

New & Early Career Teacher Development Guide for Principals

2011-2012

The Principals' Guide for Teacher Development is a resource to assist school leaders with the formidable task of supporting teacher growth and development. This guide offers suggestions and strategies focused on teacher development for student achievement.

The guide is organized into the following *four* sections...

- I. New Teacher Mentoring
- II. Cluster and Network Resources and Strategies
- III. Early Career & Veteran Teachers
- IV. The Quality Review: Teacher Development Rubric

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New Teacher Mentoring

New Teacher Mentoring

New York City Public Schools offer school based mentoring that allows principals to decide and shape how mentoring will be provided. Recent studies have found 50% of the new teachers in large urban districts leave the profession within 5 years. Mentoring is one critical support for new teachers during their first year.

Mentoring



Teacher
Retention

Goals of Mentoring

NYS mandates that all first year teachers new to teaching receive mentoring. Beyond the state mandate, however, there are compelling reasons for mentoring new teachers. Studies suggest that there is a link between mentoring & accelerating new teacher quality.

New teachers enter our profession facing many challenges and a steep learning curve. The primary goal of effective mentoring is to put systems in place that acknowledge these challenges and simultaneously support new teachers to *quickly develop their skills and expertise to become effective practitioners who have a positive impact on student achievement* in their very first year of teaching.

Teacher Development/New Teacher Induction Committee (Its' Purpose)

The formation of the Teacher Development Committee at the school-level is for the express purpose of supporting and fostering teacher development. A first-task in which the committee can engage is the completion of the *School-Based Mentoring Plan* for new teacher induction.

Teacher Development Committee begins the process through...

- Identifying new teachers
- Selecting mentors from an established eligibility pool
- matching of new teachers to an assigned mentor

Required members of the committee include...

- the principal, or designee
- the Chapter Leader, or designee
- a majority of members are teachers

