

Goose Creek CISD
New Teacher Induction Program
Handbook
2024-2025





Welcome to Goose Creek CISD! We are excited you are joining our community of dedicated educators. Goose Creek is committed to fostering a supportive and enriching environment for both students and staff. We believe that by working together, we can grow giants!

We know that this is an exciting time for you, and we want to help make your first year of teaching a rewarding and memorable one. Through the Goose Creek CISD Mentor Program, experienced educators will work closely with you along the way, offering guidance and support to help you be successful in the classroom. We are committed to your success and aim to provide you with the necessary tools, resources, and support to thrive in your new role.

The Mentee Support Team is here for any information or assistance you may need throughout the year. We want your learning experience to be a positive one, and we hope that you will enjoy teaching in Goose Creek CISD.

Mentee Support Team

District Mentor Program Coordinator



Heather Alarcon
Human Resource Coordinator
heather.alarcon@gccisd.net

District Mentor Program Support Team

Sandra Bell
Laura Smith
Barbara Wilson
Bruce Davis

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

TEACHER INDUCTION PROGRAM

Program Rationale

The New Teacher Induction Program is a strategic initiative designed to ensure the success and retention of new teachers within our school district. Beginning teachers often face a steep learning curve as they transition from student teachers or other industries to full-time educators. The goal of this program is to provide the necessary support to make this transition a smooth and positive one. By providing a structured support system from the district to the campus level, the program helps to reduce the anxiety and stress associated with starting a new teaching career.

Experience tells us that teacher development does not end with the conferring of a bachelor's degree and the issuing of a teaching certificate. In reality, university and Alternative Certification Program training only provides new teachers a broad-based preview of the skills they must develop to become excellent teachers in an ever-changing environment. Through mentorship and professional development, new teachers can be introduced to effective teaching strategies and best practices early in their careers. The program emphasizes classroom management techniques that are essential for creating a conducive learning environment. By fostering early professional growth and peer collaboration, the program promotes support among new and experienced teachers, helping to build a strong, cohesive school community. Establishing mentoring relationships fosters a sense of belonging and professional camaraderie, which is beneficial for both new and veteran teachers. If teachers are to grow professionally and if instruction is to improve, public schools must establish effective teacher training as a local goal and commit time and resources to support this goal.

In Goose Creek, all teachers new to the profession or new to Goose Creek CISD will participate in the Teacher Induction Program. The purpose of the program is to develop skills, knowledge, attitudes, and values that are necessary for the teacher to carry out their role effectively.

DEFINITIONS FOR THE MENTORING PROCESS

Definitions:

- **Lead Mentor/Buddy**

The Lead Mentor must be a current Mentor and complete all requirements for the New Teacher Induction Program. The Lead Mentor will attend district professional development to plan and implement a book study on campus throughout the year for both mentor and mentee. Each new first-year teacher and mentor will receive a copy of *The Classroom Management Book* by Harry and Rosemary Wong. The Lead Mentor will serve as a “Buddy” to all experienced teachers new to the district for the first two week of school. Buddy teachers will welcome the experienced teachers and work with the teachers during the first two weeks of school to help them become familiar with our district programs and procedures.

- **Mentor**

All teachers new to the profession in Goose Creek CISD will participate in the induction program. This includes first year teachers transitioning from student teacher/intern programs and first year teachers completing an alternative certification, see ACP for program requirements. These “new to profession” teachers will be considered mentees and will be assigned a mentor teacher. The purpose of mentoring is to develop in all teachers new to the profession those skills, knowledge, attitudes, and values that are necessary to effectively carry out their roles as a classroom teacher.

- **Personnel Roles:**

Mentee- The mentee will utilize the work experience and the assistance provided by the district to enhance his/her professional skills.

Mentor- The mentor will work directly with the new teacher throughout the year. The mentor will serve as a resource to the mentee with weekly check-ins and feedback-based observations each semester.

