

SCRANTON SCHOOL DISTRICT  
**Inductee Log**

NAME \_\_\_\_\_

School \_\_\_\_\_ Mentor \_\_\_\_\_

School Building Principal: \_\_\_\_\_

Listed below are the training sessions you attended in compliance with the Scranton School District Induction Program.

**Record** the dates of each mentor/inductee coaching session. **Summarize** the research based concepts which serve for each peer coaching session in the blank provided.

**I. ORIENTATION SESSION**

Date of Session: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Activities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. BEGINNING OF THE YEAR CLASSROOM MANAGEMENT SESSION**

Date of Session: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Concepts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**III. EFFECTIVE GROUP MANAGEMENT SESSION**

Date of Session: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Concepts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IV. INTERACTIVE DIRECT INSTRUCTION SESSION**

Date of Session: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Concepts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**V. TIME ON TASK SESSION**

Date of Session: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Concepts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VI. HOMEWORK/TEACHER PRAISE SESSION**

Date of Session: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Concepts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VII. VISITATIONS** to other classrooms, and or meetings with resource people arranged by the Induction team (mentor and/or principal). This should occur in two different settings.

Visited: Teacher Name/Grade/School \_\_\_\_\_

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

Visited: Teacher Name/Grade/School \_\_\_\_\_

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

**VIII. MEETINGS** Beyond the school day with Inductee. "Inductees will be paid at the extracurricular hourly rate for service outside the regular working day."

<u>Date</u>	<u>Time</u>	<u>Purpose</u>	<u>Total Hours</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

This certifies that the named inductee has completed the requirements of the Scranton School District Teacher Induction Program:

**Superintendent/Designee** \_\_\_\_\_

**Building Administrator** \_\_\_\_\_

**Mentor Teacher** \_\_\_\_\_

SCRANTON SCHOOL DISTRICT  
**Mentor Log**

NAME \_\_\_\_\_  
School \_\_\_\_\_ Inductee \_\_\_\_\_  
School Building Principal: \_\_\_\_\_

Listed below are the training sessions you attended in compliance with the Scranton School District Induction Program.

**Record** the dates of each mentor/inductee coaching session. **Summarize** the research based concepts which serve for each peer coaching session in the blank provided.

**I. ORIENTATION SESSION**

Date of Session: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Activities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. BEGINNING OF THE YEAR CLASSROOM MANAGEMENT SESSION**

Date of Session: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Concepts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**III. EFFECTIVE GROUP MANAGEMENT SESSION**

Date of Session: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Concepts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IV. INTERACTIVE DIRECT INSTRUCTION SESSION**

Date of Session: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Concepts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**V. TIME ON TASK SESSION**

Date of Session: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Concepts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VI. HOMEWORK/TEACHER PRAISE SESSION**

Date of Session: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Concepts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VII. VISITATIONS** to other classrooms, and or meetings with resource people arranged by the Induction team (mentor and/or principal). This should occur in two different settings.

Visited: Teacher Name/Grade/School \_\_\_\_\_

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

Visited: Teacher Name/Grade/School \_\_\_\_\_

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

**VIII. MEETINGS** Beyond the school day with Inductee. "Inductees will be paid at the extracurricular hourly rate for service outside the regular working day."

<u>Date</u>	<u>Time</u>	<u>Purpose</u>	<u>Total Hours</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

This certifies that the named inductee has completed the requirements of the Scranton School District Teacher Induction Program:

**Superintendent/Designee** \_\_\_\_\_

**Building Administrator** \_\_\_\_\_

**Mentor Teacher** \_\_\_\_\_

**SCRANTON SCHOOL DISTRICT  
BUILDING ADMINISTRATOR LOG  
(Certification sign-off)**

**Principal's name:** \_\_\_\_\_

**Inductees name:** \_\_\_\_\_

**School year:** \_\_\_\_\_

**Mentor teacher:** \_\_\_\_\_

Complete the following checklist, which insures that the Scranton School District's Induction program activities, described below have taken place at \_\_\_\_\_  
School this year

As principal:

\_\_\_\_\_ I have reviewed and signed both the inductee and mentor's logs describing both training sessions and peer coaching sessions that took place this year.'

\_\_\_\_\_ I have conferenced with the mentor regarding the successful completion of the inductee's induction year and the mentor/inductee peer coaching experience.