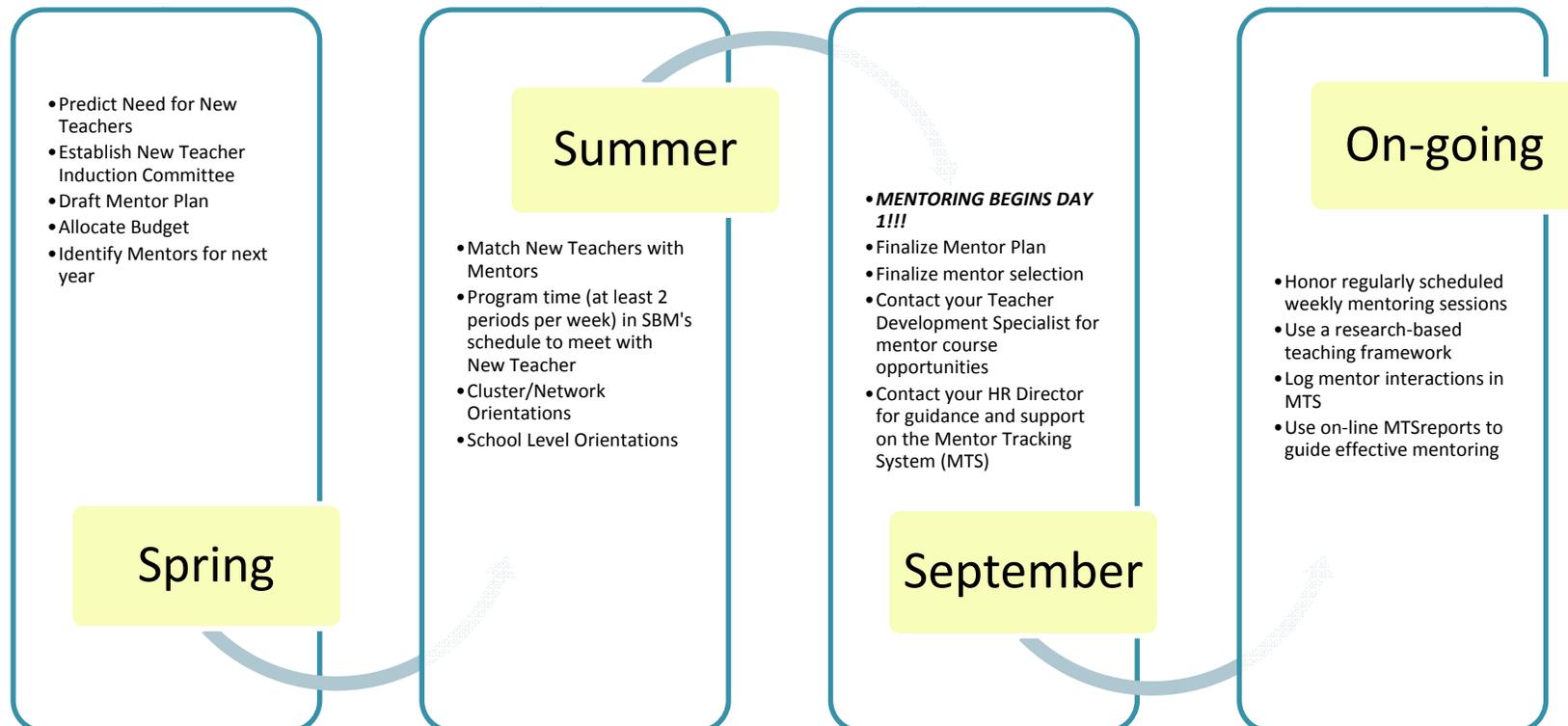
Selecting Members of the committee

The principal selects committee members. Ideally, committees should be comprised of school-based teachers serving in a variety of instructional support roles. The principal convenes the committee (*meeting monthly*) eliciting from members and sharing perceptions, ideas, and strategies for establishing a focus for continual teacher growth and development.

Matching New Teachers to Assigned Mentors

The committee interviews mentor applicants and establishes an eligibility pool of potential mentors. The committee makes recommendations for selection and one-on-one mentor matches. The committee's role is advisory. The principal has final decision making authority.

Planning for mentoring should begin in the spring, months before your new teachers are hired. Schools should anticipate areas where vacancies are expected. The principal should decide the approach to mentoring that best meets the needs of the school. A Teacher Development Committee or New Teacher Induction Committee should be formed and postings and preference sheets should (when appropriate) inform staff of mentoring opportunities. Once potential mentors are identified, they should be sent for professional development: School-Based Mentoring Courses I or II. As new teachers are hired, they should be introduced to their mentor as soon as matches are made. Following the timeline shown below will enable you to start mentoring your new teachers on the first day of school!



Who Must Be Mentored

“Holders of the Initial and Conditional Initial certificate must receive mentoring in their first year of teaching ... in a public school district. Certificate holders who have had at least two years of teaching in a K–12 school setting prior to receiving the Initial certificate are exempt from this requirement.”¹ When new teachers apply for the professional certificate, New York State requires documentation to show that mentoring occurred during the first year of teaching. For most new teachers this simply means that they must be mentored in their first year of teaching. For a few teachers (who can show that they had two years of full time teaching prior to obtaining their initial certificate from New York State), this means that they can apply for a waiver of the mentoring requirement.

Teachers working under *alternative certificates* (transitional B) must be mentored regardless of any prior experience. This includes the Teaching Fellows, Teach for America, Peace Corps, and Teaching Opportunity Program participants². Teachers working under *internship certificates* start their mentoring requirement when they obtain their initial certificate. There is currently no New York State requirement that *International teachers* be mentored³.

Who <u>MUST</u> Be Mentored	Who <u>DOES NOT REQUIRE</u> Mentoring	Who <u>COULD</u> Be Mentored (optional)
<i>New Teachers with Initial Certificates</i>	<i>New Teachers with Initial Certificates & 2 years experience prior to obtaining Initial Certificate</i>	→
<i>Fellows</i>	<i>Teachers new to your building but not new to teaching</i>	→
<i>Teach for America</i>	<i>Interns</i>	→
<i>Peace Corps</i>	<i>Internationals</i>	→
<i>Teaching Opportunity Program</i>	<i>Teachers with Provisional Certificates (versus Initial Certificates)</i>	<i>Second Year Teachers who could benefit from continued support</i>

¹ New York State Mentoring Regulations

² Transitional B teachers must also receive daily mentoring for the first 40 days of service

³ While there is no NYS mandate to mentor, schools have the option to mentor Internationals

The worksheet below can serve to assist the Committee in developing their mentoring plan *before* entering it on-line.

School-Based Mentoring Plan 2011-2012

Mentoring Plans may be accessed and entered online at <https://www.nycenet.edu/offices/DHR/mts> beginning September 2011

New Teacher	License	Mentor	Returning SBM? Yes / No	License	School Assignment (Classroom teacher, Coach, etc.)	# of Periods Per Week
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

School-Based Mentoring Plan

Each principal is expected to develop-and submit on-line-a School-Based Mentoring Plan-except principals without any first-year teachers. In the case of mentoring new teachers, principals must decide how mentoring will be provided and set aside appropriate budget and resources. Principals should develop their plans in consultation with their school's Teacher Development Committee. Please use prompts to assist you in developing your plan.

