

**Teacher Induction  
2007-2008**

**Leadership**  
*How is this system coordinated and led? Who is part of the leadership for this system?*  
 Coordinator for Staff Development  
 Coordinators/Facilitators  
 Principals/Assistant Principals/LSTs

**Student, Stakeholder & Market Focus**  
*How identified? Who? What do they need? How do we know?*

- o DOES and School Administrators - novice teachers lead high performing classroom systems, teach the content standards and implement active learning structures that result in student achievement for all students.
- o Mentor Teachers - novice teachers experience satisfaction and well-being by focusing/reflecting on quality planning, instruction, student/teacher interaction, classroom environment and measuring student progress.
- o Human Resources – Retention Rates

**Strategic Planning (Goals & Measures)**  
*Goal and brief action plans. What are our desired, measurable results?*

- All novice teachers will score Effective as measured by CCPS Classroom Teacher Observation instrument.
- All novice teachers will be satisfied with induction as measured by overall satisfaction on quarterly online surveys.
- All teachers new to CCPS have mentor support as measured by mentor teacher assignments.
- All effective novice teachers will remain in Cecil County Public Schools beyond the two-year probationary period.

**Performance) Results**  
**Strategic Results**  
*How are we doing now on the desired results?*

- o 99% E, M, H Novice Teachers who score Effective on the Teacher Observation Instrument – June 2007
- o 88.6% Novice Teachers who report Overall Satisfaction on Surveys – Excellent or Very Good – Dec. 06
- o 100% Novice Teachers who have county mentor support
- o 73% Effective teachers retained over three years

Strategic  
Operational

**Human Resource – Faculty & Staff Focus**  
*Who are the workers? What do they need? How do we know?*

- o New Teacher Class Instructors' Planning
- o Novice Teacher Training - Elements of Effective Lessons and Active Learning Structures
- o Principal and Assistant Principal Training
- o Mentor Professional Development
- o Novice Teacher Professional Development
- o County Professional Development
- o School-based Professional Development

\*\*\*Satisfaction Surveys

**Process Management**  
*What key processes will help us achieve our goals? How do we manage and improve them?*

- o New Teacher Class
- o Coordinator Meetings with Teachers
- o Human Resources/BEPAC/CCCTA Networking Seminars Monthly
- o Classroom Management Workshops- CCCTA and GALA
- o Peer Visitations
- o Mentor/Mentee Conversation Guide
- o Videotaping/Conversations
- o Active Learning Workshops for New Teachers w/o Student Teaching

**Operational/Process Results**  
*How effective are the processes being used to achieve the goals?*

- o Teacher Evaluations
- o Communication Form
- o List of Participants, Evaluations
- o List of Participants, Evaluations
- o Peer Visitation Plus/Deltas
- o Mentor Logs
- o Logs of Conversations
- o Videotape - Anecdotal Records
- o List of Participants, Workshop Evaluations
- o Satisfaction Surveys

**Measurement, Analysis, and Knowledge Management**  
*What data will we have to review? How do we determine what to measure? How do we analyze and learn from the information measured?*

Online Electronic Survey Results/Actions  
 New Teacher Perception Roundtable Survey Analysis/Action, CCPS Classroom Teacher Observation Instrument Analysis/Action  
 Comparison of Teacher Observation Instrument Self-Reflection Data and Perceptions Data  
 Data Base of Novice Teachers' Professional Development