

## **New Teacher Support Application Directions**

1. **Download this document BEFORE completing fields.**  
Information added prior to downloading will not be saved to your file.
2. Include approval signatures from District Finance Officer and Superintendent (or designee) before submission.
3. For questions, please contact [Daniel.Clark@education.ky.gov](mailto:Daniel.Clark@education.ky.gov).

# Kentucky New Teacher Support

Utilizing ESSER State Level Funds

MUNIS Project #613FT



High-quality induction programs can accelerate new teachers’ professional growth, making them more effective faster. Research demonstrates that comprehensive, multi-year induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, provide a stronger return on states’ and school districts’ investment, and improve student learning.

High-quality induction programs are:

**Comprehensive:** There is an organized program consisting of many activities and components that involves many people, including the school-site principal.

**Coherent:** The various components, activities and people are logically connected to each other.

**Sustained:** The comprehensive and coherent program continues for many years.

Once on the job, all beginning teachers must learn to:

- Teach to established standards;
- Evaluate the effects of their instruction on student performance;
- Use student achievement data for planning and curriculum;
- Tailor instruction to address specific learning needs; and
- Thrive in the culture of the school.

	Recommendation	Examples/Resources
New Teacher Academy	Begin with an initial two to three days of training before school begins. Offer ongoing after-school sessions held throughout the first semester to provide “just in time” support for new teachers.	<a href="#">NEA Resources for New Teachers</a>  <a href="#">New Teacher Center Resources</a>
Professional Development	Offer a continuum of professional development through systematic training over a period of two or three years.	<a href="#">Learning Policy Institute: Effective Professional Development</a>  <a href="#">Kentucky Professional Learning Standards</a>

<b>Mentoring Program</b>	Integrate a mentoring or coaching component into the induction process.	<a href="#">Mentoring New Teachers: A Fresh Look</a>  <a href="#">High Quality Mentoring and Induction Practices</a>
<b>Peer Observations</b>	Present a structure for modeling effective teaching.	<a href="#">TNTP Observation and Feedback Resources</a>
	Provide opportunities for inductees to visit demonstration classrooms.	<a href="#">Peer-to-Peer Feedback Cycles</a>
<b>New Teacher Network</b>	Provide study groups where new teachers can network and build support, commitment and leadership in a learning community.	<a href="#">GoTeachKY New Teacher Network</a>
<b>Administrative Support</b>	Incorporate a strong sense of administrative support.	<a href="#">KDE Principal Partnership Project</a>

**Planning Tools:**

[Principal’s Guide to New Teacher Experience](#)

[Starting Strong Lesson Plan](#)

[Temperature Check Survey](#)

[New Teacher Experience Assessment and Design Principles](#)

References

Hanushek, E., Kain, J.F. et. al. (2005). *The market for teacher quality* (NBER Working Paper No. 11154). Retrieved from National Bureau of Economic Research website: <https://www.nber.org/papers/w11154.pdf>

Ingersoll, R. & Strong, M. (June 2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

## New Teacher Support Application

School	
District	
School Administrator Name	
School Administrator Email Address	
District Finance Officer Name	
District Finance Officer Email Address	
Total Number of New Teachers* (2020-2021)	
Per-Teacher Allocation	
Total Funds Available	

**\*New to the profession with zero years of prior teaching experience**

**Award Period:** Sept. 1, 2020 – Aug. 31, 2021

	Budget	Rationale/Plan
New Teacher Academy		
Professional Development		
Mentoring Program- Mentor Stipend		
Peer Observation- Release Time/Substitute Reimbursement		
<b>Total Budgeted</b>		

I understand that I will need to submit a detailed district invoice for payment to the Kentucky Department of Education. Details will be provided with the approval letter.

I understand all funds must be expended and invoiced by Aug. 31, 2021.

I understand that a summative report outlining funded new teacher support must be submitted to the Kentucky Department of Education no later than Sept. 30, 2021.

Administrator

District Finance Officer

Superintendent (or designee)