School-Based Mentoring Plan 2011-2012

Plans may be accessed and entered online at <https://www.nycenet.edu/offices/DHR/mts> beginning September 2011

<i>Steps to Take...</i>	<i>Questions to Ask...</i>	<i>When Completing Your Mentoring Plan</i>
Read... <i><u>New and Early Career Teacher Development Guide for Principals & Memorandum of Agreement on School Based Mentoring</u></i>	<i>Have members of your <u>New Teacher Induction Committee</u> participated in discussions concerning supporting your new teachers?</i>	<i>Ask Clarifying questions of your Teacher Development Specialist</i>
<i>Schedule at minimum two periods per week for Mentoring</i>	Selection of Mentors <i>What strategies and rationale(s) are you using to guide your selection of mentors?</i>	<u>Budget</u> <i>Have you set aside appropriate budget and resources to support your plan?</i>
<i>Summarize the perceived initial needs of your new teachers</i>	Mentoring Activities <i>What types of activities will occur during the mentoring experience?</i>	<i>Teacher Development Specialist</i> <i>What time will you make available for the TDS to meet with you and/or your New Teacher Induction Committee?</i>
<i>Set quality goals for your mentoring program using the <u>Quality Review Rubric</u> draft</i>	Beyond Mentoring <i>Besides mentoring, what other supports will you provide for your new teachers?</i>	Evaluation <i>What data will you use to determine the impact of your mentoring program?</i>

School Based Mentoring Plan

1 - School Information	
	School
	.
	School DBN#
	HR Director
	.)

2 - New Teacher Induction Committee	
	Name
	Position

3 - Basic Mentoring Model Selected	
Model	Check All That Apply
Classroom Teacher Based	
Coach / Staff Developer Based	
Lead Teacher Based	
Full Time School Based Mentor	
Mentor Shared Between Schools	
F- Status Teacher ₂	

Other:

4 - Finding Time for Mentor & New Teacher to Meet	
Strategy	Check All That Apply
Use of Out of Classroom Staff	
Use of Released time for Classroom Teachers	
Use of Professional Period (Circular 6)	
Use of Per Session	

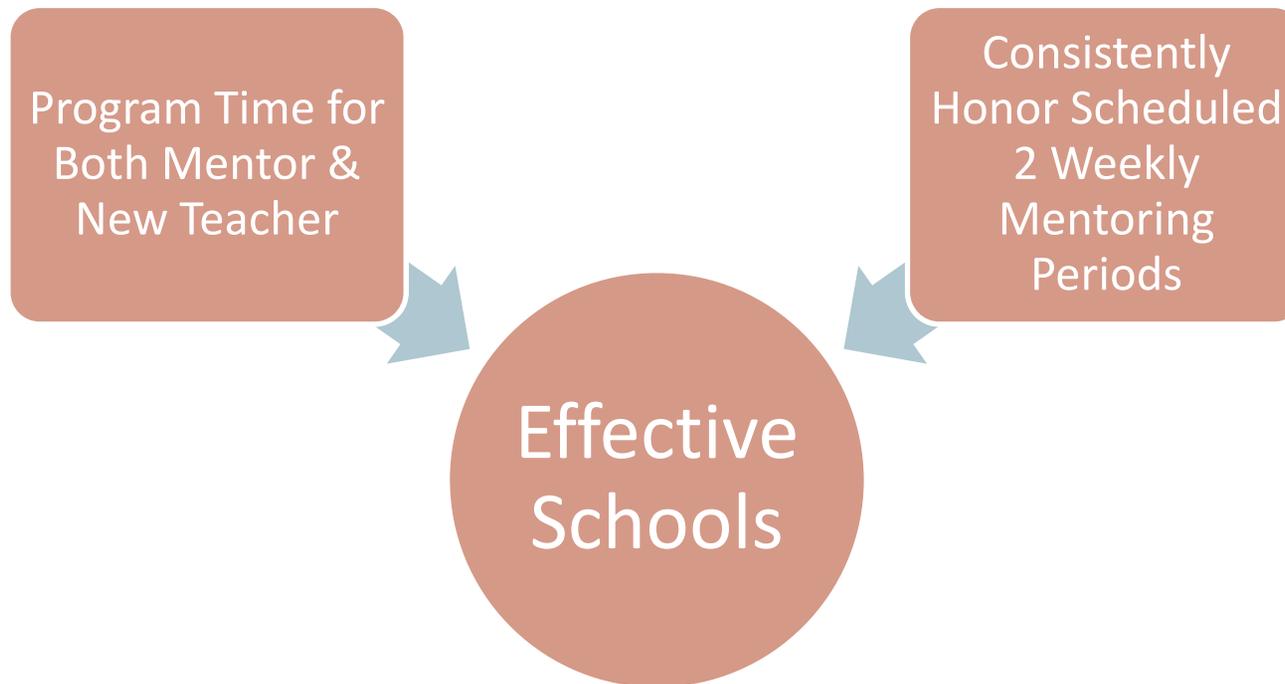
5 - Duration	
# Periods each New Teacher Meets with Mentor Per week	Check
2 Periods(minimum)	X
3 Periods	
4 Periods	
No New Teachers	

6 - Framework
Danielson's Framework

1 Each school will have a New Teacher Induction committee (NTIC) comprised of a principal or designee, chapter leader or designee; teachers; and representatives of constituency groups. A majority of the members of the NTIC shall be teachers. NTIC will be responsible for working with the principal and Cluster designee to devise and execute a plan for providing mentoring for new teachers.

