

# **DIOCESE OF ALLENTOWN**

## **Educator Induction Plan**

June 2020



In accordance with Chapter 49, Title 22 of the Pennsylvania Code, Section 49.16, the Office of Education for the Diocese of Allentown submits this plan to the Pennsylvania Department of Education.

July 1, 2020 – June 30, 2026

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## Introduction

Catholic education in the Diocese of Allentown is an expression of the mission entrusted by Jesus to the Church He founded. Through education the Church seeks to prepare its members to proclaim the Gospel and provide all students with a quality education. Certified educators and continuous professional development of these educators help bring these goals to fruition. In keeping with the mission of the Diocese of Allentown, portions of the Diocesan Induction Plan are religious in nature.

The Diocese recruits educators who are competent and qualified. These educators are offered the opportunity to continue to grow spiritually and professionally, particularly as these relate to the responsibilities of Catholic education which include proclaiming the message of Christ, building community, modeling in worship and prayer, and motivating themselves and students to serve others.

The Educator Induction Plan is intended to extend the professional growth and development of the first-year educators by assisting them to apply the knowledge they already possess, or could obtain for themselves, to the daily tasks or problems which confront them. Also, research shows that a supportive program for new educators helps with their retention in the educational profession. The purpose of the Diocesan Induction Plan is to enhance students' learning by providing support and guidance to the Inductee as well as providing a vehicle for him/her to complete Instructional II certification in accordance with regulations of the Pennsylvania State Board of Education.

The goal of the Educator Induction Plan is to provide supervised support from mentors for the Inductees. The new educators are provided Diocesan professional development programs in order to assist them in their continuing spiritual and professional development. The Diocese of Allentown schools are accredited by the Middle States Association of Colleges and Schools and are members of the National Catholic Education Association.

## Statement of Purpose

Catholic education in the Diocese of Allentown is an expression of the mission entrusted by Jesus to the Church He founded. Through education the Church seeks to prepare its members to proclaim the Gospel and provide all students with a quality education. Certified educators and continuous professional development of these educators help bring these goals to fruition.

**Statue 62, First Synod of Allentown** says that “**all teaching personnel shall conform to the certification requirements of the Commonwealth of Pennsylvania.**” Therefore, the Diocesan Office of Education requires all full and part time certified employed educators, in their initial school experiences, to participate in the Diocesan Induction Plan. The purpose of the Diocesan Induction Plan is to enhance students' learning by providing support and guidance to the Inductee as well as providing a vehicle for him/her to complete Instructional II certification in accordance with Chapter 49 Regulations of the Pennsylvania State Board of Education, Section 49.83. Also, research shows that a supportive program for new educators helps with their retention in the educational profession.

In keeping with the mission of the Diocese of Allentown, portions of the Diocesan Induction Plan are religious in nature and not subject to the approval of the Pennsylvania Department of Education.

## Philosophy

The Diocese recruits educators who are competent and qualified. These educators are offered the opportunity to continue to grow spiritually and professionally, particularly as these relate to the responsibilities of Catholic education which include proclaiming the message of Christ, building community, modeling in worship and prayer, and motivating themselves and students to serve others.

## Goal

The Goal of the Educator Induction Plan is to provide supervised support services for the Inductees that are integrated with Diocesan professional development programs in order to assist them in their continuing spiritual and professional development.

## Objectives

The objectives of the Induction Plan are to assist first year educators:

- A. To establish a professional development plan that ensures an orderly and successful first year experience.
- B. To develop a professional relationship with experienced school personnel which fosters positive collegial learning.
- C. To foster classroom/work space organizational and management techniques which encourage good interpersonal relationships and improve student achievement.
- D. To become familiar with Diocesan and local school policies, procedures, and methods of operation and the State's **Code of Professional Practice and Conduct for Educators**.
- E. To become knowledgeable of Diocesan curriculum guidelines and accomplish the goals of the guidelines.
- F. To take advantage of in-service opportunities to improve both teaching and learning.
- G. To experience professional development in a constructive, collaborative, and non- evaluative manner.

