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**Teacher Induction**

**Plan**

**INTRODUCTION**

The Pennsylvania Department of Education recognizes the importance of helping beginning teachers. Typically, these teachers feel overwhelmed as they face the “great unknowns.” No matter how well their training has prepared them, they face unknown students, colleagues, administrators, and parents. In addition, understanding the school and the community, the district procedures, policies, curriculum and so on, presents significant challenges to the inexperienced teacher, or one who is new to the district. To address this need, the Department of Education mandated (Pa. Code Title 22, Chapter 49.16) that each school district establish a Teacher Induction Program. This plan for induction must be submitted as part of the district’s strategic/comprehensive plan. The Bureau of Teacher Preparation and Certification, Pennsylvania Department of Education, will require evidence of completion of an induction program prior to the issuance of Instructional II and Vocational Instructional II certificates.

**WHAT IS INDUCTION?**

Induction is defined as “planned experiences, activities, and studies to increase the beginning teacher’s knowledge and improve his/her teaching skills.” Such programs must be based on valid observations, clear statements of competencies to be developed and the means to attain these competencies.

A number of premises underlie the establishment of a new teacher induction program. The following are primary:

* First year professionals develop behaviors in classroom organization, planning and management which become predictors of their future performance. The first few days and months of school are crucial in establishing appropriate behaviors and attitudes in the position.
* Upon entering a new social system, the beginning educator must learn the role expectations in that system, the values defining the functioning of the learning system, the rules of the system and the ways of acting and relating to students, non-professionals or other professionals. Beginning educators need to have individuals on whom they can rely for assistance, guidance, diagnosis, confidentiality, and support during their first year.
* First year teachers are fully responsible for the instruction of their students from the first working day and must perform, without experience, the same tasks a seasoned veteran must perform.

The Tuscarora Intermediate Unit 11 has established this Induction Plan with the goal of ensuring that its new teachers/employees receive the support they need in order to continue the TIU’s tradition of instructional excellence.

**GOALS AND COMPETENCIES**

The Induction Program is designed to provide support to ensure an orderly and successful transition of new teachers through their first two years in the teaching profession. The major goals of the Tuscarora Intermediate Unit Induction Program are:

* To support an orderly and successful passage of all teachers new to the teaching profession through their first two years of teaching;
* To build a strong mentor relationship between the beginning teacher and induction team;
* To build a knowledge base of essential resources, policies and procedures at the federal, state, regional and local level;
* To provide training in strong classroom management skills including developing classroom management plans and classroom procedures;
* To develop strong instructional competencies including lesson design and implementation, alignment of academic standards, assessment anchors, PSSA/Keystone eligible content and district curriculum, and to embed them into instructional planning and delivery;
* To develop a strong instructional practice by incorporating research-based instructional strategies into lesson planning and instructional delivery;
* To provide training in such areas as special education, English as a Second Language Instruction, diversity training and school law.
* To provide an orientation to intermediate unit’s and building procedures including the vision, mission and goals; community relationships; Professional Code of Conduct; professional dress code; development of appropriate student/teacher relations; acceptable use of technology; and an overview of the teacher induction program.

The Teacher Induction Committee recognizes that not every teacher needs the same level of support. For example, if the district hired a tenured teacher, it would not anticipate the need for a mentor teacher for two years. In these cases, there would be an abbreviated Teacher Induction Plan initiated to accommodate an orientation of a more administrative nature.

**INDUCTEE (NEW TEACHER)**

In general, the role of the Inductee in the Tuscarora Intermediate Unit Induction Program is to accept and actively pursue professional development and growth as an educator. Opportunities will be provided to new teachers that will support and assist their success in the school building, intermediate unit and profession.

**QUALIFICATIONS OF AN INDUCTEE**

The following criteria will be used in determining if a teachers is defined as an Inductee and will be required to complete the Tuscarora Intermediate Unit Induction program.