Scheduling Time for Mentoring

The minimum mentor/new teacher contact time during the school day is two (2) periods per week. You are expected to program the mentor & new teacher to meet a minimum of 2 periods a week. While mentors and beginning teachers' work together can be structured and accomplished in a variety of ways, a portion of the regularly scheduled contact time must include in-classroom support. Two of the weekly preparation periods for new teachers may be designated by the principal for mentoring⁴. If the plan includes mentoring to be performed by classroom teachers, it may require that mentoring activities be conducted during the mentor's professional period (but it may not require the classroom teacher to perform mentoring activities during lunch or preparation periods). The plan may also include, without an SBO, release time for classroom teachers⁵. Mentors and new teachers may also meet before and or after school⁶ for conferencing and planning activities. Principals can facilitate time for mentoring by aligning preparation periods of new teachers and professional periods of mentors. Schools are expected to honor the two weekly mentoring periods throughout the entire school year (including during testing and other special school events). The new teacher's need for support does not decrease during high stress times for the school.



⁴ UFT Contract

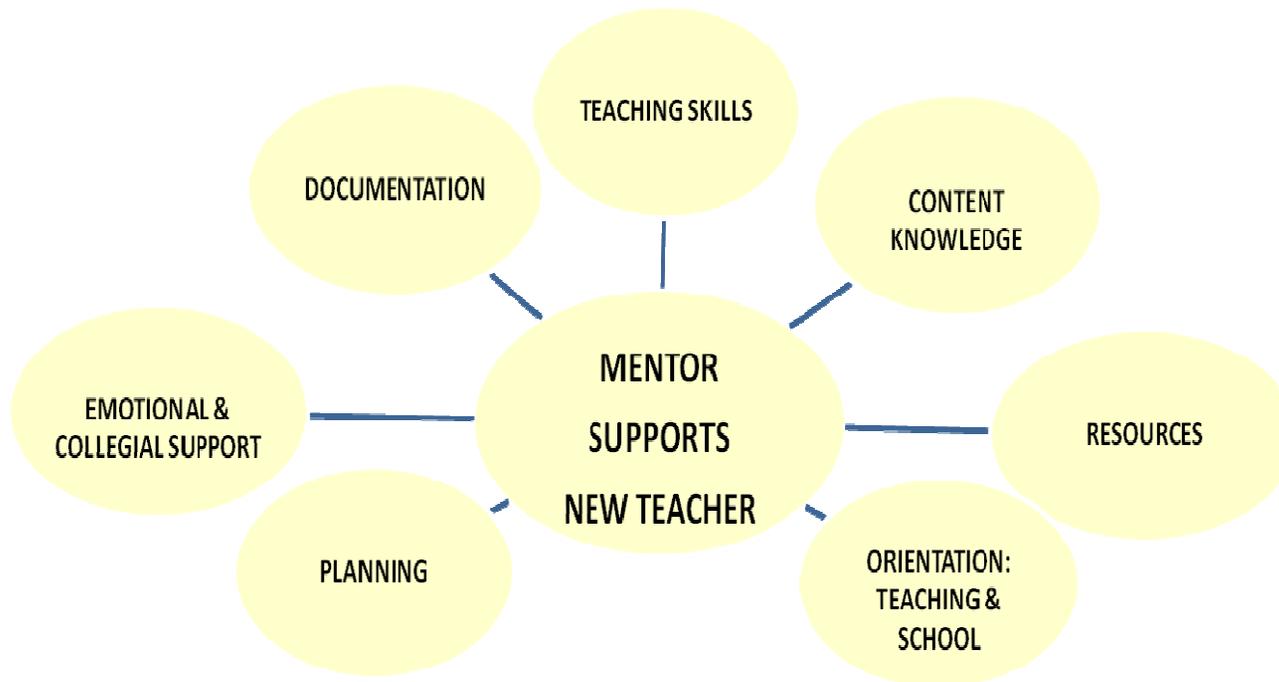
⁵ School based posting required if classroom teachers are to be given release time