## Assumptions

The Induction Plan is based on the following assumptions:

- A. The Induction Plan is not intended as the formal evaluation of the Inductee. The principal or designee has the responsibility for the informal and formal evaluation of the Inductee according to existing Diocesan policies apart from this program.
- B. Continued professional growth is the responsibility of all Diocesan education personnel.
- C. The Inductee has the responsibility for demonstrating competence in their area of certification.
- D. The Inductee's peers, principal, and the Diocesan Office of Education have the responsibility for providing assistance to the educator.
- E. The plan is mandatory for all first-year educators, not just those pursuing certification. Completion of the Induction Plan will be important to all first-year educators since Instructional II Certification is contingent upon successful completion of an approved Induction Plan.
- F. The plan should begin early in the first semester - even before school begins, since research has shown the importance of the first six months on future careers.

## **Organizational Structure**

The organizational structure established to implement the Induction Plan in the Diocese of Allentown is as follows:

Superintendent of Catholic Education  
Diocesan Induction Coordinator  
Diocesan Induction Committee  
Induction Team in Local Schools  
Mentor Teacher  
Inductee

The Superintendent of Catholic Education of the Diocese appoints an Induction Coordinator, the Assistant Superintendent for Curriculum, and an advisory Induction Committee who work closely together to develop, review, update, and administer the Induction Plan. Due to the geographical expanse of the Diocese (5 counties), number of teaching personnel and very few specialists, school representatives are selected after consultation with the various educational groups who contribute to the educational ministry. Part of the plan calls for a local Induction Team to be appointed by the local principal of each school in the Diocese to carry out the Induction Plan at the local level.

## **Local Induction Team**

The members of the local Induction Team are selected by the principal and serve an indefinite term as agreed upon with the principal. The team consists of:

1. The Principal
2. The Mentor
3. The Inductee
4. Additional Members (Optional)

## **Membership of Organizational Structure**

The following individuals will serve in the organizational structure for the Induction Plan for a period of six years commencing June 24, 2020. Terms are renewable subject to the appointment by the Superintendent of Catholic Education.

- A. Dr. Brooke Tesche, Chancellor for Catholic Education
- B. Dr. Philip Fromuth, Superintendent of Catholic Education
- C. Mr. Anthony Balistere, Deputy Superintendent
- D. Dr. Emily Kleintop, Elementary Principal and Parent
- E. Dr. Judith Rance-Roney, Education Department Chair, DeSales University
- F. Mrs. Amy Hannis-Miskar, Elementary Principal and Parent
- G. Mrs. Marybeth Okula, Elementary Principal
- H. Mrs. Danielle Frio, Elementary Principal and Parent
- I. Mrs. Alice Einolf, High School Principal
- J. Mr. Josh Dicker, Elementary Teacher

Membership will consist of:

1. Superintendent of Catholic Education
  - i. Review progress of Induction Plan
2. Induction Coordinator
  - i. Chair the Induction Committee
3. Induction Committee
  - i. Develops goals/objectives for the Induction Plan
4. Local Induction Team
  1. The Principal
  2. The Mentor
    - a. Positive attitude toward the Catholic teaching program and gives Christian witness
    - b. Instructional II Certification
    - c. Minimum of 3 years of successful teaching with at least one year in the Diocese of Allentown
    - d. Similar certification and grade level or subject teaching assignment
    - e. Models continuous learning and reflection
    - f. Knowledge of Diocesan/school policies, procedures and resources
    - g. Willingness to accept additional responsibility
    - h. Compatible schedules so the mentor and Inductee can meet regularly; willingness to meet outside of school hours regularly
    - i. Qualified for the role either by previous experience or by receiving appropriate training
    - j. Support educator and Inductee should be compatible
    - k. Understands the Levels of Blooms Taxonomy and Webb's Depth of knowledge
    - l. Understands the concept of further inquiry by asking open-ended questions and utilizing open-ended tasks
    - m. Differentiates learning that supports higher order thinking skills and the development of metacognitive skills
    - n. Develops good assessments that are based on standards and eligible content
5. The Inductee
6. Additional Members (Optional).
  - a. Depending on the size of the local school additional individuals may also be invited to serve on the local Induction Team. It is highly recommended to establish a mentorship team in each school to assist with providing broad experiences for the Inductee, with the official mentor tracking requirements and documentation but a second colleague assigned based on grade level or subject matter taught being in line with the Inductee's assignment.
  - b. It is important to honor the skills of various teachers and rotate mentorship assignments; it is also important to offer recognition to those mentors, in Catholic Schools' Week or End of Year ceremonies.

