



San Juan Board of Cooperative Educational Services

Teacher/Special Services/Administrator Induction Program

Participation in the induction program is required by the Colorado Department of Education in order to convert a three-year initial teaching, special services, or administrative license to a professional license with a five-year term. Interim, alternative, and emergency or temporary authorizations are not eligible to participate, and the license-holder must be working in a position that requires that licensure. We highly recommend participating in the induction program during your first year of employment because the training it provides is directly related to the skills and capacities your district will expect you to use.

In order to ensure all participants in the induction program have a clear understanding of the relationship between Response to Intervention (RtI) and Professional Learning Communities (PLC), each inductee must attend and complete all assigned tasks. All info will be posted on the BOCES website (www.sjboces.org).

RtI/PLC Targeted Instruction Assignment

As available, inductees will use assessment data from the previous school year as a baseline for a group of their students in reading, writing, or math. From this data, in collaboration with their grade level or PLC team, inductees will select evidence-based interventions to target student deficiencies or, in the case of students who are excelling, challenge their strengths.

Teachers/Special Services Providers will collaboratively construct common assessments to assess the growth of their students during the year. From the ongoing data, teachers will collaborate with their respective teams to differentiate instruction to meet the needs and strengths of their students. The process will be ongoing throughout the school year.

Administrators will utilize school wide data to monitor the ongoing process of PLC and RTI in their building. Assigned tasks will be to evidence school wide longitudinal growth of students and the strategies implemented to address that continued growth.

Mentoring is a required component of the Induction Program. We are asking that school principals or the immediate supervisor be assigned as the Mentor to ensure building level support around PLC activities.

Assignments/journals will be sent to your assigned reviewer.

Required Meetings:

The induction program has five scheduled sessions on Wednesday afternoons-evenings. Participation in all meetings is a requirement of the program.

Meeting dates are Sept. 23rd, Oct 21st, Nov. 18th, and April 7th. We will meet in the 9R Board Room unless otherwise specified. We will have two optional online meetings from 4:00 to 5:00 on Jan. 13th and Feb. 17th. Locations and topics will be announced at the initial meeting. Dinner is generally provided.

Schedule Activities and Assignments

September 9th

- 5:00 p.m. to 8:00 p.m.
- Site: 9R Board Room
 - Introduction to Induction
 - Expectations: Attendance and Assignments
 - Relationship between PLC and RTI
 - RtI Explanation: Tier I and Tier II
 - Explanation of Template for PLC Journal Writing: Submitted Monthly
 - Alpine Achievement Logon: Inductees are responsible for finding the person in their school/district who can give them their Alpine Achievement username and password before the September 9th Induction Meeting.
 - Make a Student Group in Alpine
 - Find CSAP, NWEA, and Literacy Data for the student group
 - Body of Evidence Reports
 - Excel Skills Needed to Use Body of Evidence Reports
 - Explanation of using Body of Evidence Reports
 - Assignment:
 - (1) Based on the data provided by Alpine Achievement and the Body of Evidence Reports, submit a one-page Word document to document the strengths and weaknesses of your student group. Be very specific. Dig deeper than the standard level. Please do not use student names or demographics that will allow any student to be identified. Using differentiation and interventions in the classroom, discuss how the needs and strengths of each student will be met.
These need to be sent to your reviewer by Friday 9/18.

September 23rd

- 5:00 p.m. to 8:00 p.m.
- Site: 9R Board Room
 - Tier I Interventions
 - Using Alpine Achievement to look deeper
 - Collaborative Inquiry/PLC Example
 - Role Playing Experience
 - Assignments
 - In your building, participate in a collaborative inquiry in a PLC meeting.
 - **Journal-Without using student or staff names, take minutes and send a, no more than one page word document, to your reviewer.**
 - Review the CSAP , NWEA and/or literacy data for your grade level and summarize results in each of the main academic areas – strengths, needs, etc. Look deeper and identify specific curricular areas in each academic area that need to be addressed. Using your student group, design Tier I strategies/interventions to address needs and strengths. Remember to look at the spring data to address the summertime academic drop. **Document your findings in your PLC journal and send to your reviewer.**

October 21st

- 5:00 p.m. to 8:00 p.m.
- Site: 9R Board Room
 - Tier II Interventions
 - Progress Monitoring
 - Alpine Achievement: RtI Plan
 - Assignments
 - **Journal**
 - Submit the name of a student you will begin entering an RtI plan for in Alpine Achievement. **Submit the name of the student to your assigned reviewer (TBA) by October 23rd.**
 - All plans must be initiated on Alpine Achievement before November 18th. **The reviewer will acknowledge the submission of the plan as it is entered prior to November 18th.**

November 18th - This is the last regularly scheduled meeting before April 7th (last meeting).

- 5:00 p.m. to 8:00 p.m.
- Site: 9R Board Room
 - TO BE COMPLETED DURING INDUCTION MEETING:
 - Small Group Work - Each inductee will discuss with his/her group a student who is making progress and a student who is not making progress. Group members will give feedback as needed. Please bring in artifacts that can demonstrate student growth or lack of growth.
 - Small Group Work – Each inductee will discuss the progress of the PLC and RtI process in his/her team, building, and district. Areas of success and areas of need should be discussed.
 - Assignment
 - Continue working with the designated student and his/her RtI plan. Continue e-mail, phone communication, or, if needed, a meeting of support with your assigned plan reviewer. All plans must continue through March 30th. **Reviewer will assess plans April 1st.**
 - **Journal**

Optional Gotomeeting Dates – Inductees that may be having difficulties with the RtI Plan, Alpine Achievement, or other issues can join an online meeting for discussion and demonstrations. Reminders and possible agenda items will be sent to each inductee two weeks prior to the optional meetings. Should no inductee request an online meeting at least three days prior to each optional meeting date, the scheduled meeting will be cancelled.

- January 13th
- February 17th

April 7th

- 5:00 p.m. to 8:00 p.m.
- Site: 9R Board Room
 - **All RtI plans must be completed and have had a final review by this date.**
 - Wrap-up Activities-Small Group Discussions

Journal Assignments Due:

October
November
January
February
March