⁶ Both mentors and new teachers will be paid per session

Role of the Mentor: *A mentor is a trusted counselor or guide*

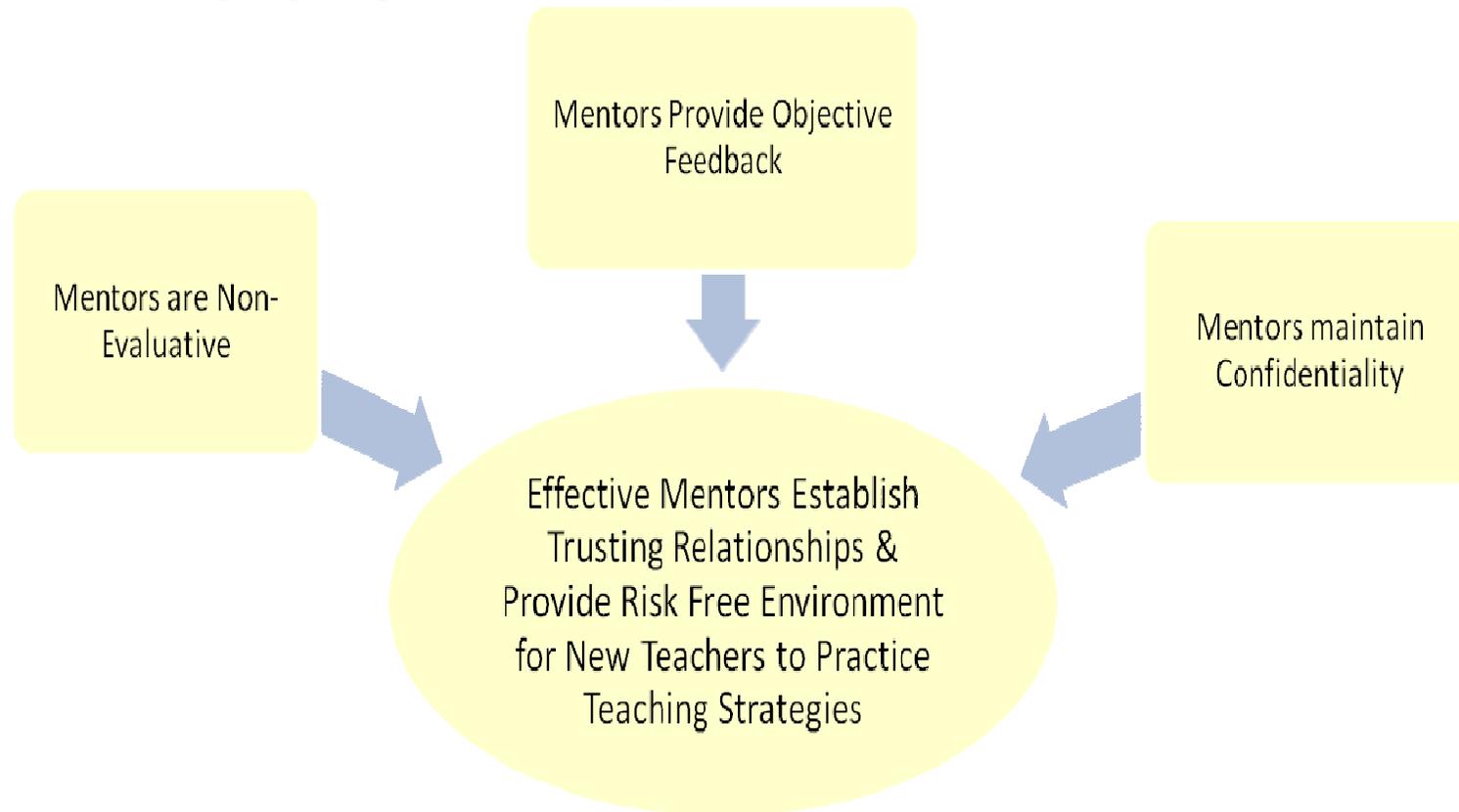
The mentor's overall role is to promote the growth and development of the beginning teacher to improve student learning. When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of apprenticeship. New teachers essentially have to learn how to teach while on the job. Mentors are critical supports to guide new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career. On a practical level, mentors are required to document the new teacher's mentoring experience. Please be aware that MTS will not allow supervisors and administrators to serve as new teacher mentors.

This model involves identifying one-colleague to serve as the mentor-colleague for a select beginning teacher. The mentor will be assigned to support new teachers throughout the course of the school year (two-periods each week-*minimally*).



The importance of ...

Building A Trusting Relationship. One of the mentor’s initial responsibilities is to establish a **trusting relationship** with the new teacher. Research indicates that mentoring is most effective when the beginning teacher trusts the mentor. The mentor builds this trust by creating a risk-free learning environment for the beginning teacher by providing support that is non-judgmental and confidential⁷. Confidentiality invites honesty, risk taking and self reflection by the new teacher. While the mentor does not share any evaluative information about the beginning teacher with anyone (including administration and the principal), topics, content and strategies can be shared with administrators.



⁷ According to NYS regulations, “*information emerging from mentoring activities and the mentoring relationship is confidential... The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher...*”

Mentor Activities

Types of Interactions: The mentor meets with the beginning teacher for regularly scheduled structured meetings for two or more periods per week. Meetings must include both in-classroom support and one-on-one conferences. When the mentor views the beginning teacher's practice, there is a mutually agreed upon purpose and the mentor shares objective non-judgmental classroom practice data. When the mentor meets one-on-one with the beginning teacher, it's for the purpose of holding reflective conferences to build the teacher's capacity to make effective decisions. The mentor guides the beginning teacher in the use of classroom and student data to formulate strategies, solutions, and next steps.