## **Role and Responsibilities of Each Component of the Organizational Structure**

The following section defines the responsibilities of every person involved in the Induction Plan. Each contributes to the success of the other through the conscientious implementation of his or her designated task.

- A. Superintendent of Catholic Education
  - a) To appoint a Diocesan Coordinator
  - b) To review progress of the Induction Plan

- c) To discuss evaluations of the Induction Plan with the Coordinator
- d) Sign and issue completion certificates

B. Diocesan Coordinator

- a) Chair the Induction Committee
- b) Coordinate the implementation of all Diocesan-wide plan objectives.
- c) Review the plan evaluations, make appropriate revisions, and oversee their implementation
- d) Orient Inductees to State and Diocesan policies, practices, regulations, and facilities
- e) Assist the local Induction Team by providing training sessions for Principal, Mentor, and Inductee with a schedule of professional development throughout the school year
- f) Monitor interactive website for Induction Cohort and Mentor Sharing which would provide Inductee names, grade levels, and school emails and Mentor names, grade levels, and school emails for opportunities to interact with Mentors/Inductees
- g) Maintain adequate record keeping of Educator Induction Plan activities and participating educators
- h) Coordinate and oversee selection of mentors and assignment of Inductees
- i) Identify and provide for appropriate resources to support educator induction activities
- j) Submit reports to the Pennsylvania Department of Education as required
- k) Submit Inductee names for certificates when all criteria are completed
- l) Coordinate Diocese celebration of all Inductee Program graduates

C. Diocesan Induction Committee

- a) Ensure proper representation on the Committee
- b) Develop goals/objectives for the Induction Plan
- c) Plan, oversee, review, update, do needs assessments and carry out an Induction Plan for all Diocesan Inductees
- d) Evaluate the Induction Plan annually and make recommendations for revisions as needed

D. Local Induction Team

- a) Principal
  - 1. Insure the overall administration of the induction process in the building
  - 2. Identify and select highly qualified mentors
  - 3. Orient faculty and staff to the induction process
  - 4. Orient Inductees to State and Diocesan policies, practices, regulations and facilities
  - 5. Orient Inductees to local school functions and support services
  - 6. Coordinate planning time of the Inductee and the mentor
  - 7. Provide time for classroom/work area observation of the Inductee by the mentor
  - 8. Provide time for classroom/work area observation of other educators by the Inductee, while working with the Mentor to ensure a suitable teacher for their observation and completion of the first day of observation within the first trimester or semester
  - 9. Provide opportunities for Inductees to ask fellow teachers to observe and offer feedback to Inductee and make recommendations for teachers who are experts in specific areas to come into the Inductee's classroom, thereby encouraging the welcoming of feedback from peers
  - 10. Ensure that every mentor has a trained alternate if the mentor cannot fulfill his/her duties
  - 11. Make provisions for conflict intervention if needed
  - 12. Meet monthly with mentors and the Inductees for the purpose of monitoring the induction process and give input or support as required
  - 13. Visit the Inductee's classroom/work area for both formal and informal supervision throughout the year. The informal visits should be for a good portion of the class/meeting time and done a minimum of twice a month.
  - 14. Maintain Induction Plan documentation and forward the required appendices and forms to

the Induction Coordinator by April 30 to allow the Induction Certificate to be presented by Mentor at closing school Masses for the newly inducted teacher

