

SERIES 500 – PERSONNEL

Professional Staff Policies - 530

District Responsibilities for Teacher Licensing Under Administrative Code 34

Initial Educator – 537.5

Responsibilities of the School District

The Norwalk-Ontario-Wilton Board of Education and the Norwalk-Ontario-Wilton Teacher's Association recognize the legal obligation of the Norwalk-Ontario-Wilton School District to provide support services to initial educators. The services provided by the school district are in the areas of on-going orientation, support seminars, mentorships, and a district administrative representative serving on the initial educator professional development review team. This policy has been developed with the support of the Norwalk-Ontario-Wilton Teacher's Association. It will be evaluated by Initial Educators, Mentors, Teachers, and Administration once annually prior to June 1 to evaluate the current policy and practices in place, and to recommend practical revisions of the policy to the Norwalk-Ontario-Wilton Board of Education.

Definitions

Initial Educator – Any teacher in the Norwalk-Ontario-Wilton School District who has completed an approved teacher education program after August 31, 2004, and who is licensed by the Wisconsin Department of Public Instruction for the first time as an initial educator.

Mentor – An educator who is trained to provide support and assistance to initial educators and who will have input into the confidential formative assessment of the initial educator and who is not considered part of the formal employment evaluation process.

Professional Development Plan (PDP) – Written document which outlines the initial educator's plan for self improvement in the teaching profession.

On-Going Orientation

The support provided to initial educators under the on-going orientation portion of this policy will be provided to any first year teacher in the Norwalk-Ontario-Wilton School District. The orientation schedule, the individuals involved, and the topics of the orientation sessions are described below:

One day in-service prior to the start of the school year.

Individuals Involved – Superintendent, Building Principal, Bookkeeper, Initial Educator’s Mentor, Initial Educator

Topics and Activities – Review Board Policy 4212 with all initial educators new to the Norwalk-Ontario-Wilton School District, completion of paperwork for insurance coverage and tax deductions, review teacher evaluation process, review master agreement, review policies and procedures of the school by reviewing the staff handbook, work on the development of the professional development plan, prepare classrooms.

Other scheduled in-service times

Administration, the initial educator, and the initial educator’s mentor will schedule additional time for on-going orientation activities that are relevant to the initial educator’s teaching position in the school district, and profession as a teacher. The topics covered will be developed by the administration to inform the initial educator of deadlines and protocol practices necessary within the school district.

Experienced teachers will be asked to volunteer guidance with any initial educator employed by the Norwalk-Ontario-Wilton School District in the on-going orientation portion of this policy.

Support Seminars

The Norwalk-Ontario-Wilton School District recognizes that the elements listed in this policy as Support Seminars for initial educators emphasize teacher proficiency in the knowledge, skills, and dispositions under all ten teaching standards described in PI 34.02. The support seminar activities provided by Norwalk-Ontario-Wilton Schools are:

- 1) One paid visitation/professional day to observe established and veteran teachers in the initial educator’s discipline.
- 2) CESA #4 initial educator support seminars via distance technology.
- 3) Access to specialized conventions facilitated by the Department of Public Instruction or through institutions of higher education which are relevant to the initial educator’s PDP.
- 4) Standards-based support seminars established by CESA #4.
- 5) Reflection time will be given prior to April 1 of each school year to analyze progress made toward accomplishing the goals of the PDP.
- 6) Grant programs related to the curriculum will be used to enhance teacher knowledge and development.

- 7) The initial educator will have access and be encouraged to attend the WEA Convention in late October and the WWEC Convention in February.
- 8) Summer Seminars as provided by CESA #4.

Mentorship

The Norwalk-Ontario-Wilton Board of Education will acquire a mentor by:

- 1) Contracting a mentor through CESA #4. All activities and functions of a CESA #4 provided mentor are outlined in the contract for those services between the Norwalk-Ontario-Wilton Board of Education and CESA #4.
- 2) Providing a mentor through the school district. All activities and functions of district provided mentors are outlined in Article XVI of the Master Agreement between the Norwalk-Ontario-Wilton Board of Education and the Norwalk-Ontario-Wilton Teacher's Association.

District Responsibilities in the Professional Development Plan

The Norwalk-Ontario-Wilton School District recognizes that it is the sole responsibility of the initial educator to develop the professional development plan which addresses a minimum of two Wisconsin Educator Standards. The professional development plan is a contract between the initial educator, and Initial Educator Team, and the State Superintendent. The first year of employment as a teacher is for reflection, selection of goals, and the formulation of the professional development plan. The plan must be submitted to the Initial Educator Team by October 1 of year two of the initial educator's employment. The initial educator must review the professional development plan annually. Revisions to the original plan must be documented. Subsequent years must have documentation of activities and learning experiences for increased professional growth in the annual review. During years three, four and five, the plan must be submitted to the Initial Educator Team for verification of renewal of licensure.

Initial Educator Team and Advancement

The Initial Educator Team will consist of a teacher in the same subject or at the same grade level as the initial educator, who is not the mentor, and who is selected by the initial educator, the building principal who supervises the initial educator, and a representative from an Institution of Higher Education.

In order for the initial educator to advance to the professional educator level, the initial educator shall design and complete a professional development plan that reflects on the Wisconsin Teaching Standards. The plan shall include:

- 1) Identified activities and objectives related to the professional development goals, school district goals, or performance goals identified by the initial educator.
- 2) A timeline for achieving the professional development goals.
- 3) Evidence of collaboration with professional peers and others.
- 4) An assessment plan that specifies indicators of growth.

Once the plan is completed and implemented, the initial educator must write a summary and reflection statement, and provide documentation that the plan and its corresponding goals were successfully completed. The Initial Educator Team will then review the professional development plan, the summary, the reflection statement, and all documentation provided by the initial educator which supports the completion of the professional development plan. The Initial Educator Team will then make a recommendation to the Department of Public Instruction for license renewal for the initial educator.

Adopted: 11/14/05