Stated outcomes	What your team created systems for/ What your new teachers did	Evidence
Hiring <ul style="list-style-type: none"> ▪ Prehiring ▪ Assessment of needs and capacities ▪ Information rich hiring experience ▪ Shared decision making ▪ Collective bargaining ▪ Planned and timely support 	<ul style="list-style-type: none"> ▪ Create or revise hiring documents ▪ Determine best approaches for creating matches between hires and district ▪ Connect new teachers to mentors or district as soon as they are hired 	<ul style="list-style-type: none"> ▪ Joined the Public Schools Personnel Cooperative (ESD 113) ▪ Revised interview process to include Behavior Based Questions 	<ul style="list-style-type: none"> ▪ Moved to apply ▪ Attended ▪ Updated to include ▪ Supported ▪ Signed the new ▪ who
Orientation <ul style="list-style-type: none"> ▪ Welcome and introduction ▪ Cohort ▪ First days ▪ Tools and tips ▪ Induction program ▪ Guidelines and curricula ▪ Evaluation ▪ Resources 	<ul style="list-style-type: none"> ▪ Begin standards-based orientation ▪ Create a multi-day orientation that goes beyond keys and room 	<ul style="list-style-type: none"> ▪ Orientation will be expanded to two days in August 2007. ▪ June 18, 2007 mentor work day to create a two day orientation that focuses on the needs of the new teacher vs. the needs of the district ▪ New Teacher Handbook is being created 	<ul style="list-style-type: none"> ▪ Orientation ▪ August ▪ The ▪ and ▪ hand ▪ post
Mentoring <ul style="list-style-type: none"> ▪ Selection process ▪ Model of mentor assistance ▪ Matching mentors ▪ Role responsibilities ▪ Leadership ▪ Professional development for mentors ▪ Link to school improvement ▪ Evaluation of program impact ▪ Resources 	<ul style="list-style-type: none"> ▪ Begin standards-based mentoring ▪ Train new mentors ▪ Design ongoing professional learning for mentor cadre 	<ul style="list-style-type: none"> ▪ Six teachers attended the Mentor Academy last summer ▪ Three mentors routinely attended the Mentor Round Tables ▪ Mentors meet once a quarter with the grant director to plan and support one another to improve our new teacher support skills ▪ Developed a mentor job description, interview questions and hiring process ▪ Mentors attended Mentor Academy Follow-up Training 	<ul style="list-style-type: none"> ▪ Training ▪ com ▪ term ▪ which ▪ our ▪ Faci ▪ distr ▪ mee ▪ Men ▪ will ▪ New ▪ resu ▪ of a ▪ men
Professional Development <ul style="list-style-type: none"> ▪ Time ▪ Timely, need-to-know 	<ul style="list-style-type: none"> ▪ Connect new teachers to professional growth plan 	<ul style="list-style-type: none"> ▪ Time was spent in the quarterly district-wide new teacher meetings assisting new teachers to write and evaluated 	<ul style="list-style-type: none"> ▪ Wor ▪ surv ▪ leve ▪ satis

<p>basis</p> <ul style="list-style-type: none"> ▪ Driven by standards ▪ Responsive ▪ Professional contributions ▪ Coordinated ▪ Differentiated 		<p>progress towards professional growth plans.</p> <ul style="list-style-type: none"> ▪ Three PD trainings were offered specifically for new teachers: ▪ Classroom Routines & Procedures; Student Discipline; and Engaging Instructional Strategies ▪ Professional Certification Overview Session 	<p>with</p> <ul style="list-style-type: none"> ▪ New show mee
<p>Assessment for Learning</p> <ul style="list-style-type: none"> ▪ Teaching standards ▪ Observations ▪ Evidence of student learning ▪ Program impact 	<ul style="list-style-type: none"> ▪ Use assessment for learning tool or other tool to record teacher learning ▪ Survey new teachers and mentors ▪ Use retention data analysis to adjust program 	<ul style="list-style-type: none"> ▪ Mentors observed new teachers quarterly and provided feedback in a post-conference format ▪ New Teachers were released to observe other teachers. 	<ul style="list-style-type: none"> ▪ Use incre stren cont ▪ New their their ▪ Obs form teach about learn obse
<p>System Impact</p> <ul style="list-style-type: none"> ▪ Current systems in place ▪ System impact improvements 	<ul style="list-style-type: none"> ▪ Determine what systems are in place if induction team left the district 	<ul style="list-style-type: none"> ▪ Improved hiring / recruitment practices are in place for new teachers and mentors ▪ Two day orientation and handbook ▪ The district is now thinking specifically about the needs of new teachers! ▪ Mentor teachers have grown as leaders. 	<ul style="list-style-type: none"> ▪ Elec files ager