b) Mentor

1. Assist the Inductee in understanding and implementing Diocesan and school curriculum/standards
2. Assist the Inductee in classroom management and record keeping -- mark book, roll slips, report cards etc.
3. Assist the Inductee in preparing for the opening day
4. Assist the Inductee in preparing lesson plans, tests, developing various styles of instructional or work related skills, and determining their effectiveness
5. Seek the aid of the principal should serious conflicts arise with the Inductee
6. Assist the Inductee in the use of multi-media and technological materials available at the school by overseeing communication between Inductee and tech support leaders
7. Be available to the Inductee in order to provide assistance, direction, and feedback and instruction for diverse learners in inclusive settings
8. Meet with the Inductee at least once a week during the first semester, and as needed for the remainder of the year, to discuss both strengths, concerns, and upcoming weekly responsibilities for at least nine times per year
9. Visit the Inductee's classroom or workspace throughout the school year, but most often during the first semester. Provide feedback to the Inductee which they will document in their Induction Journal.
10. Make recommendations for teachers who are experts in specific areas to come into the Inductee's classroom, thereby encouraging the welcoming of feedback and collaboration amongst peers.
11. Promote the socialization of the Inductee into the school setting and the school community at large
12. Discuss local community setting and resources
13. Provide professional and personal support
14. Act as a sounding board for the Inductee
15. Keep a log detailing experiences during the induction process and share when appropriate with the induction team
16. Participate in mentor training sessions
17. Maintain a confidential relationship with the Inductee
18. Model the Code of Ethics for Catholic School Educators and the Code Professional Practice and Conduct for Educators

c) Inductee

1. Participate in all the Diocesan and local in-service programs related to the Induction Plan
2. Work cooperatively with the Induction Team and maintain a confidential relationship with the assigned mentor
3. Fulfill all the requirements for the Induction Plan
4. Seek the aid of the Principal should serious conflicts arise with the mentor
5. Initiate concerns and plans to be discussed with the mentor
6. Become aware of professional strengths and weaknesses
7. Become aware of the role expectations of an educator in a specific school
8. Assume the various roles needed to become an effective educator
9. Develop skills of self-evaluation and effective evaluation of students
10. Complete a total of two days of observation of other teachers in the building, the equivalent of one day in the same or similar grade level and subject area, and one day in a grade level or subject area not continuous from the current assignment, to observe continuity of curriculum and development levels, outside of Inductee's department
11. Ensure that first day of observation occurs within the first trimester



12. Use the Mentor/Inductee Journal for reflection when visiting and observing other educators
13. Maintain and submit accurate records of induction activities, including journal (Appendix B) with meetings with Mentor documented at least 9x/year (Appendix E)
14. Seek out help from colleagues

## Professional Development Activities and Topics

The major areas/topics forming the core of the Induction Program include:

- A. General Orientation
  1. Philosophy, Policies and Procedures
    - i. Diocesan
    - ii. Local School
  2. Code of Ethics – State and Diocesan
- B. Preparation and Planning
- C. Classroom Environment
- D. Instructional Practices
- E. Professional Responsibilities
- F. Reflective Practice
- G. Monitoring and Evaluation

## Activities

The following list of activities should be utilized by the inductee in reaching goals. These activities are based on current research which directs much of the educator's experience and the **Danielson Framework for Teaching**. These suggestions are not exhaustive but do represent the major findings in the field. They have a significant impact on effective outcomes.