\_\_\_\_\_ I have spoken with the inductee regarding the mentor/inductee peer coaching experience.

**"The sincere implementation of the Scranton School District's Professional Development Plan will ensure an orderly, successful, and rewarding first year for beginning teachers, and will provide all professional staff with opportunities for growth and improvement."**

Specify in writing your efforts in coordinating the induction team, channeling feedback and providing assistance needed to monitor the Scranton School District Induction Plan. List any experiences or activities you directed which increased the beginning teacher's knowledge and/or improved his or her teaching skills.

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**Building Administrator**

**Superintendent/Designee**

\_\_\_\_\_

\_\_\_\_\_

## **Mentor and New Teacher Checklist**

You are encouraged to address each of the items listed below prior to the first day of classes with students. The building principal, your mentor teacher, other teachers and support personnel will assist you in identifying the people, places and things listed.

### **Places to Find:**

1. Your classroom
  2. Main office - principal's office
  3. Library
  4. Faculty lounge and restrooms
  5. Cafeteria
  6. Guidance office
  7. Other classrooms in your department/grade level including your mentor's classroom..
- Supply, book and other storage areas
8. Nurse's office
  9. Phone(s)
  10. Auditorium/large group rooms
  11. Faculty parking areas

### **People to Meet:**

1. District & building administrators (central admin., principals, special education directors)
2. Mentor teacher
3. Department chairperson
4. Secretaries/Clerks/Paraprofessionals
5. Maintenance
6. Guidance counselor(s) & SBBH (School Based Behavioral Health) Case workers
7. Cafeteria staff
8. School nurse

### **Things to Have:**

1. Teaching and duty assignment
2. Key(s)
3. Planned course curriculum
4. Textbooks and teaching supplies (computer/technology)
5. SSD login/email/eschool access
6. Student handbook
7. Class lists and bell schedules
8. Attendance and discipline referral forms
9. Hall passes
10. Lesson plan and grade book
11. A copy of the Teacher Induction Plan
12. Employee I.D. badge/parking tag
13. PDE – TIMS account
14. SAS (Standards Aligned Systems) account

## Scranton School District: Building Level Checklist

### Mentor/Temporary Mentor

**and**

### New Teacher/ Long Term Substitute

Both the Mentor and new teacher/substitute are asked to complete the following checklist. Please submit the completed list to the District Human Resources Office not later than 30 days after the beginning of employment.

1. \_\_\_\_ Read the Scranton School District New Teacher Induction Plan
2. \_\_\_\_ Teaching assignment and other duties
3. \_\_\_\_ Planned course curriculum and text materials
4. \_\_\_\_ Attendance procedures
5. \_\_\_\_ Library services
6. \_\_\_\_ Discipline code, referrals, classroom management
7. \_\_\_\_ Student assessment and grading (grading eschool & procedures)
8. \_\_\_\_ Student support services (guidance counselor, SBBH etc.)
9. \_\_\_\_ Department/grade level meetings
10. \_\_\_\_ Technology resources
11. \_\_\_\_ Lesson planning procedures (student-centered: traditional/cooperative)
12. \_\_\_\_ Substitute teacher procedures (professional development)
13. \_\_\_\_ Requisitioning teaching supplies
14. \_\_\_\_ After school activities
15. \_\_\_\_ Busing
16. \_\_\_\_ Phone numbers (phone chain/notifications) & usage procedures
17. \_\_\_\_ Building committees
18. \_\_\_\_ Field trip procedures

19. \_\_\_\_ Parent volunteers, PTA
20. \_\_\_\_ Testing (standardized/PSSA/Keystone)
21. \_\_\_\_ Safety procedures (fire/evacuation drills, lock down, severe weather, shelter in place, evacuation, etc.)
22. \_\_\_\_ Maintenance/clerical services (School Dude requests)

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**New/Substitute Teacher**

**Date**

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**Mentor/Temporary Mentor Teacher**

**Date**

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**Principal**

**Date**



## **New Teacher Induction Plan**

**The Scranton School District (SSD) is in compliance with the Code of Professional Practice and Conduct as stated in Chapter 235 of the PA School Code**

### **GOALS**

- A. To provide support for the newly certified teacher (Inductee) hired by the Scranton School District(SSD).
- B. To help ensure an orderly and successful orientation at the beginning of the newly certified teachers' (Inductees) first school year teaching in the Scranton School District (SSD).
- C. To support the newly certified teacher (Inductee) in obtaining Level Two Certification, acquire their Act 48 Continuing Professional Education and Masters' Equivalency ( if so desired).
- D. To assist in the professional development of new teachers who are assigned as Long Term Substitutes or Permanent Substitutes to the Scranton School District (SSD).

