

DEFERRED

04-0825-PO1

August 25, 2004

AMEND BOARD REPORT 03-1022-PO03 ADOPT A POLICY FOR NEW TEACHER INDUCTION

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education ~~adopt~~ 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 ~~and~~, to raise student achievement levels and to increase retention of high quality teachers.

PRESENT POLICY: The ~~current policy, Board Report 02-0828-PO1, is being amended.~~

HISTORY OF BOARD ACTION: ~~The Teacher Induction Policy of the Chicago Board of Education has been successively codified in the following Board Reports:~~

~~Board Report 70-470: "In-Service Training for New Teachers" was rescinded October 27, 1999
Board Report 99-1027-PO2: "New Teacher Induction Policy" was adopted October 27, 1999
Board Report 99-1027-PO2: "New Teacher Induction Policy" was amended October 25, 2000
Board Report 00-1025-PO1: "New Teacher Induction Policy" was amended August 28, 2002~~

POLICY TEXT:

TEACHER INDUCTION POLICY

I. TEACHERS ASSIGNED TO A CLASSROOM OR A SCHOOL

Effective ~~July 1, 2003~~ August 25, 2004, all teachers newly hired by Chicago Public Schools ("CPS"), who are new to teaching, and who hold ~~holding~~ 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 ~~the~~ CPS GOLDEN Teachers Unit ~~Teachers Academy for Professional Development~~. 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 a two-year induction program:

1. Year One: ~~Orientation, attend~~ Attend the CPS GOLDEN Teachers Orientation within the first ten weeks of hire, or accrue ~~six~~ 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); ~~interactions~~ interact with an assigned coach ~~which~~ with whom the teacher will engage in ~~will include~~ reciprocal classroom observations and group meetings (as explained in the GOLDEN Teachers Participant Handbook).

B. A teacher with one or more years of any previous teaching experience who is new to CPS and who holds holding an initial, standard or master certificate will participate in orientation attend the CPS GOLDEN Teachers Orientation.

II. MENTORS AND COACHES PROVIDED TO SUPPORT NEW TEACHERS

All schools employing new 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, ~~to offer support and guidance to new teacher employees during the first two years of employment.~~ 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 preparation training from the CPS GOLDEN Teachers Unit Teachers Academy for Professional Development. 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 program 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 by GOLDEN Teachers program delineated due dates set forth in the Participant Handbook.


III. NEW TEACHERS, SUBSTITUTES

~~Newly hired teachers classified as provisional, cadre, or day-to-day substitutes will be required to participate in designated inservice sessions for a total of six hours. The inservice training must be taken through the CPS Teachers Academy of Professional Development. The inservice training must be taken prior to substitute teaching. Substitute teachers who fail to comply with the inservice requirement will have their names removed from the Substitute Center database of available substitute teachers.~~


IV III. NEW TEACHERS, ITINERANT

Itinerant professional personnel who receive specialized training through their respective departments will fulfill their induction requirement through those particular departments. An inservice plan for itinerant teachers must be submitted by the applicable department to the CPS Teachers Academy for Professional Development at the beginning of each school year. A list of job titles of teachers included in this category is found at Attachment A.

Approved For Consideration:


Barbara Eason-Watkins
Chief Education Officer

Approved:


Arne Duncan
Chief Executive Officer

Noted:


John Maiorca
Chief Financial Officer

Approved as to Legal Form: 


Ruth Moscovitch
General Counsel