

Indigenous Roots Teacher Education Program Induction Plan

Induction services are services that are provided after program participants complete their training program and during their first year of teaching. Induction services are a free benefit to participants in the IRTE program, and are designed to support and improve participant's professional performance and promote retention in the field of education and teaching. The following induction plan will be followed by the project:

1) The program will provide high quality mentoring, coaching and consultation services for the participant to improve performances.

School Mentors

Each program graduate will be paired with an educational professional who will act as a mentor during the first year of teaching. This individual will be identified as an exceptional teaching professional and will participate in training sessions to learn about their mentor role and project goals.

Regular Communication and Consultation

Project staff will be available by phone, email, site visits, and/or through an on-line discussion group that is set up for the purpose of supporting program graduates during their first year of teaching.

2) The program will provide access to research materials and information on teaching and learning;

Career Services Specialist

Each program graduate will have an opportunity to schedule an individual meeting with UNL's College of Education and Human Sciences' Career Specialist in Teacher Education. The Career Services Specialist meets individually with graduates to review and discuss ongoing career plans and what to expect during the first year of teaching.

Resources

Resources will be regularly provided, communicated through mentors, site visits and/or through other means such as email, a project website, or through an on-line discussion group that is set up for the purpose of supporting program graduates during their first year of teaching.

Induction Libraries

Each program graduate will be provided funds to purchase resources, such as a small library, or classroom materials, that are relevant to his/her new education position.

3) The program will assist new teachers with use of technology in the classroom and use of data, particularly student achievement data for classroom instruction.

Professional Development in Technology Use

To the extent possible, the project supports graduates participation in professional

follow up professional development related to technology use in the classroom. The hiring school district also supports graduates participation in professional development through annual in-service opportunities tied to district school improvement and student achievement needs.

Fall Native American Education Summit and Conferences

Program graduates will be encouraged to attend professional development and conferences such as Nebraska's Fall Native American Education Summit where current research and information on teaching and learning – specifically related to Native American Education in Nebraska - is regularly shared in an annual conference held in Northeast Nebraska. All area educators and program graduates are invited to attend this annual Education Summit. Participant school districts will also support program graduates in attendance at local, regional and national education conferences such as the National Indian Education Association conference.

4) The program will provide clear, timely and useful feedback on performance provided in coordination with the program graduate's supervisor.

Site Visits and Consultations

As schedules allow, at least once during the school year, project staff will make a site visit/observation and consult with the program graduate, mentor, and supervisor. This "three-way conversation" is designed to provide useful feedback on the program graduate's performance, and will be conducted in coordination with the school supervisor.

5) The program will provide periodic meetings or seminars for participants to enhance collaboration, feedback and peer networking and support.

Maintain Regular Contact

Project staff and mentors will be available by phone, email, site visits, and/or through an on-line discussion group that is set up for the purpose of supporting program graduates during their first year of teaching.

Project staff will maintain regular contact with the area School Superintendents and Title VII Program Directors in each school district to check in about the status of the program graduate, and to inquire about current school staff development that is to be offered and ensure the program graduate is involved.

Project staff will also assist program graduates and their schools/district in preparing paperwork, materials, applications to support them in their new teaching position.

School Site Visits

Program graduates will be encouraged to visit other schools/programs to observe other teaching and curriculum development approaches and their peers and other teachers/classrooms in action.