- A. Diocesan Orientation
  - Become familiar with Diocese of Allentown procedures and regulations outlined in the Board of Education Handbook (4f)
  - Become familiar with the State's code of conduct/professional expectations (4f)
  - Become knowledgeable of Diocesan Teacher Handbook (4e,f)
  - Become familiar with Diocesan Guidelines, Common Core Standards, schedules, and student records (4b,e,f)
- B. Local School Orientation
  - Become knowledgeable of school philosophy, policies and procedures (cf. School Handbook) (4b,c,d,e,f)
  - Review Educator's evaluation process (Domains 1-4)
  - Become aware of support services, instructional resources, and IST (Instructional Support Team) process and Mandatory Reporting (2e;4b)
  - Become knowledgeable of local implementation plan of The Student Assistance Crisis Manual (2e)
  - Review process for formative, summative, and standardized assessment, grading, and retention (1f;3d;4b)
  - Review implementation of the school Technology Plan (2c;4f)

- Become aware of extracurricular duties and activities **(2c,e;4d)**
- Attend seminars dealing with classroom or workspace management **((2e;4e)**
- Research findings on effective management
  - a. educator expectations **(4a)**
  - b. classroom or workspace climate **(2d)**
  - c. establishing rules and procedures **(2d)**
  - d. time on task **(3c)**
  - e. effective professional behaviors **(2c,d)**
  - f. discipline **(2c,d)**
  - g. align curriculum guidelines with tests **(4b)**

#### C. Effective Classroom or Workspace Management

- Attend seminars dealing with management and the learning process **(1b,d,f;2a,c;4a,e,f)**
- Observe mentor/colleagues to:
  - a. identify management needs **(1b,c,d;4a,e,f)**
  - b. evaluate own management and instructional outcomes **(3e;4a,e,f)**
- Meet with mentor regularly to discuss planning/preparation **(1a,d;4a,b,d)**
- Meet with the principal regarding school policy **(2c;4e,f)**
- Devise accountability system for assigning, monitoring and assessing student work **(1c,e,f;2b,d;3b,d;4b)**
- Establish a positive classroom/work space environment that reflects Catholicity **(2a,b,d;3a,c)**
- Establish appropriate classroom/work space faith centered rules **(2a,b,d,e;3a)**
- Coordinate discipline with school policy **(2a,b,c,d)**
- Align curriculum with textbooks **(1b,d,e,f)**

#### C. Delivery Techniques

- Use websites designed for educators **(1d,e;4a)**
- Use videos modeling appropriate professional skills (others, self) **(1d,e;4a)**
- Attend seminars on appropriate directed activities, instruction, pedagogy **(1a,d;4a,f)**
- Observe mentor/colleagues **(1d;2e;3c,d;4d,e)**
- Visit another school to observe a unique education model in action **(1d;2e;3a,c,d)**
- Motivate and continually encourage positive student progress **((1b,e;2a,b,d;3a,b,c,d,e)**
- Recognize individual differences and interact with students in a Christian manner **(1b;2a;3b,c,e)**
- Design effective instruction and assessments for active teaching **(1e,f;3a,c,e)**
- Place an emphasis on academic and learning progress skills **(1c,e,f;2b;3a,c,d)**
- Use variety of questioning techniques **(1c,e,f;2a;3b,e)**
- Provide for individual differences in an inclusive setting **(1c,f;3b,e)**
- Use/understand diagnostic and standardized testing **(1c,f;3d,e;4b)**
- Integrate faith-based instruction with academic content
- Concentrate on lesson at hand with appropriate activities **(1e;2a,e;3b,c,e)**
- Establish clear instructional goals/performance plan **(1a,f;3a)**
- Allow time for drill and practice **(1e;2a;3a,b,c,e)**
- Use student input frequently **(1c,e;2a;3c,d,e)**
- Actively assess student progress **(1b,f;2a,b;3d,e)**
- Provide presentations, illustrations, show "how to" **(1d,e;2a,e;3e)**

#### E. School Community Relations

- Attend seminars - suggested topics:
  - a. Parent/Educator Relations **(4c)**

b. Understand Cultural Differences (4f)

c. Single Parent Homes (4f)

d. Working Parents (4f)

- Become familiar with cultural differences (4c,f)
- Become familiar with special family situations (4c,f)
- Attend Home/School meetings (4c,f)
- Use the community as a learning resource (4c,f)
- Treat students fairly (1b;2a,d;4b,f)
- Integrate parental involvement in student needs, problems, learning, and achievement (4c)
- Participate in liturgical and paraliturgical school events

