**Sacramento Consortium Teacher Induction Program**

**Triad Meeting – Teacher, Mentor, School Administrator**

Teacher: School:

**Overview:** A professional educator’s knowledge of the school and district goals and policies at their site/assignment is important to their success as an educator. This document and the accompanying conversation will help you understand your local teaching context. In a meeting with your administrator or designee, and mentor, discuss areas of the document below where you might need more information, including the school and district goals. It is not necessary to address each line item, but rather this document should be used as a guideline to support greater understanding of the school context. The notes section is a place to document information that will be helpful to you in accessing needed information in the future.

**Objective:** The purpose of this activity is to gain a better understanding of your school and district’s educational goals and focus areas and procedures and to begin to build a community of support that will aid you in having a successful teaching year. You will also gain awareness of all that is available to support your work. This activity is intended to promote conversation and reflection among you, your mentor and your site administrator**. You do not need to gather all the documents listed here. This document should be uploaded once completed and signed by all participants.**

|  |  |
| --- | --- |
| Staff Information (possible topic areas) | My Notes |
| School Office Procedures |  |
| School Vision and/or Mission Statement |
| Emergency Procedures |
| Staff Responsibilities |
| Teacher Evaluation Process |
| Intervention Programs  (Conflict Resolution, Bullying, Multi-tiered system of support) |
| Substitute Request Procedure |
| · Procedures for Paraprofessionals |
| School Information (possible topic areas) | My Notes |
| School Site Goals for the Year |  |
| Homework Policy |  |
| Room Environment Expectations |
| School-wide Discipline Procedure |
| Back-to-School/Open House Expectations |
| Lesson Plan Expectations |
| Available Technology and Equipment |
| Attendance Procedures |
| Hours to be on Campus |
| Access to Confidential Records |
| Available Translation Services |
| Grading and Communication (Possible topic areas) | My Notes |
| Grading and reporting policies | 1.      2.      3. |
| Guidelines for communicating with parents |
| English Learners (possible topic areas) | My Notes |
| Instructional program for English learners | 1.      2.      3. |
| Process for reclassification and monitoring of English learners  Other Resources for supporting EL Students |
| Special Populations (possible topic areas) | My Notes |
| Site resources available to meet the needs of special populations including GATE and Accelerated | 1.      2.      3. |
| Related services and support schedules (speech, counseling, psychologist, vision, hearing impaired, etc.) |
| Training and support for district procedures related to legal requirements of the Individualized Education Plan (IEP) |
| Special Education Service Delivery Model; collaboration, consultation, co-teaching |
| Administrative Consultation (All three of the areas below are required to be part of Triad discussion) | My Notes |
| **With your site administrator, discuss the following:**  · Site/District Goals and Initiatives, **include LCAP goals**  · Grade Level Goals and Initiatives  · Any suggested areas for induction participant focus | Site/district goals:      Grade level goals and initiatives:    Recommended induction participant focus:    \*\*Information gathered in this section should be considered when developing the teacher’s ILP |

**Community of Support** (Additional expert support for the teacher): While the mentor serves as the primary support for each teacher’s professional growth while in induction, effective practice also requires support from other experts across the learning community. Please indicate other personnel/community members who may serve as professional support for areas outside the experience/expertise of the mentor (this may include those experts with specific experience in special education, behavior, differentiation, instructional strategies, etc.)

|  |  |
| --- | --- |
| **Personnel/Community Member** | **Area of Expertise** – SDC, Instructional Coach, School Discipline, etc. |
|  |  |
|  |  |
|  |  |

**Mentor, Teacher and Site Administrator Confirmation of Triad Completion**

Instructions: Please sign below to confirm discussion of the included Triad topics. This initial review of procedures and site goals will be considered when developing the teacher’s Individual Learning Plan (ILP).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Administrator/Designee (Principal, V.P./A.P., Supervisor, etc.)

(signature indicates completion of form)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor (signature indicates completion of form)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher (signature indicates completion of form)

**UPLOAD THIS DOCUMENT ONCE COMPLETED TO THE SCOE TI DASHBOARD**