### **OBJECTIVES**

- A. To provide a formal structure through which the newly certified teacher (Inductee) will become familiar with the Scranton School District (SSD) policies, procedures and resources.
- B. To provide a support system for the newly certified teacher (Inductee) through the use of a mentor teacher, course instructors for Foundations One: Organizing the Classroom Environment for Teaching and Learning, the Local Site Coordinator (LSC) of the Educational Research and Dissemination (ER&D) Program.
- C. To provide formal training for the newly certified teacher (Inductee) in the instructional skills as they relate to curriculum, instruction, and

classroom management through the Educational Research and Dissemination (ER&D) Program, specifically through the three CPE credit course Foundations One: Organizing the Classroom Environment for Teaching and Learning.

- D. To ensure the newly certified teacher (Inductee) is aware of the induction process and completes the **Inductee Log**.
- E. To ensure all long term substitutes and permanent substitutes complete the **Temporary Teacher Inductee Log**.

## INDUCTION TEAM

### 1. Membership

- a. **One building Administrator** (Principal or Assistant Principal, in some cases a Supervisor from Central Administration.) This person will be responsible for completing the Administrator Log.
- b. **One Mentor Teacher** preferably working in the same building as the newly certified teacher (inductee), holding the same certification and teaching in the same grade level. This person will be responsible for completing the Mentor Log.
- c. **One newly Certified Teacher (Inductee)** hired by the Scranton School District (SSD). This person will be responsible for completing the Inductee Log.
- d. **The Local Site Coordinator (LSC) of the Educational Research and Dissemination (ER&D) Program.** This person ensures the Induction program runs smoothly, checking in with all parties, being available for questions and concerns, and inspects all Induction Logs. The Local Site Coordinator (LSC) sends the Induction Logs to the Director of Human Resources

- e. **Director of Human Resources.** This person is responsible for collecting all Induction logs, placing them in the newly certified teachers (Inductee's) personal file, and providing a completion certificate to each newly certified teacher (Inductee).

## 2. Purpose

- a. To ensure the newly certified teacher (Inductee) meets the objectives of the Induction Program.
- b. To plan observations in other buildings and classrooms throughout the district.
- c. To have open dialogue among the Induction Team to be proactive and give feedback to the newly certified teacher (Inductee) to identify strengths and weaknesses.

## **MENTOR TEACHERS' ROLE**

### 1. Role

- a. Mentor teachers must have a least five successful years of teaching in the Scranton School District (SSD) in conformity with the Collective Bargaining Agreement (CBA).
- b. Mentor teachers will be chosen to be trained in Peer Coaching by the Scranton Federation of Teachers (SFT).
- c. Mentor teachers will complete the 3 CPE credit course Foundations of Effective Teaching II: Building Academic Success.
- d. The Local Site Coordinator (LSC) will train all prospective Mentor Teachers in Peer Coaching on an as needed basis.

### 2. Mentor Teachers' Responsibilities

- a. Make contact and establish a rapport with the newly certified teacher (Inductee). Exchange contact information and make

- arrangements for pre-conferences. Practice the method of Peer Coaching with your newly certified teacher (Inductee).
- b. Complete the **Mentor Log** and ensure the **Administrator Log** is completed by the appropriate school administrator.
  - c. When observing the newly certified teacher (Inductee), the mentor teacher will report to the office of the school each time the inductee is to be observed and introduce or identify yourself and your purpose. The inductee is to be observed (5) formal times by the mentor in the newly certified teacher's (Inductee's) classroom.
  - d. Meet with the newly certified teacher (Inductee) to familiarize them with their assignment, introduce them to administrators and fellow teachers, help to orient them to the building and classroom they have been assigned, obtain their schedule obtain supplies and textbooks needed by the newly certified teacher (Inductee) and alert administration of any needs of materials.
  - e. Assist and support the newly certified teacher (Inductee) in learning about the Scranton School District's personnel, offices, policies, procedures, as well as, those of the building of their assignment.
  - f. Review all beginning of the year techniques such as room arrangement, posting rules, routines, maintaining a roll book, electronic grading system (Eschool), using electronic site (Frontline) for requesting a substitute, and any other topic the newly certified teacher (Inductee) has questions about or needs familiarization with.
  - g. Have frequent contact (ideally weekly contact) with the newly certified teacher (Inductee) to help the newly certified teacher (Inductee) with any issues that may arise.
  - h. Arrange two opportunities for the newly certified teacher (Inductee) to go out and observe other classrooms and teachers in the district as required by the induction plan. The mento will make the arrangements by contacting the building administrator and the teacher to be observed.