F. Professional Education (4e,f)

1. Attend seminars offered by Diocese of Allentown, school districts, intermediate units, colleges
2. Earn credits beyond degree

G. Professional Communications (4e,f)

1. Use the expertise and successful experiences of other professional colleagues
2. Model good communication and interpersonal skills
3. Give feedback in a supportive and sensitive manner
4. Concentrate on building a "community of faith" among the professional staff

## Topics to Address in Professional Development Sessions

### Preparation and Planning

Awareness of grade level curriculum standards/guidelines

Use of grade level curriculum standards/guidelines

Guidance for pacing of grade level curriculum standards/guidelines

Time schedule given to various academic subject areas

Use of a variety of instructional approaches within the classroom setting

Use of a variety of assessment practices to ascertain student progress in alignment with instructional goals and objectives

Experimentation with a variety of planning models

Clear and articulate goals to be accomplished within the grade level instruction and assignments

Use of resources to support the varied learning styles within the classroom

Personal reflection to gain understanding of successful instructional strategies for developing future plans

### Classroom Environment

High expectations for student achievement within a learning environment

Concise and understandable rules of behavior and logical consequences

Knowledge of student aptitude, ability and individual needs

Active student engagement in learning

High expectations for respectful interactions between teacher and student, student and student

Effective classroom organization, routine and schedule

Professional deportment and demeanor

Provisions for a safe and productive learning environment

**Instructional Practices**

Clear and appropriate targets for all students  
Variety of instructional strategies and assessment practices to meet the needs and learning styles among students  
Student engagement in daily classroom learning  
Implementation of the Rigor and Relevance Framework  
Incorporation of technology within instruction  
Knowledge of local school's commitment to utilizing various instructional deliveries  
Attentiveness to time frames for various academic areas  
Insertion of higher order thinking skills within instructional planning process  
Use of flexible groupings within the classroom to remediate, challenge and advance the learner  
Clear and effective feedback to student, parent/guardian

**Professional Responsibilities**

Full knowledge of and commitment to all professional and Diocesan codes, standards, and mandated reporting  
Knowledge of and utilization of web resources for 21st century teaching tools  
Frequent participation in Diocesan and/or district in-service opportunities  
Local school in-services through faculty meetings and department/coordinators meetings  
Compliance with Act 48 requirements  
Understands Teacher Evaluation Process as an instrument for professional growth

## **APPENDICES**

Documentation of induction plan completion to be submitted to the Diocese Office of Education, and maintained in the Inductee's personnel file, for final submission to Pennsylvania Department of Education to obtain Level II certification.

INDUCTEE: \_\_\_\_\_

**INITIAL/CONTINUING NEEDS ASSESSMENT CHECKLIST FOR OCTOBER**

The "Needs Assessment Checklist" should be completed for the first time by the Inductee during the first week of **October**. It will also be completed in January and April. Dates should be entered into each box to indicate the appropriate ranking on that date. Copies should also be maintained by the Mentor and the Principal. This assessment should be used in determining professional development activities for the first semester.

*Check the appropriate number:*

- 1 = Low: "This topic is a low area of relevance or interest for me in the present semester."
- 2 = Question: "I have some questions I want to ask about this topic."
- 3 = Adequate: "I believe I currently have adequate mastery of this topic for the semester."
- 4 = Strong: "This topic is a strong area of interest or need for me in the present semester."