Strategies...

A wide range of strategies are available to the mentor in working with the beginning teacher. A list of some strategies is included below:

- introduce and orient the new teacher to the school
- use the a research-based framework to guide the new teacher's growth and development
- use structured tools (such as the Formative Assessment System) to guide interactions and keep the conversation focused
- view new teacher's classroom to provide objective non-judgmental data
- arrange reciprocal classroom visits
- model and conduct demonstration lessons
- co-teach with the new teacher
- help the new teacher ...
 - identify and access school and community resources
 - develop classroom rules and routines
 - with classroom management
 - set-up classroom
 - with city-wide Instructional Expectations
 - with lesson planning
 - with looking at student work
 - with formal and informal assessment strategies
 - with analysis of student work and differentiation of instruction
 - understand and use the curriculum and student standards
 - develop short and long term goals
 - prepare for supervisors' observations
 - to communicate effectively with parents
 - prepare for parent-teacher conferences
 - understand and comply with clerical responsibilities

Role of the New Teacher

Beginning teachers also have a role to play in making mentoring successful. New York State mandates that beginning teachers with Initial Certification must be mentored in their first year of teaching in order to qualify for Professional Certification. Beginning teachers maximize the benefits of this mandate, however, when they take an **active** role in the process with their mentor. Beginning teachers can take an active role by

- being available to meet regularly with their mentor
- understanding that the mentor's support is intended to be non judgmental and confidential⁸
- inviting the mentor to view their classroom and give feedback
- participating in reciprocal visits to the mentor's classroom
- continually reflecting on classroom practice
- identifying areas in which assistance is needed
- being open to suggestions developed in collaboration with their mentor.

Role of the Principal

There are many strategies that principals can use to promote successful mentoring experiences for their new teachers. If possible, mentoring matches should be made before the start of the school year; the first days of school are critical for a new teacher's success. If possible, schools should avoid assigning new teachers to the most difficult students and schedules. The work of the mentor should be coordinated with other staff who may be working with the beginning teacher. Principals are encouraged to

- avoid asking the mentor for evaluative feedback about the new teacher,
- be knowledgeable about the topics and strategies that mentors and new teachers are using as they work together by downloading summary reports from Mentor Tracking System.
- confirm that the mentor/ new teacher relationship is working.
- consider scheduling on-going new teacher group meetings with the principal for support beyond mentoring.
- ensure that mentors receive professional development on how to be effective mentors.
- register mentors for mentoring courses

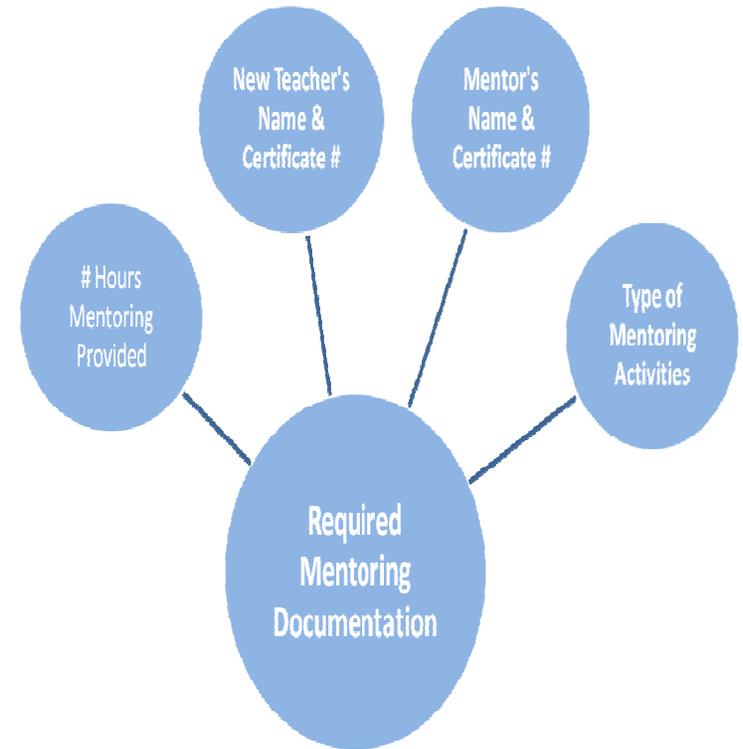
⁸ While confidentiality means that the mentor does not share any evaluative information about the beginning teacher with anyone (including administration and the principal), it does not mean that there is no communication between the mentor and administration. The mentor is encouraged to share topics & content discussed and strategies used.

Documentation

Each school must maintain official records for documenting mentoring experiences. The names of the new teachers, the names of the mentors assigned, the type of mentoring activities, and the number of hours of mentoring provided to each new teacher is the baseline information required by New York State. The *Mentor Tracking System (MTS)*, is a citywide on-line tracking system for documenting mentoring interactions.

