

Chicago Public Schools Policy Manual

Title: NEW TEACHER INDUCTION
Section: 504.6
Board Report: 04-0825-PO1

Date Adopted:
September 22, 2004

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education amend the policy regarding induction of new teachers in the Chicago Public Schools.

PURPOSE: The New Teacher Induction Policy addresses the need to provide new teacher employees with appropriate support and information to maximize the effectiveness of their teaching performance to raise student achievement levels and to increase retention of high quality teachers.

POLICY TEXT:

TEACHER INDUCTION POLICY

I. TEACHERS ASSIGNED TO A CLASSROOM OR A SCHOOL

Effective August 25, 2004, all teachers newly hired by Chicago Public Schools ("CPS"), who are new to teaching, and who hold a Provisional or Initial State of Illinois Teaching Certificate, and who will have full-time classroom or school-based responsibilities, will be required to participate in an induction program. Specific induction requirements will be prescribed by CPS GOLDEN Teachers Unit. Failure to comply with the induction mandate will be recorded on the given teacher's CPS personnel record and may jeopardize obtaining a Standard State of Illinois Teaching Certificate. The CPS GOLDEN Teachers Unit will issue a Participant Handbook to further clarify expectations of teachers and establish deadlines for performance.

Requirements are as follows:

- A. A new teacher with less than one year of teaching experience and a Provisional or Initial teaching certificate will participate in the following two-year induction program:
 1. Year One: Attend the CPS GOLDEN Teachers Orientation within the first ten weeks of hire, or accrue two extra Continuing Professional Development Units (CPDUs); interactions with an assigned mentor which will include reciprocal classroom observations; and accrue fifteen CPDU's (as further outlined in the GOLDEN Teachers Participant Handbook).
 2. Year Two: Accrue fifteen CPDU's associated with submission of a professional development action plan (Individual Growth Plan); interact with an assigned coach with whom the teacher will engage in reciprocal classroom observations and group meetings (as explained in the GOLDEN Teachers Participant Handbook).
- B. A teacher with any previous teaching experience who is new to CPS and who holds an initial, standard or master certificate will attend the CPS GOLDEN Teachers Orientation.

II. MENTORS AND COACHES PROVIDED TO SUPPORT NEW TEACHERS

All schools employing teachers new to teaching are required to have a mentor teacher assigned for first-year teacher support and guidance and a coach for second-year teacher support and

guidance. Principals are to assign mentors and coaches via GOLDEN Teachers Online (GTO) and communicate these matches to the mentors, coaches, and to all new teachers within two weeks of their employment at the specified school. Mentors and coaches will receive appropriate training from CPS GOLDEN Teachers Unit. Principals are to ensure that mentors and coaches attend the required training. Mentors and coaches will be compensated quarterly for completion of documentation requirements using GTO as delineated in the GOLDEN Teachers Guidelines. Principals must verify the log documentation submitted by mentors and coaches via GTO. Mentors and coaches will not be compensated if documentation is not submitted and verified by principals in accordance with the GOLDEN Teachers program delineated due dates set forth in the Participant Handbook.

III. NEW TEACHERS, ITINERANT

Itinerant professional personnel who receive specialized training through their respective departments will fulfill their induction requirement through those particular departments.

Amends/Rescinds: Amends 03-1022-PO03
Cross References: 02-0828-PO01; 00-1025-PO1; 99-1027-PO2; Rescinds 70-470
Legal References: