O. Brandywine School District CIP Grant Proposal
COMPREHENSIVE INDUCTION PROGRAM PROPOSAL FORM:

Proposal Date: 3/27/2015
LEA Name: Brandywine School District
LEA Site Coordinator: Cora Scott
Site Coordinator Phone: 302-793-6065
Site Coordinator Email: cora.scott@bsd.k12.de.us

Program Vision, Mission, Goals and Objectives
Clearly state the proposed CIP Vision, Mission, Goals and Objectives. Be sure to explain how the proposed induction model addresses identified needs within your LEA related to the support provided to new educators (reference pertinent data sources) and how the program ties to existing professional learning activities.

- **Vision:** To ensure all new educators in Brandywine School District receive high quality professional development in a highly supportive culture as they develop the essential knowledge, skills and experience that will result in a high quality education for our students, notably those taught by novice educators.

- **Mission:** To provide all new teachers with the necessary framework, resources, and support tailored to meet their individual needs to become successful educators.

- **Goals:** 1) New teacher support is high quality, comprehensive, targeted, ongoing, and valued. 2) Teaching and learning is responsive to student needs and supported by appropriate resources.

- **Objectives:** 1) Establish a culture of high expectations. 2) Implement a comprehensive mentoring and induction program that meets the specific needs of new educators and is aligned with state and local initiatives. 3) Provide professional learning opportunities so teachers are successful in the implementation of high quality personalized learning environments. 4) Establish an effective selection process and training program for fostering highly effective mentors. 5) Establish a district collaborative community of new and veteran teachers that willingly and openly share resources, assistance, and ideas that increases the support provided to new educators. 6) Develop assessment literate teachers who are able to review student data to drive instruction. 7) Build reflective practitioners who are able to review their present level of professional performance and use data to set personal and professional development goals.

Stakeholder Engagement and Roles & Responsibilities
Describe your plan to engage a variety of stakeholders, from district administrator to new teacher, to create a school and district-wide culture that fully supports new educators.

- Over the past two years data has been gathered from new teachers, lead mentors, and mentors related to the current mentoring and induction program format. This has been done through surveys, committee meetings, and reflection/dialogue meetings with individuals. Additionally, district administration has expressed the need for an induction program better aligned to our district initiatives and inclusive of professional development focused on cultural competence. The proposed CIP requires collaboration and support at multiple levels:
  - Superintendent’s Office (Director): Provide oversight, project and budget management. Ensure that various stakeholders are accountable for their role in delivering a successful induction program.
  - District CIP Coordinator: Coordinate all CIP activities, monitor completion of requirements, and provide ongoing feedback and coaching through classroom visits, face-to-face meetings, and virtual sessions. District CIP Coordinator must provide 90 hours of CIP support to received stipend ($3000)
  - Human Resources: Facilitate onboarding procedures, evaluate cycle placement and participate in Teacher Leadership Orientation.
  - Curriculum & Instruction Department: Provide content area and LFS professional development, support the development of blended learning lessons aligned to CCSS and SBAC (formative and summative)
assessments. Additionally, provide coaching support for assigned teachers.

- **Principals**: Work closely with Lead Mentors, Mentors, New Teachers for ongoing support and feedback. Utilize the DPAS II process for formalized feedback for continuous improvement.
- **Lead Mentors**: Provide professional development, support mentors, facilitate training modules (Schoolology), provide observation feedback, provide classroom coaching and modeling as needed. Must provide 45 hours per year of lead mentor support to be paid stipend through DOE.
- **Instructional Technology Specialist**: Provide professional development on the use of Schoology and support the program by working directly with the District CIP Coordinator, Lead Mentors, Mentors, and New Teachers to provide technology support for the blended learning implementation.
- **Mentors**: Provide a minimum of 30 hours of one-on-one assistance and support for Y1 New Teachers. Assist with assignments, provide observation feedback, and provide modeling/coaching support.
- **New Teachers**: Actively engage in all aspects of the CIP and complete program requirements.

**Differentiation of Support for New Educators**

The Comprehensive Induction Program strives to ensure the diverse needs of new educators are being addressed. Due to participants entering the program with differing levels of experience and preparation, each proposal must include strategies to identify the needs of new educators as well as strategies for tracking the educator preparation programs that their new educators attended. Please provide an explanation of the strategies you plan to use and describe how this data will be used to drive program implementation.