By using MTS, schools will have their documentation requirement fulfilled. The structures built into MTS, ensure accountability at each of the following four levels: school, network, Cluster and the Central Office.

Just as important as maintaining official records of the mentoring experience is the use of data to inform support for the new teacher. Using MTS, school-based mentors can log the type of interactions, topics discussed, standards addressed, and the date and the duration of each interaction with their new teachers. Mentors and principals can download Summary reports to review past work and better inform future work with the new teacher.



Professional Development for School-Based Mentors

Cluster-based Teacher Development Specialists offer 12-hour courses for school based mentors on the most effective ways to support new teachers. Sessions are offered throughout the school year: on Saturdays, Sundays and after school.

School-Based Mentor: Course 1

This 12 hour course is designed to support the school based mentor in working with their new teachers. Topics include:

- ✓ the developmental phases of first year teachers
- ✓ the importance of building a trusting working relationship
- ✓ coaching techniques
- ✓ Research-based teaching frameworks
- ✓ language of support, communication skills
- ✓ documentation of mentoring interaction in Mentor Tracking System

School-Based Mentor: Course 2

This 12 hour course is designed to continue to support the school based mentor in working with their new teachers. Topics include:

- ✓ Formative Assessment Tools
- ✓ Observing teaching practice
- ✓ Collecting and analyzing data to support effective mentoring
- ✓ Using Mentor Tracking System data to support improved instruction.

Central, Cluster & Network Supports

Teacher Development Specialist

A key resource in developing a site-based mentoring program and how to best support early career and veteran teachers is the Teacher Development Specialist (TDS). Each Cluster has an assigned Teacher Development Specialist. This individual is knowledgeable about new teacher growth & development, best mentoring practices, Danielson's Framework, and the Professional Teaching Standards & the Continuum of Teacher Development.

TDS will be available to assist Clusters and Networks with:

- Ensuring that schools with new and continuing teachers have an induction plan entered on-line into the Mentor Tracking System
- Analysis & interpretation of mentoring data
- Documenting for NYS new teachers mentoring experience
- Quality Review preparation and/or responding to Quality Review findings
- Sharing best mentoring practices
- Guiding and supporting early career and veteran teacher growth via the use of research-based teaching frameworks
- Mentor course offerings
- New teacher orientations

For additional Support, please contact....

Judi Fenton, Lead Teacher Development Specialist
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Early Career & Veteran Teachers

Developing Early Career & Veteran Teachers *opportunities to promote teacher development*

Working collaboratively empowers educators to take responsibility for student outcomes. The following opportunities and/or resources can serve to facilitate collaborative development in your school.

Inter-visitation

Inter-visitations can serve as a powerful professional development tool for both early career and veteran teachers. Inter-visitations provide opportunities for colleagues to offer focused and targeted feedback on each others' practice. There is probably no one better suited to offer such feedback than a colleague...

- with whom trusting relationships have been built
- who are in classrooms-daily providing instruction
- who best know the students
- who are aware of the instructional goals of the school

There are a number of resources early career and veteran teachers may want to use in preparation for the inter-visitation. These include a research-based framework for teaching.

Teacher Development Toolkit

The Teachers Page is now host to the **Teacher Development Toolkit**, an online professional development system containing tools and resources aligned with the Professional Teaching Standards. These resources include:

- Written illustrations and explanations to make the PTS elements more explicit
- Videos highlighting good teaching practices in action
- Assessments to help teachers determine their current level of teaching practice and progress along the continuum.

- Links to outstanding and relevant teacher and expert-created resources such as websites, research, books, and courses related to the PTS

A Critical element of the toolkit is the developmental planning process-which provides a structured process for teachers and others to engage in strategic and purposeful professional development. Using a suggested template and process, and working with a trusted colleague, mentor, peer, or supervisor you can identify and work toward two or three goals for improved teaching.

Working individually or collaboratively teachers may use the resources in the Toolkit to move their practice.

Lead Teacher Program

The Lead Teacher Program can be the hub for ongoing, job embedded professional development-promoting an ongoing cycle of teacher learning, growth and development. Lead Teacher practice involves three strands:

Classroom Learning Laboratory

- The Lead Teacher's classroom serves as a laboratory for best practices. Teachers schedule visits to see an experienced colleague demonstrate how to teach, effectively manage classroom behavior, react appropriately to unexpected situations, and implement strategies to differentiate instruction to meet the needs of all learners.
- The physical layout of the Lead Teacher's classroom should also function as a model of how to enhance learning through the use of learning stations, visual reinforcement, and the organization and accessibility of materials.