- i. Ensure all induction paperwork (Inductee Log, Mentor Log, and Administrator Log) is completed correctly, copies made for the newly certified teacher (Inductee) and themselves (Mentor). All items on the checklist are completed. Originals of the Induction Logs will be sent to the Administration Building to the Director of Human Resources by the Local Site Coordinator.

### **TEMPORARY MENTOR TEACHERS' ROLE**

a. Make contact and establish a rapport with the newly appointed long term substitute or permanent substitute. Exchange contact information and make arrangements for pre-conferences. Practice the method of Peer Coaching with your newly certified teacher (Inductee).

b. Meet with the newly certified teacher (Inductee) to familiarize them with their assignment, introduce them to administrators and fellow teachers, help to orient them to the building and classroom they have been assigned, obtain their schedule obtain supplies and textbooks needed by the newly certified teacher (Inductee) and alert administration of any needs of materials.

c. Assist and support the newly certified teacher (Inductee) in learning about the Scranton School District's personnel, offices, policies, procedures, as well as, those of the building of their assignment.

d. Review all beginning of the year techniques such as room arrangement, posting rules, routines, maintaining a roll book, electronic grading system (Eschool), using electronic site (Frontline) for requesting a substitute, and any other topic the newly certified teacher (Inductee) has questions about or needs familiarization with.

e. Complete the **Temporary Mentor Log** and ensure the **Administrator Log** is completed by the appropriate school administrator.

## COMPENSATION

1. Mentors shall receive a stipend for each newly certified teacher (Inductee) they work with. This stipend shall be in accordance with Collective Bargaining Agreement (CBA).
2. The newly certified teacher (Inductee) shall be paid the hourly rate as per the Collective Bargaining Agreement (CBA) for meetings with their mentor outside the defined school day.
3. Temporary Mentors shall receive a stipend for each newly certified teacher (Inductee) they work with. This stipend shall be in accordance with Collective Bargaining Agreement (CBA) not to exceed 10 hours.

## BUILDING ADMINISTRATOR'S ROLE

1. Provide the newly certified teacher (Inductee) a building orientation, room keys, parking, how to obtain a Scranton School District (SSD) Identification badge, applying for a substitute, introductions to the office staff, maintenance staff, lunch staff, faculty and any other people working for outside agencies.
2. Provide the newly certified teacher (Inductee) necessary materials for teaching such as a roll book, textbooks, technology and instructions on how to request materials.
3. Orient the newly certified teacher (Inductee) with building procedures, building emergency plans, and expectations for the newly certified teacher (Inductee).
4. Complete the **Administrator Log**.

**INDUCTION COURSE**  
**FOUNDATIONS I: ORGANIZING THE CLASSROOM ENVIRONMENT**  
**FOR TEACHING AND LEARNING**

This course was created by the American Federation of Teachers (AFT) and is offered by the Scranton Federation of Teachers (SFT) to all the newly certified teachers (Inductees). The Scranton School District (SSD) works in conjunction with the Scranton Federation of Teachers (SFT) to provide Foundations I: Organizing the Classroom Environment for Teaching and Learning as the formal course for Induction. This course as well as all courses in the Educational Research and Dissemination Program (ER&D) is based in third level educational research. This course, as well as all Educational Research and Dissemination (ER&D) courses, are approved by the Pennsylvania Department of Education (PDE) and updated as prescribed by the Pennsylvania Department of Education (PDE) as well as the Northeast Educational Intermediate Unit 19 (NEIU19). The newly certified teacher will request a substitute teacher for each day they have the induction course. Each will receive a binder with all research materials to be taught during the class and applied in their classroom.