Courses within the online Learning Management System: Schoology will be created for each year of the program. As part of the onboarding process the New Teachers will be required to establish a profile when registering for the course. This will provide the necessary information to ascertain background experiences (teacher preparation program, prior teaching/student teaching experience, etc.). In addition, a survey will be conducted to provide an opportunity for identification of key areas of focus when working with the Lead Mentors and Mentors. There will be a mid-year survey to allow for mid-year correction if additional supports are needed for the New Teachers. An exit survey will be conducted to identify the strengths and weaknesses of the program from the New Teachers’ perspective. This will provide valuable information for needed adjustments when implementing in 2016-2017SY.

*See the CIP Program Proposal (page 7)*

**Orientation and Professional Learning Activities for New Educators**

Clearly outline all orientation and professional learning activities planned throughout the Comprehensive Induction Program. Include dates, activity content, purpose, duration, connection to Charlotte Danielson’s work, DPAS II components and/or Professional Teaching Standards.

*All program components are in alignment with Charlotte Danielson’s work, DPASII components and/or Professional Teaching Standards.* *See the CIP Program Proposal (page 7) for details.*

**Outcomes:**

- Teachers have an informed conviction about what it will take to create transformational change for student in the Brandywine School District.
- Teachers understand the causes and ongoing tensions related to the achievement and opportunity gape and will recognize that approaching the community with intellectual curiosity, respect and humility are essential habits of effective teacher leadership.
- Teachers believe that they are a part of a high performing team; they drive their own development, so that their classrooms are innovative and support critical thinking for students.
- Teachers value diversity, equity, inclusiveness, and develop socio-cultural consciousness in order to build meaningful relationships with their students.
- Teachers use a values-based leadership approach to set vision and big goals that include access and academic goals to invest and inspire students.

In addition to what is presented in the CIP Program Proposal, New Teachers participate in 90 minutes
per week of collaborative sessions with grade level/department focused on CCSS, data based
decisions, and planning. District-wide professional development is provided on topics such as: CCSS,
Rti, Differentiated Instruction, Accelerating Learning (6 days throughout the school year). Furthermore,
if there are required Snow Days to be made up the district has developed online Schoology Modules as
additional professional learning opportunities (Growth Mindset, Rigor in the Classroom, Compassionate
Schools, Next Generation Science Standards, etc.).

Mentor Selection Process and Professional Learning Activities for Mentors
Please provide details for your mentor selection process and all mentor training planned to support mentors in
their role. Include dates, activity content, purpose, and duration.

Mentors are selected in collaboration with Building Administration and Lead Mentors. Each Mentor
must commit to the time requirement to effectively support the New Teacher through the CIP.
Professional development will be provided to Mentors in August to review the components of the CIP.
A second offering will occur in late September for any Mentors who were assigned to late hires.
Mentors will attend the Quarterly YR1 Meetings with New Teachers. In addition, a Schoology Group
will be created for all Mentors to allow Lead Mentors to provide support and resources. Mentors will partake
in a minimum of 30 hours of face-to-face and virtual mentoring sessions. They will conduct
lesson studies and be invited to any face-to-face or online learning opportunities for new teachers.

Observations and Professional Feedback
Explain your plan for conducting more frequent observation/feedback cycles with novice educators. Please note
that the requirement to receive grant funding is a minimum of one observation/feedback cycle per month for new
educators. LEAs are encouraged to consider how technology might be leveraged to address this requirement.

New Teachers will receive observation and feedback sessions each month through their
administrators (walkthroughs, DPASII) and peer coaching ongoing in their buildings. Lead Mentors
and Mentors will conduct observations and feedback utilizing the Focus on Student Learning: A
Feedback Protocol (Vision Network). Some observations will be in-person and others will be recorded
and viewed for discussion. Feedback sessions will occur both face-to-face and electronically.
*See CIP Proposal (page 7)

Evaluation Plan: Measures of Success
All proposed Comprehensive Induction Programs must include a plan to determine the program’s effectiveness
and relevance to all participants. Evaluation plans should provide data related to each of the measures outlined
below:

1. Value- program participants see both personal and professional value in the program.
2. Learning- program participation has led to enhanced personal and/or professional attitudes, perceptions or
   knowledge.
3. Change in Skills- program participants have applied what is learned to enhance their professional behaviors.
4. Effectiveness- program participants demonstrate an improved performance level as a result of their enhanced
   professional behaviors.

Plans for evaluating the proposed Comprehensive Induction Program must be clearly defined with measurable
indicators of success and should include a process for utilizing DPAS II data to identify top performing
novice educators within the LEA. You will be asked to provide grant status/impact reports in January 2016 and
May 2016 to the DDOE. Please outline your CIP evaluation plan in the space provided below.
Brandywine will utilize the Professional Development Evaluative Levels developed by Dr. Thomas Guskey. This continuous improvement framework provides five levels for evaluating professional development and collects varying types of information to be used for formative and summative purposes.