Collegial Support and Coaching

- The Lead Teacher is a critical friend who builds trusting relationships with colleagues in order to provide voluntary, non evaluative coaching support.
- Lead Teacher classroom visits provide opportunities for focused, pre and post visit conversations. Together, the colleagues explore the data which emerges from Lead Teacher's classroom practice.
 - ✓ Pre-visit conversations enable the Lead Teacher to find an entry point for getting invited into the colleague's classroom with the purpose of looking at one or two elements of his/her practice.

- ✓ Follow-up conversations enable the Lead Teacher to guide the colleague through a process of examining his/her classroom data. Consequently, the Lead Teacher gains a better understanding of the developmental needs of colleagues, which in turn, guides the Lead Teacher in organizing and planning professional development opportunities to meet the school community's teaching and learning needs.

Professional Development Facilitation

Although Lead Teachers may offer workshops from time to time, to introduce instructional strategies and techniques, the deeper learning about effective teaching practices can occur when the Lead Teacher facilitates ongoing learning opportunities.

- Study groups can explore educational research, as well as process classroom inter visitations, look at student work, and examine other school data sources to determine next steps for supporting student progress.
- Lead teachers may also choose to facilitate informal classroom action research projects with a small cohort of teachers to investigate which instructional practices lead to improved student achievement.

Quality Review: Teacher Development Rubric-*Quality Statement 4.1*

Quality Review 4.1 evaluates your capacity to provide professional development support for teachers. Specifically, reviewers consider *“To what extent do school leaders... Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers”*

Underdeveloped	Developing	Proficient	Well Developed
<p>a) There is little evidence that teachers receive feedback and next steps from classroom observation and student work/data</p> <p>b) Feedback and next steps to teachers do not aptly capture strengths, challenges, and next steps, or a research-based, common teaching framework or rubric has not been chosen</p> <p>c) School leaders do not have a system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers</p>	<p>a) School leaders support teachers' development, including those new to the profession, with feedback and next steps from infrequent cycles of classroom observation and student work/data</p> <p>b) Feedback to teachers aptly captures strengths, challenges, and next steps, but is not yet fully connected to a research-based, common framework or rubric that articulates clear expectations for teacher practice</p> <p>c) School leaders are developing an effective system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers</p>	<p>a) School leaders support teachers' development, including those new to the profession, with feedback and next steps from short, frequent cycles of classroom observation and student work/data</p> <p>b) Feedback to teachers accurately captures strengths, challenges, and next steps using a research-based, common framework or rubric that articulates clear expectations for teacher practice</p> <p>c) School leaders have an effective system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers</p>	<p>a) School leaders and teacher peers support teachers' development, including those new to the profession, with feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data</p> <p>b) Feedback to teachers accurately captures strengths, challenges, and next steps using a research-based, common framework or rubric that articulates clear expectations for teacher practice, and aligns with professional goals that teachers have agreed upon with school leaders</p> <p>c) School leaders have an effective, transparent system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers; this system is leading to improved student performance</p>

Sample Posting



The New York City
Department of Education

Name and address of School

Principal

Assistant
Principals

Position: School-Based Mentor for Beginning

Teachers

Positions
&
Content
Area/
Grade
Level:

Duties: **Provide 2 periods weekly of individual mentoring support for each beginning teacher. Support includes both in-classroom support and one-to-one conferences**

Use a variety of strategies to support the new teacher such as:

- **introduce and orient the new teacher to the school**
- **assist the new teacher to identify and access school and community resources**
- **assist new teacher to develop classroom rules and routines**
- **assist new teacher with classroom management**
- **assist new teacher in setting up classroom**
- **assist new teacher with lesson planning**
- **assist new teacher with formal and informal assessment strategies**
- **assist new teacher with analysis of student work and differentiation of instruction**
- **assist new teacher in understanding and aligning the curriculum with learning standards**
- **use teaching framework to guide the new teacher's growth and development**
- **use structured tools and protocols to guide mentoring interactions**
- **view new teacher's classroom to provide objective non-judgmental data**
- **arrange reciprocal classroom visits**
- **model and conduct demonstration lessons**
- **assist the teacher in developing short and long term goals**
- **help prepare the new teacher for supervisors' observations**
- **assist the new teacher in effectively communicating with parents**
- **assist the new teacher in understanding and complying with clerical responsibilities**
- **share with other colleagues & supervisors only the topics, strategies, and tools being used**

Maintain regular on-line documentation in the Mentor Tracking System

Eligibility:

Application:

Compensation:

At least 3-5 years of teaching experience preferred
Prior mentoring experience preferred, and/or training preferred
Demonstrated strong interpersonal skills
Demonstrated positive attitude toward professional growth and student achievement

Demonstrated mastery of content of new teacher preferred
Demonstrated mastery of pedagogy

Willingness to participate in professional development on effective mentoring strategies

Reduced instructional time; per session (before/after school)

Copy of license, resume, and cover letter of interest must be submitted to the Principal for review by members of the New Teacher Induction Committee
No later than

Approved:

Principal

UFT