**I. ORIENTATIONAL NEEDS**

	1	2	3	4
Can explain Diocesan, State, and local school policies, procedures and regulations (cf. Diocesan Teacher's Handbook, Crisis Manual, School Handbook)				
Can explain salary policy and personal benefits				
Can explain local school management and support services				
Can explain the concept of the school as a faith community				
Can explain school routine and scheduling				
Gives evidence of accountability to students, teachers, parents, self				
Employs professionalism in dealing with students, faculty, and parents				
Observes procedures for ordering materials, use of equipment, field trips, parent conferences, failure notices, etc.				
Can explain school's method of supervision and evaluation of educators				
Gives witness to the responsibilities of a Catholic educator				
Attends faculty meetings and meets faculty/staff responsibilities				
Meets department responsibilities				
Meets parent/teacher responsibilities				
Assumes extracurricular responsibilities/supports students by attendance				
Manages classroom or work space and keeps effective records -- mark book, roll slips, report cards, planbook, meeting logs, appropriate reports, etc.				
Supports local and diocesan school philosophy and school Mission Statement				
Maintains professional personal appearance in dress and demeanor				
Maintains classroom or work space atmosphere conducive to learning and support				
Employs remediation or preventative techniques				

**Check the appropriate number:**

- 1 = Low: "This topic is a low area of relevance or interest for me in the present semester."  
 2 = Question: "I have some questions I want to ask about this topic."  
 3 = Adequate: "I believe I currently have adequate mastery of this topic for the semester."  
 4 = Strong: "This topic is a strong area of interest or need for me in the present semester."

**I. ORIENTATIONAL NEEDS (continued)**

	1	2	3	4
Can indicate guidance/counseling services available for the students				
Understands function of Instructional Support Team				
Aware of Community resources				
Aware of available appropriate media resources				
Aware of school library services				
Uses Health Services				
Is pursuing catechist certification				
Is pursuing a graduate degree				
Is pursuing course work for permanent certification				

**II. INSTRUCTIONAL NEEDS ASSESSMENT**

A. Classroom or Work Space Management	1	2	3	4
Prepares appropriate plans				
Determines effectiveness of various styles of instruction				
Effectively evaluates student progress (e.g. marks, grades, student's work)				
Employs Christian approaches to discipline				
Integrates curriculum guides with textbooks				
Manages classroom or work space time and space effectively				
Uses teacher-made assessments for remediation				
Uses teacher-made assessments and results for evaluation				
Plans instruction effectively				
Uses materials and supplies effectively				
Sets goals and objectives				
Controls factors influencing teaching/learning				
Understands school climate research and its impact upon student behavior, attendance, engagement and achievement				

B. Instructional Delivery Skills	1	2	3	4
Interacts with students in a Christian manner				
Employs various styles of instruction or work related skills				

**Check the appropriate number:**

- 1 = Low: "This topic is a low area of relevance or interest for me in the present semester."
- 2 = Question: "I have some questions I want to ask about this topic."
- 3 = Adequate: "I believe I currently have adequate mastery of this topic for the semester."
- 4 = Strong: "This topic is a strong area of interest or need for me in the present semester."

B. Instructional Delivery Skills <i>(continued)</i>	1	2	3	4
Attempts to address varying learning styles of students				
Uses multi-media/technology in teaching				
Manages classroom or work space effectively				
Can set instructional goals and expectations				
Paces instruction				
Constructs tests or the development of appropriate skills effectively				
Uses various means of formative and summative assessments				
Uses independent activities effectively				
Can recognize and provide for individual differences in an inclusive setting				
Is aware of supportive and disruptive factors in classroom or work space				
Uses a variety of questioning techniques				
Uses cooperative learning and flexible grouping				

C. School/Community Relations	1	2	3	4
Understands the role of the family/community in the educational process				
Consults with others to improve				
Understands multi-cultural issues of the school community				
Uses effective parent conferencing skills				
Communicates effectively with students, parents, colleagues, and administration				

D. Professional Growth	1	2	3	4
Takes advantage of personal professional growth opportunities				
Participates in faculty meetings, in-service and department/curriculum meetings				

**COPIES SHOULD BE MAINTAINED BY THE INDUCTEE, THE MENTOR, AND THE PRINCIPAL WHEN COMPLETED WITH RATINGS FOR OCTOBER, JANUARY, AND APRIL.**



INDUCTEE/MENTOR JOURNAL

Instructions: Please log each session with your mentor and observations of other teachers. Submit this form to your Principal along with final paperwork to complete Induction in April. Please keep a record for yourself as well.  
\*Provided as an interactive google or word doc for digital completion.