Level 1 Participant reactions to PD: exit surveys
Level 2 Participant learning: walkthroughs, reflections, observation/feedback
Level 3 Organization support and change: mid-year/end-of-year survey, reflections/assignments
Level 4 Participant’s use of knowledge and skills: DPASII Formative/Summative Feedback, exit reflection/dialogue meeting
Level 5 Student Outcomes: benchmark assessments, student achievement outcomes

Ongoing evaluation will provide feedback necessary to make programmatic changes that may be needed.

**Budget**

The proposed Comprehensive Induction Program should meet the diverse needs of new educators within the LEA while still maintaining a reasonable cost per participant.

**Do not include any costs for Lead Mentor and/or Mentor stipends, as those will continue to be covered by the Department of Education through current processes.**

Complete the attached “Proposal Budget Form” (page 5) and include a one-page narrative of how the funds you are requesting will be spent.

- District CIP Coordinator $3,000 stipend for a minimum of 90 hours (teacher extra pay for extra responsibilities)
- Partnership with Teach for America and Relay/GSE $15,000
- 40 Chromebooks for Lead Mentors and Mentors $11,800
- Substitute costs for Lead Mentors and Mentors to fulfill CIP requirements $7,000
- Professional Resources $10,000 (*See CIP Proposal page 7)
## District Information

**District and School Name:**

**Project Title:**

**Contact Name and Title:**

**Work Phone Number:**

**Business Manager's Name and Initials (Required When Submitted as an Application Budget):**

**State Grant Award Amount (Approved by DOE):**

### Salary (Account Code 5100)

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<th>Total Salary and O &amp; C</th>
<th>Health Insurance/Other Non-Tax Benefits</th>
<th>Contracted Services (Account Code 5100)</th>
<th>Total (Account Code 5100)</th>
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<td>Administration</td>
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<td>$0</td>
<td>$0</td>
<td>$3,000</td>
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<tr>
<td>Instruction</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Facilities (Operations and Maintenance of Plant)</td>
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<td>Research and Evaluation</td>
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<tr>
<td>Professional Development**</td>
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<tr>
<td>Grant Subtotal</td>
<td>$0</td>
<td>$3,000</td>
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<td>$3,000</td>
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</table>

**Grant Check (OK)**

**Grant total equals grant award amount:**

**NOTE:**

- Amount must equal or exceed 25% of State Grant Request
- District Match Subtotal (not required for grant award)
- Grant and Match Total

<table>
<thead>
<tr>
<th>District Match Subtotal</th>
<th>$0</th>
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</thead>
<tbody>
<tr>
<td>Grant and Match Total</td>
<td>$25,000</td>
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</tbody>
</table>

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**6/2/2015**
**Timeline and Milestones**

Create a timeline for the development and delivery of your Comprehensive Induction Program, listing all major milestones including any pre-planning activities. *(You may add lines as necessary)*

