

Recruitment, Retention, Career Pathways & Professional Learning Strategies

1. The district utilizes their National Board Certified Teachers (NBCT) in various leadership roles e.g. mentoring and leading PLCs.
2. New teachers meet monthly under the direction of the instructional supervisor. They receive strategies and discuss challenges they face and are synergized as a group. (Campbellsville Ind.)
3. After being in the district for a minimum of three years, teachers may apply for a “Master Teacher” designation and receive an annual stipend for performing duties such as a Teacher Leader/mentor. (Frankfort Ind.)
4. The district has a Teacher Leader Network (TLN) and an Aspiring Principal’s Network. The TLN is designed to develop teacher leadership capacity in assisting school level teams to increase the quality of their instruction. (Jessamine Co.)
5. The district has an Aspiring Leader Academy to grow potential leaders and promote within when possible. (Boyle Co.)
6. Instructional coaches provide job embedded professional development to continually support the teachers with modeling, mentoring, and training with extra support given to new and/or struggling teachers. (Pendleton Co.)
7. The district provides three years of mentoring for the teachers going through the alternative certification route. (Whitley Co.)
8. The district has a Teacher Leader group. These teachers submit applications to participate and the leadership team reviews the application along with classroom performance data to determine the teacher selection process. These Teacher Leaders lead PD and serve as mentors. (Perry Co.)
9. New teachers are paired with a teacher mentor and receive job-embedded professional learning from school coaches in addition to after-school and summer opportunities. (Pulaski Co.)
10. The district offers Leadership 101 & 102 for teachers interested in being a leader or as a future administrator. Leadership 102 is for graduates who identify a need in the district and collectively create a project to address the need. (Owensboro Ind.)
11. In order to provide all students with a highly effective and qualified teacher, the district utilizes a teacher from another school to deliver instruction virtually when they do not have a highly qualified and effective teacher in one of the schools. (<http://opportunityculture.org/>)
12. The district provides ½ day release time for experienced and effective teachers who demonstrate leadership characteristics to work with beginning and less accomplished teachers. (<http://opportunityculture.org/>)
13. The district utilizes Master Teachers by placing them in classroom settings with a larger number of students; while increasing their planning time. (<http://opportunityculture.org/>)

14. A consultant coaches teachers about ways to enhance instruction to deepen student understanding. They developed a shared site to inform each other of learning tasks that were successful and to make adaptations that improve learning.
15. Master teachers lead PLCs where they meet with teachers to review student assessments and provide feedback on instructional strategies.
16. Every certified and classified personnel in the school (teachers, administrators, secretaries, cooks, custodians, bus drivers, etc.) are listed and displayed in the front hall with their name and titles. (Cub Run Elementary – Hart Co.)
17. Each new staff member is assigned a mentor staff member to trouble shoot, lend a listening ear, and to assist with any hard to answer questions, during the year. This research-based practice allows the new staff to resolve issues with a friend instead of an administrator. (Carroll Co.)
18. A new teacher cadre, Building Lead Teachers (BLT) is required of all teachers who have four years or less experience and those new to the district. (Garrard Co.)
19. Using the previous five years of evaluation reports of New Teacher Induction, the Office of Academic Services provides an induction program that is differentiated between first-year teachers and teachers new to the district. The program includes professional learning opportunities in content, pedagogy, equity and diversity, and classroom management that begin in the summer and continue through the school year. On-going support includes the establishment of professional learning communities and the use of a “new teacher” hotline. (Jefferson Co.)
20. Outside of the state's KTIP process, the district implements a JTEAM program. JTEAM represents Jessamine Teacher Expectations and Methods. This program serves as an induction program for 1st and 2nd year teachers. (Jessamine Co.)
21. Beginning teachers, and 2nd and 3rd year teachers, participate in a yearlong PLC new teachers group that is led by a former principal and an instructional supervisor. (McLean Co.)
22. TARGET is a multi-year teacher induction program model. The TARGET Program not only focuses on the successful assimilation of a new teacher into the culture of teaching but also on “growing” a Lawrence County teacher. (Lawrence Co.)
23. The district offers a new teacher cadre that provides training and support. New teachers (0-3 years and new to the district) attend an Initial Induction training in the summer and four follow-up sessions throughout the year. (Lincoln Co.)