The topics covered in the induction course Foundations I: Organizing the Classroom Environment for Teaching and Learning include but are not limited to:

**1. BEGINNING OF THE YEAR CLASSROOM MANAGEMENT:**

This topic uses the research of Anderson, Evertson, Emmer, Cothran, Kulinna, Garrahy, Duke, Seidman, Worsham, Sanford, Waters, McNulty, and Weinstein.

Subtopics covered are: How to Teach Rules and Procedures, Instructional Routines, Giving Feedback to Students, Hierarchy of Consequences, Management Styles, Promoting Positive Student Behavior, Ways of

Showing Care and Respect, Room Arrangement and The First Day of School.

## **2. EFFECTIVE GROUP MANAGEMENT**

This topic uses the research of Blackwell, McLaughlin, Charles, Christie, Schuster, Evertson, Emmer, Worsham, Stough, Gettinger, Kohler, Good, Brophy, Heward and Kounin.

Subtopics covered are: Group Focus. Group Format. Group Alerting, Accountability, Avoiding Satiation, Variety, With-It-Ness, Overlapping, Smoothness and Momentum.

## **3. INTERACTIVE DIRECT INSTRUCTION**

This topic uses the research of Airasian, Al-Hendawi, Anderson, Beck, Bennett, Beyer, Brookhart, Brophy, Brown, Evertson, Fisher, Ferguson, Gage, Gall, Goe, Good, Hattie, Kounin, Rosenshine, Stallings, and Vygotsky.

Subtopics covered are: Direct Instruction, Interactive Teaching, Whole Group Instruction, Small Group Instruction, Teaching Cognitive Strategies and the Use of Scaffolding, Well Structured Tasks, Less Structured Tasks, Cognitive Strategies, Metacognitive Strategies, Scaffolding including Kinds of Scaffolding, Guided Practice and Socially Mediated Instruction, Pacing and Success Rate, Teacher Questioning Strategies, Bloom's Taxonomy including What Types of Questions to Ask, How to Ask Questions, Wait Time, and Providing Feedback to Students.

## **4. TIME ON TASK**

This topic uses the research of the U.S. Department of Education, Anderson, Aronson, Zimmerman, Berliner, Carroll, Emmer, Everston, Fisher, Gettinger, Harnischfger, Wiley, Rosenshine, Stalling, Weinstein, and Yazzle-Minz.



Subtopics covered are: Allocated Time, Interruptions Outside the Classroom, Academic Learning Time, Striking a Balance, Strategies to Enhance Academic Learning Time, Interactive Versus Non-Interactive Teaching Effects, Implications From Classroom Management Research, Appropriate Room Arrangement, Establishing Rules and Procedures and Using Group Management Strategies.

## **5. TEACHER PRAISE**

This topic uses the research from Anderson, Evertson, Brophy, Barringer, Gholson, Good, Burnett, Dunkin, Biddle, Dweck, Elwell, Tiberio, Gable, Hester, Rock and Hughes.

Subtopics covered are: Evidence of Praise as a reinforcer, How Teachers Use Praise, Praising Effectively, Contingency, Specificity, Credibility, Guidelines for Effective versus Ineffective Praise.

## **6. HOMEWORK**

This topic uses the research of Balli, Cooper, Coulter, Cummins, Elawar, Corno, Epstein, Bscher, Fisher, Gamer, Keith, La Conte, MetLife Inc., Moles, D'Angelo, Department of Education: Office of Educational Research and Improvement (OERI), Perkins, Tizard, Schofield, Hewison, U.S.Department of Education, and Walberg.

Subtopics covered are: Outcomes for Students, Homework and Student Achievement, Purposes of Homework: Practice, Participation, Personal development, Parent-Child Interactions, Parent-Teacher Communications, Public Relations, Policy, Punishment: Designing. Effective Homework: Accountability, Success Rate, Characteristics of Good Assignments; Types of Homework: Practice, Preparation, Extension, Integration; Importance of Feedback, and User-Friendly Homework.

This Induction Plan is a joint effort between the Scranton School District and Scranton Federation of Teachers to comply with the Pennsylvania Department of Education's Educator Induction Plan Guidelines.