<table>
<thead>
<tr>
<th>Milestone Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for partnership with TFA/Relay</td>
<td>April 2015-May 2015</td>
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<tr>
<td>Establish calendar for professional development sessions</td>
<td>April 2015</td>
</tr>
<tr>
<td>CIP Overview for Principals/Assistant Principals</td>
<td>May 2015</td>
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<tr>
<td>Lead Mentor Training</td>
<td>Summer 2015</td>
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<tr>
<td>Mentor Training</td>
<td>August 2015</td>
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<tr>
<td>New Teacher Orientation</td>
<td>August 2015</td>
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<tr>
<td>New Teachers registered for Schoology</td>
<td>September 2015</td>
</tr>
<tr>
<td>Lead Mentors and Mentors registered for Schoology</td>
<td>August-September 2015</td>
</tr>
<tr>
<td>ORIENTATION</td>
<td>YEAR ONE TEACHERS &amp; HARLAN YEAR ONE / YEAR TWO TEACHERS</td>
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<tr>
<td></td>
<td><strong>New Teacher Orientation</strong>: Teacher Leadership</td>
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<td></td>
<td><strong>Day 1</strong> Teach for America</td>
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<td></td>
<td>• Engaging in the FOUR Questions</td>
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<td></td>
<td>• Philosophy of Education</td>
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<td></td>
<td>• Setting a Foundation for Leading with Vision</td>
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<td></td>
<td>• Culturally Responsive Teaching</td>
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<td></td>
<td><strong>District Focus and Initiatives</strong></td>
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<td></td>
<td>• LFS Overview &amp; Planning</td>
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<td></td>
<td>• Schoology</td>
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<td></td>
<td><strong>Day 2</strong> Teach for America</td>
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<td></td>
<td>• Your Teacher, Voice</td>
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<td></td>
<td>• Culture of Achievement</td>
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<td>• Building Community</td>
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<td></td>
<td>• Management Common Pitfalls</td>
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<td></td>
<td><strong>District Focus and Initiatives</strong></td>
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<td></td>
<td>• Content Area Resources and Expectations</td>
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<td></td>
<td><strong>Nuts &amp; Bolts</strong> (Facilitated by Lead Mentor @ building by 9/15)</td>
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<td></td>
<td>• Data Service Center (absence, prof dev)</td>
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<td></td>
<td>• eSchool (attendance, gradebook)</td>
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<td></td>
<td>(1.5 hours)</td>
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<tr>
<td>YEAR ONE TEACHERS &amp; HARLAN YEAR ONE / YEAR TWO TEACHERS</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td><strong>PROFESSIONAL DEVELOPMENT</strong></td>
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<tr>
<td>Quarterly YR1 Meetings at building focused on DPASII (Facilitated by Lead Mentor):</td>
<td></td>
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<tr>
<td>- Goal Setting, Planning &amp; Preparation</td>
<td></td>
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<tr>
<td>- The Classroom Environment</td>
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<tr>
<td>- Instruction</td>
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<tr>
<td>- Professional Responsibilities</td>
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<tr>
<td><em>(6 hours)</em></td>
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<tr>
<td><strong>Teach for America</strong> (must attend at least one session offered)</td>
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<tr>
<td>- No Nonsense Nurturer (high expectations and strong relationships)</td>
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<tr>
<td>- Actualizing Vision (investment strategies aligned to planning)</td>
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<tr>
<td>- Lemov Techniques (increased student engagement strategies)</td>
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<td><em>(1.5 hours)</em></td>
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<tr>
<td><strong>District-wide YR1 Workshops</strong></td>
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<tr>
<td>- Data Analysis (iTracker)</td>
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<tr>
<td>- Content Area focused on CCSS and rigorous learning activities (LFS) <em>(2 sessions)</em></td>
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<td><em>(4.5 hours)</em></td>
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<thead>
<tr>
<th>YEAR TWO TEACHERS &amp; HARLAN YEAR THREE TEACHERS</th>
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<tbody>
<tr>
<td><strong>PROFESSIONAL DEVELOPMENT</strong></td>
</tr>
<tr>
<td>Quarterly YR2 Meetings (Facilitated by Lead Mentor):</td>
</tr>
<tr>
<td>- Training on peer coaching through use of Focus on Student Learning: A Feedback Protocol (Vision Network) to build teacher leader capacity throughout the district</td>
</tr>
<tr>
<td>- DPASII Distinguished Evidence (striving for continuous improvement)</td>
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<tr>
<td>- Planning &amp; Preparation</td>
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<tr>
<td>- The Classroom Environment</td>
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<td>- Instruction</td>
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<td><em>(6 hours)</em></td>
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<tr>
<td><strong>Relay/GSE</strong> (must attend at least two sessions offered)</td>
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<tr>
<td>- Engaging Everybody</td>
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<tr>
<td>- Designing and Evaluating Assessments</td>