* Inductee is a teacher who is a first year teacher
* Inductee is a teacher who has completed only one year of induction at a pervious employment\*
* Inductee is a teacher newly hired with the Tuscarora Intermediate Unit and has completed an new teacher induction plan at a previous district.\*\*
* Inductee is a teacher that is hired in a position for 45 days or more.

*\*INDUCTEE will complete one year of induction based upon agreeable topics within the induction plan focusing on year two.*

*\*\*INDUCTEE will participate in a 90 day induction program with the focus being on Tuscarora Intermediate Unit policies and procedures.*

**ROLE OF AN INDUCTEE**

The role of the Inductee is to engage in activities for the purpose to enhance their professional knowledge.

* Attend all orientation and Teacher Induction activities
* Actively participate in mentoring activities and relationships
* Seek out help from colleagues
* Schedule regular meetings with the mentor teacher
* Accept and act upon constructive feedback provided by the mentor teacher
* Schedule visits to classrooms of experienced teachers
* Schedule classroom visit by the mentor
* Utilize the expertise of the mentor teacher on a regular basis
* Complete an evaluation of the Educator Induction Program
* Keep a log detailing their experience during the induction process
* Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) in order to be awarded an Induction completion certificate
* Maintain a confidential relationship with the assigned mentor

**THE MENTOR TEACHER**

Clearly, a beginning teacher has a lot to learn, and a veteran teacher has a wealth of

experience to offer. The Tuscarora Intermediate Unit Induction Program is designed to pair an experienced teacher with a teacher new to the profession, or one who is experienced, but new to this district, or one who is experienced, but has transferred from one school to another. The mentor helps the new teacher function effectively, grow professionally and face the unknown with confidence. The experienced teacher is encouraged to share their expertise acquired over years of successful teaching in the district. The mentor teacher will typically serve for two years, with the majority of the documented activities occurring in the first year of service.

The Tuscarora Intermediate Unit appoints mentor teachers on an annual basis. Mentor teachers are chosen by the program supervisor. Mentors are chosen based on a number of factors including, but not limited to: a commitment to the teaching profession and service to children; success in fostering excellent student performance; recognition as an excellent teacher by the building principal and/or program supervisor; subject area or grade level expertise; knowledge of curriculum and use of a variety of instructional, organizational, management and grouping techniques; knowledge of district and building goals and initiatives; willingness and ability to support a teacher in his or her first year of teaching experience; enthusiasm, and, an ability to effectively communicate with colleagues, parents and students.

**QUALIFICATIONS OF A MENTOR TEACHER**

To be considered as a mentor teacher, the follow criteria have been established. Mentor teachers must:

* Be experienced tenured teachers and have obtained and Instructional II certification.
* Demonstrate knowledge and use of a variety of classroom management, lesson organization and motivational techniques.
* Have established a reputation with both students and staff for knowledge of subject matter and the ability to teach it.
* Have a similar certification and/or assignment when possible.
* Model continuous learning and reflection practices.
* Have knowledge of the Tuscarora Intermediate Unit policies, procedures and resources.
* Have a willingness to accept additional responsibilities and give the extra time needed to mentor the new teacher and answer their questions.
* Be familiar with the Standards Aligned System and the curriculum of their program.

**ROLE OF A MENTOR TEACHER**

The overall role of the Mentor Teacher is to provide daily support, advise, and counsel to the new teacher helping him/her to have a successful experience at they begin their teaching career. The specific responsibilities of the Mentor Teacher are:

* To participate with the new teacher in professional development activities when required.
* To serve as a professional role model.
* To assist the new teacher in understanding and meeting the responsivities of the profession.
* To assist the new teacher in becoming familiar with all Intermediate Unit policies and procedures.
* To assist the new teacher in learning the educational values of the communities we serve.
* To meet formally and informally with the new teacher and administrator on a regular basis throughout the school year.
* To observe the new teacher in an instructional atmosphere. Observations will be done during the school day and will be arranged between the new teacher, mentor teacher and administrator.
* To guide the new teacher to other staff members and resources who can provide direction and support.
* To assist the new teacher in developing and maintaining an effective classroom management plan.
* To offer suggestions regarding a variety of teaching methods and instructional strategies.
* To follow the checklist of activities and initial the log as activities are completed.
* To participate in an evaluation and make necessary annual adjustments to the Teacher Induction Program.
* To maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the new teacher.