Campus Administrator- The principal/assistant principal/academic dean will appoint a mentor for each new teacher and ensure that mentoring activities are implemented and maintained throughout the year. They will meet with each mentee outside of the evaluation process at least one time per grading period.

Coordinator of Mentor Program- The Coordinator of Mentor Programs will provide support through communication and support for mentors/mentees, mentor and mentee orientation training, as well as new teacher professional development.

Mentee Support Team- The Mentee Support Team will provide focused support for the professional and personal development of new teachers through communication and campus visits with mentors and mentees.

Curriculum Staff- The Curriculum Staff will provide content area support.

THE MENTEE



Mentee Roles and Responsibilities

As a new teacher to Goose Creek CISD, the mentee should utilize the work experience and the assistance provided by the district to enhance his/her professional skills. This can be accomplished by being receptive to constructive comments and advice offered by mentors, colleagues, administrators, and Mentee Support Team.

I. Qualifications

- ✓ Valid teacher certificate or enrollment in Alternative Certification Program
- ✓ Professionalism
- ✓ Growth mindset
- ✓ Ability to reflect on experiences

II. Responsibilities

- ✓ Within the first month, observe mentor teacher at least once.
- ✓ During the two semesters of the New Teacher Induction Program, observe other teachers on campus and/or on other campuses.
- ✓ Provide quality instruction for students.
- ✓ Maintain a positive learning environment in the classroom.
- ✓ Attend and participate in both campus and district staff development programs and activities.

THE MENTOR



Mentor Roles and Responsibilities

The role and responsibility of the mentor teacher is crucial in promoting the personal and professional well-being of the beginning teacher. Therefore, it is important that mentor teachers be selected carefully. Please note the qualifications and responsibilities listed below.

Job Description

I. Qualifications

- Valid credentials
 - Valid teaching certification
 - Same assignment/grade level/content area (preferred)
- Years of experience: preferred three years in district
- Demonstrated exemplary teaching performance as indicated on student growth measure on TTESS. Must be proficient or above in each area.
- Demonstrated characteristics including:
 - Pride and enthusiasm for the profession
 - Willingness to serve as a mentor
 - Sensitivity to viewpoints of others
 - Competence in social and public relations
 - Success in working with adults
 - Effective communication skills (oral and written)
 - High degree of professionalism

II. Responsibilities

- Observe the mentee and provide feedback. (Forms provided to document meetings and observations)
- Familiarize the mentee with school procedures by utilizing and completing the Mentor Checklist each semester.
- Promote the personal and professional well-being of a colleague through an intentional, interactive, and dynamic mentoring process.
- Attend scheduled mentor training including book study and district meetings.
- Assist the mentee to develop management and teaching strategies.
- Support the mentee in the Texas Teacher Evaluation and Support System T-TESS) process.

THE CAMPUS ADMINISTRATOR



CAMPUS ADMINISTRATOR ROLES AND RESPONSIBILITIES

The campus administrator plays an integral role in perpetuating the development of the new teacher. He/she provides support, guidance, and leadership in ensuring that mentor activities are implemented and maintained over the course of two semesters.

Responsibilities

- Select mentors and match with mentees based upon the following:
 - Mentor has superior record for assisting students as indicated in TTESS student growth measure
 - Mentor has the same or similar teaching assignment with close proximity
 - Mentor is an exemplary teacher who desires to be a mentor for a minimum of one year
 - Mentor possesses excellent interpersonal skills and nurturing qualities
 - Mentor exhibits pride and enthusiasm for the profession
 - Mentor is willing to provide time and support to the mentee and attend required trainings
 - Mentor is in close proximity to the mentee
- In August, conduct a campus orientation for new teachers.
- Once during each grading period, outside of the evaluation period, meet with the mentees.
- Provide continuous support to program participants.