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<td>- Checks for Understanding</td>
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<tr>
<td>- Feedback and Grading</td>
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<tr>
<td><em>(4 hours)</em></td>
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<tr>
<td><strong>District-wide YR2 Workshops</strong></td>
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<tr>
<td>- Instructional Technology (Schoology)</td>
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<td>- LFS Rigor in the Classroom</td>
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<td>- LFS Acceleration</td>
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<td><em>(4.5 hours)</em></td>
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<thead>
<tr>
<th>YEAR THREE TEACHERS &amp; EXPERIENCED TEACHERS</th>
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<tbody>
<tr>
<td><strong>PROFESSIONAL DEVELOPMENT</strong></td>
</tr>
<tr>
<td>Fall &amp; Spring YR3 Meetings (2) meetings at building (Facilitated by Lead Mentor):</td>
</tr>
<tr>
<td>- Training on peer coaching through use of Focus on Student Learning: A Feedback Protocol (Vision Network) to build teacher leader capacity throughout the district <em>(2015-2016 SY only)</em></td>
</tr>
<tr>
<td>- Topics identified by Focus on Student Learning: A Feedback Protocol reflections</td>
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<tr>
<td><em>(3 hours)</em></td>
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<tr>
<td><strong>Personal Professional Development</strong></td>
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<tr>
<td>selected by New Teacher aligned with Personal Growth Plan</td>
</tr>
<tr>
<td>- Examples: DOE New Teacher Workshops, BSD Online Schoology Modules (Compassionate Schools, Mindset, Rti, etc.), District offered face-to-face trainings, outside organization trainings</td>
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<tr>
<td><em>(6.5 hours)</em></td>
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<tr>
<td>Year One Teachers &amp; Harlan Year One /Year Two Teachers</td>
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<td>-------------------------------------------------------</td>
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</tbody>
</table>
| **Online Professional Learning Community** (Schoology) | **Book Study: The First-Year Teacher's Survival Guide** (Julia G. Thompson)  
- Assigned readings with guiding questions to ensure active thinking and reading with a purpose.  
- Bi-weekly online discussions, video review and reflection stemming from book study topics (9 hours) | **Book Study: Teach Like a Champion** (Doug Lemov)  
- Assigned readings with guiding questions to ensure active thinking and reading with a purpose.  
- Bi-weekly online discussions, video review and reflection stemming from book study topics (9 hours)  
**Book Study: Selected by team of teachers for face-to-face and online PLC**  
- Examples: Teach Like a Pirate (Dave Burgess), The Skillful Teacher (Jon Saphier), How Children Succeed (Paul Tough), Whatever It Takes (Paul Tough), Teach Like Your Hair's on Fire (Rafe Esquith), The Exceptional Teacher's Handbook (Carla F. Shelton) (15 hours) |
| **Observation & Feedback** | **Focus on Student Learning: A Feedback Protocol** (Vision Network)  
- Mentor Teacher conducts 2 (30 min) observations w/ feedback and resource/idea sharing to improve practice  
- Mentor Teacher and New Teacher conduct Lesson Study of 2 (30 min) video recordings of New Teacher w/ feedback and resources/idea sharing to improve practice  
- New teacher conducts 2 (30 min) observations of Mentor Teacher w/ follow-up dialogue (6 hours) | **Focus on Student Learning: A Feedback Protocol** (Vision Network)  
- Lead Mentor conducts 1 (30 min) observations w/ feedback and resource/idea sharing to improve practice  
- Lead Mentor and New Teacher conduct Lesson Study of 2 (30 min) video recordings of New Teacher w/ feedback and resources/idea sharing to improve practice  
- New teacher conducts 2 (30 min) observations of Lead Mentor or other Teacher in building w/ follow-up dialogue (5 hours). |
| **Focus on Student Learning: A Feedback Protocol** (Vision Network)  
- New Teacher conducts Lesson Study of 3 (30 min) video recordings of self with completion of reflection protocol (3 hours)  
**Focus on Student Learning: A Feedback Protocol** (Vision Network)  
- New Teacher conducts peer observation and feedback session with New YR2 Teacher in building. (1 hour) |
<table>
<thead>
<tr>
<th>YEAR ONE TEACHERS &amp; HARLAN YEAR ONE /YEAR TWO TEACHERS</th>
<th>YEAR TWO TEACHERS &amp; HARLAN YEAR THREE TEACHERS</th>
<th>YEAR THREE TEACHERS &amp; EXPERIENCED TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTION PLAN</strong></td>
<td>New Teacher will submit an Action Plan (data protocol) to their Mentor Teacher indicating how data is driving student learning and next steps to ensure students are on track to benchmark at the end of the year. (January) (1.5 hours)</td>
<td>New Teacher will submit an Action Plan (data protocol) to their Mentor Teacher indicating how data is driving student learning and next steps to ensure students are on track to benchmark at the end of the year. (January) (1.5 hours)</td>
</tr>
<tr>
<td><strong>PERSONAL GROWTH PLAN</strong></td>
<td>New Teacher will submit a Personal Growth Plan developed at end-of-year checkout with Mentor Teacher for the following school year.</td>
<td>New Teacher will submit a Personal Growth Plan developed at end-of-year checkout with Lead Mentor for the following school year.</td>
</tr>
<tr>
<td><strong>DOE Required DPASII Training for Teachers/Specialists</strong></td>
<td>DPASII Online Modules through PDMS and eLearning Delaware • Must be completed within 2 weeks of hire date</td>
<td>*If not previously trained in DPASII must complete Online Modules through PDMS and eLearning Delaware</td>
</tr>
</tbody>
</table>

*A modified Comprehensive Induction Program is proposed for Harlan Elementary during the 2015-2016 SY in order to provide more structured, intensive support for the current teachers in their first three years. Due to the capacity of partnerships the proposed plan needed to be phased in and allowed for current novice Harlan teachers to participate. Beginning the 2016-2017 SY the Comprehensive Induction Program model will be consistent for all new hires.*