A mentor teacher provides the following types of support:

Instructional support such as:

* Classroom management
* Standards-based Instruction
* Instructional planning and implementation
* Standards-aligned reading strategies
* Differentiated instruction and supports for struggling students
* Peer coaching and conferencing with the beginning teacher .
* Instruction for diverse learners in inclusive settings, including ELLs and students with lEPs .
* Data-informed decision making

Professional support such as:

* Information about school policies and procedures
* Student formative and summative assessments and evaluation
* Educator Effectiveness in accordance with Pennsylvania Act 13 of 2020
* Information about quality professional development opportunities

Personal support such as:

* Introductions to other faculty and administrators
* Personal encouragement within the context of a confidential relationship
* Liaison to referral to other key people and resources

**ADMINISTRATION**

The general role of the Administration is to provide support for the Teacher Induction Program by facilitating the components of the program and providing the new teachers and mentor teacher with the necessary time and resources to fulfill their respective responsibilities. The specific responsibilities of the Administration are:

* To establish roster of capable and qualified mentor teachers and facilitate the pairing of new teachers as appropriate.
* To arrange for mentor training, facilitate timelines for completion of responsibilities, and provide resources for the program’s success
* To establish beginning induction meeting and individual follow-up meetings with mentors and new teachers.
* To be available to mentors and new teachers as necessary throughout the school year.
* To coordinate and participate in an evaluation and make necessary annual adjustments to the Teacher Induction Program.

**INDUCTEE TRAINING**

The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first two years of employment. As a new inductee, individual goals could include the following:

* To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching
* To provide new educators with basic information and knowledge about the school, Intermediate Unit and resident students in order to increase their effectiveness in fulfilling their duties
* To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students.
* To provide new educators with staff development experiences to achieve a successful transition into the district’s education program
* To provide experience, professional insight, and encouragement to achieve success as new employees.

**NEEDS ASSESSMENT**

The first step for all new educators is to complete the Needs Assessment for New Educators. Completing this short assessment will help the inductee and mentor set goals for the upcoming induction program. The inductee should use the information gained to include as topics of interest for the induction plan.

**PROFESSIONAL DEVELOPMENT ACTIVITIES AND TOPICS**

The heart of this Induction Program is the presentation of the various “topics” by the experienced professional employee to the inexperienced professional employee. These topics constitute the planned activities and experiences which are intended to assist the new employee as he/she begins employment in Tuscarora Intermediate Unit 11.

The design of this program assumes that newly employed professionals, by virtue of previous training and /or experience, already possess the knowledge, skills, and attitudes to perform their assigned responsibilities in a satisfactory manner. Therefore, it is not the intention of this Induction Program to “create” skilled professionals. Rather, the program is designed to improve the acclimatization and assimilation of these skilled professionals into this particular school system.

Although the topics to be covered via this program are not unique to this Intermediate Unit – most school systems deal with nearly all the topics listed -- the important variable is how these are handled in this Intermediate Unit.

Mentors should plan to meet weekly with the inductee for the first six weeks of school and monthly thereafter. A list of topics to be covered, using the Needs Assessment, should be developed within the first six weeks of the induction program. Knowing that each program within the Intermediate Unit is unique, below is an **example** (not a complete list) of a monthly schedule and topics that could be included:

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| PRE-SERVICE: | Introductions of professional and support staff in the building  School specific first day procedures  Building procedures  Resources  Textbooks  Classroom supplies  Discipline Policy  Lesson Planning  Field Trips  Technology Needs  Substitute Lesson Plans  School handbook  Professional Code of Ethics |
| SEPTEMBER: | Classroom Management: Establishing rules and procedures  Using the Student Information System  Professional Development Requirements  Grading/Student Evaluation  Record Keeping  Interventions  Observation process for the educator  Parent Communication  Special education and gifted programs  RTII- Tiered Interventions  Special Events  Student Performance Measures |
| OCTOBER: | In-Service  Classroom Management  Discovery Education  Progress Monitoring  Assessments |
| NOVEMBER: | Mid-term procedures  Planning for the second marking period  Parent/Teacher Conferences  Holiday preparations |
| DECEMBER: | Classroom Management  Coping with pre-holiday distractions  Mid-year evaluation  Planning for the second semester |
| JANUARY: | Preparing for next year  Ordering supply for next year  Preparing for state assessments |
| FEBRUARY: | Using technology in the classroom  Meeting needs of diverse learners |
| MARCH: | Cooperative learning activities  Managing student projects  Classroom management |
| APRIL: | Trauma informed decision making  Closing out the end of the year  Field trips |
| MAY: | Preparing for final exams  Classroom management  Self-Evaluation and Reflection  Review of current induction plan  Evaluation of Induction Plan and Induction Log  Writing goals for Year 2 of the Induction Plan |

Other topics that may be included:

❖ Intermediate Unit vision and goals

❖ Board policies

❖ Counseling services

❖ Special education services

❖ Health services

❖ Technology

❖ Personnel/payroll procedures

❖ Personal/Professional community resources

❖ Teacher observation

❖ Teacher evaluation

❖ Teaching methodology and techniques

❖ Curriculum/Resources

❖ Recordkeeping

❖ Discipline policy

❖ Classroom management

❖ Parent/teacher conferences and relationships

❖ Certifications (Up-to-date, Level 2, TIMS)

❖ District/Building level handbooks

❖ PDE/District curriculum standards

❖ Budget/Purchasing procedures

❖ Data Resources

❖ Danielson Framework\*\*\*

\*\*\*In accordance with Act 82 of 2012 (22 Pa. Code §19.1), 50 percent of an educator’s evaluation is comprised of multiple measures of student achievement. The Danielson Framework for Teaching, which is the observation/evidence instrument for the new educator evaluation system, focuses the complex activity of teaching by defining four domains of teaching responsibility, each with its own set of essential professional practice components. The four domains and their components are listed below. When developing the educator induction plan, the Danielson Framework and its four domains and their components should be the primary focus for new teacher professional development offerings. Details of the Danielson Framework can be found on PDE’s Standards Aligned System web portal, as well as through online professional learning opportunities on the SAS web portal that are aligned to the domains and components of the Danielson Framework.

**YEAR TWO OF THE INDUCTION PLAN**

It will be the responsibility of the inductee and mentor to develop a year two plan together. This plan should include topics from year one the inductee and mentor did not cover plus any other items. The plan should then be approved by the inductee’s direct supervisor. The inductee and mentor should meet monthly to discuss progress on the plan. A written log of the topics of discussion should be kept by inductee.

Additional topics that could be included in Year Two Plan are:

❖ Danielson Framework

❖ Trauma Informed Decision Making

❖ Wellness for Teachers

❖ Independent Book Study

❖ Discussion of Journal Articles relating to the inductee’s assignment

❖ SAS Portal Training

❖ Progress for Level II Certification

❖ ESL

**PLANS FOR EVALUATING PROGRAMS AND MAINTAINING RECORDS**

Inductee and mentor teams will complete an Induction Program Record (add number) and submit to the program supervisor for their signature, which will then be sent to the chief school administrator upon completion of the induction period. The inductee should also complete the Program Evaluation form (add number) and the Needs Assessment form (add number) and submit to mentor and program supervisor at the beginning of the school year. It is suggested that inductee maintain a copy of all forms. Records of Induction Program completion will be kept on file in the Executive Director’s office.

Updates and revisions will be made to the Induction Program as necessary as shown through the program evaluations and Induction Plan updates from the Pennsylvania Department of Education.