SUGGESTIONS FOR BUILDING ORIENTATION BY ADMINISTRATOR

- I. PHILOSOPHY OF THE SCHOOL (MISSION AND GOALS)
- II. PERSONNEL
 - A. Assistant principals
 - B. Secretaries
 - C. Nurses
 - D. Counselors
 - E. Paraprofessionals
 - F. Department chairpersons
 - G. Other personnel
- III. COMMUNITY
 - A. Social, economic, and geographic area served
 - B. Ethnic groups served
 - C. Teacher's role in the community
 - D. Agencies in the community
- IV. PARENTS
 - A. Interest or lack of interest – suggestions to stimulate
 - B. Attitudes
 - 1. Grades
 - 2. Homework
 - 3. Discipline
 - 4. Dress
 - C. Parent-teacher organizations
 - 1. Teacher's role
 - 2. Meetings
 - D. Accidents and emergencies
 - E. Notification of student's progress
 - F. Parent Conferences
 - 1. When
 - 2. How
 - 3. Evaluation
- V. SCHOOL POLICIES
 - A. Arrival and Dismissal time for teachers
 - B. Arrival and Dismissal time for students
 - C. Discipline procedures
 - D. Conference Periods-purpose and use
 - E. Referral procedures
 - 1. Counselor
 - 2. Principal and assistant principal
 - 3. Nurse
 - 4. Special Education, Dyslexia, 504
 - 5. Bilingual
 - 6. GATE
 - 7. Vocational
 - 8. Title Programs

Suggestions for Building Orientation (cont.)

- F. Duties-reasons for and time required
- F. Field trips-use of buses
- G. Lesson plans and substitute folder
- H. Textbooks
 - 1. How to secure
 - 2. How to record
 - 3. Lost books
- I. Reporting personal absences to principal
- J. Teachers' parking facilities
- K. Bulletin boards
- L. Outsiders in building
- M. Release of students
 - 1. To other teachers
 - 2. To parents
 - 3. To other parties
 - 4. When they are ill
- N. Use of faculty lounge
- O. Methods of grading
- P. Bell system for changing classes and emergencies
- Q. Lunch procedures
- R. Chain of Command
- S. Procedures for securing custodial services
- T. Temperature adjustments in rooms
- U. Procedures for first week of school
- V. Accreditation priorities
- W. Board and administrative policies

VI. REPORTS AND RECORD KEEPING

- A. Class list
- B. Class absences
- C. Grading procedures
- D. Collection of money
- E. Enrollment cards
- F. Progress reports
- G. Report cards

VII. TEACHING MATERIALS

- A. Availability and procedures of securing
 - 1. Books
 - 2. Charts
 - 3. Maps
 - 4. Paper
 - 5. Instructional materials
 - 6. Media (preview first)

Suggestions for Building Orientation (cont.)

7. Audio visual equipment
8. Records
9. Copiers
10. Teacher resources (text booklets, materials for units, etc.)
11. Technology

VIII. TEACHER EVALUATION SYSTEM (T-TESS)

- A. Purpose
- B. Assistance before and after the evaluation
- C. Forms
- D. Interpretation
- E. Issuance of contracts

XI. TEACHER'S PROFESSIONAL IMAGE

- A. Attitude toward students
- B. Attitude towards parents
- C. Attitude toward fellow employees
- D. Professional organizations
- E. Dress
- F. Professional books and journals

IX. CURRICULUM

- A. Duties of coordinators
- B. Duties of department chairpersons
- C. Use of electronic shared teacher resources
- D. Grouping procedures
- E. Honor classes
- F. Initiating innovative programs and procedures

ADDITIONAL SUPPORT TEAM MEMBERS



MENTEE SUPPORT TEAM

Mentee Support Team members are expert educators/retired professionals assigned to each campus to provide focused support through classroom visitations, notes and e-mails, conferencing, professional development, coaching, and instructional strategies.

CURRICULUM STAFF

The Goose Creek CISD curriculum staff is committed to continuous improvement for all students. They provide expertise in educational pedagogy, theories of learning, and specific content area knowledge to all teachers in Goose Creek CISD.