Year:\_\_\_\_\_ School:\_\_\_\_\_

Mentor Name: \_\_\_\_\_ Mentor Signature:\_\_\_\_\_

Inductee Name: \_\_\_\_\_ Inductee Signature:\_\_\_\_\_

Date	Time From: To:	Activities/Observations	Total Time

Inductee's Name: \_\_\_\_\_

**DIOCESE OF ALLENTOWN INDUCTION PLAN  
INDUCTEE EVALUATION**

**FIRST SEMESTER DUE JANUARY 15th**

DATE: \_\_\_\_\_

(This evaluation is based upon formal and informal [minimum twice a month] classroom or work space supervision on the part of the principal or administrator for the inductee. Respond to each of the statements below by checking the box that most closely corresponds to your observation.)

*Check the appropriate response:*

**HE – Highly Effective      SE – Somewhat Effective**  
**E – Effective                NE – Not Effective**

**I.      *PHILOSOPHY AND GOALS***

	HE	E	SE	NE
Fosters a Catholic atmosphere in the classroom or area of responsibility				
Fosters a Community of Faith				
Demonstrates Christian values and principles				
Observes the Diocesan and local parish school policies and guidelines				

**II.     *PLANNING AND ORGANIZATIONAL SKILLS***

	HE	E	SE	NE
Demonstrates preparation and planning for the responsible area of work				
Develops an effective plan incorporating goals and objectives in the plan				
Manages classroom or work space time efficiently				

**III.    *INSTRUCTIONAL SKILLS***

	HE	E	SE	NE
Creates an atmosphere of mutual respect between the student and the educator				
Speaks, articulates, and writes clearly				
Demonstrates knowledge of subject matter				
Employs lesson content that is appropriate to the ability level of the students				
Uses a variety of instructional techniques and materials for the diverse needs				
Executes lesson based on sound pedagogical research and procedures				
Opening, development, and closure sequence				
Asks open-ended questions and utilizes open-ended tasks				

Check the appropriate response:

**HE – Highly Effective**

**SE – Somewhat Effective**

**E – Effective**

**NE – Not Effective**

**III. INSTRUCTIONAL SKILLS (continued)**

	HE	E	SE	NE
Monitors student progress and uses feedback information appropriately				
Develops appropriate assignments of different types of learners				
Facilitates student involvement and needs to insure inclusivity				

**IV. CLASSROOM MANAGEMENT SKILLS**

	HE	E	SE	NE
Sets standards of behavior which are reasonable and fair				
Has clearly defined expectations for students and communicates these effectively to the students				
Reinforces positive behavior with students and helps the students develop positive self-concepts				
Has a good rapport with the students				
Maintains a safe, orderly environment both in and out of the classroom or work space				
Handles inappropriate behavior on an individual basis				

**V. PERSONAL AND PROFESSIONAL QUALITIES**

	HE	E	SE	NE
Works cooperatively with all school personnel				
Uses discretion in public when speaking about the school, the school staff, and the students				
Maintains confidentiality where necessary				
Initiates and maintains adequate and proper communication with parents/guardians				
Maintains communication with mentor, coordinators, and administrators				
Maintains professional appearance in dress and demeanor.				

**SUMMARY SHEET**

*Dates of Formal and Informal Classroom/Work Space Visits*

**(Please indicate "F" for Formal and "I" for Informal)**


*COMMENDATIONS:*

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*RECOMMENDATIONS:*

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*GENERAL ASSESSMENT OF INDUCTEE'S PERFORMANCE:*

GOOD

NEEDS IMPROVEMENT

UNSATISFACTORY

Signature of Administrator: \_\_\_\_\_

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

Signature of Inductee: \_\_\_\_\_

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

**PRINCIPAL, PLEASE SUBMIT TO THE DIOCESAN OFFICE OF EDUCATION NO LATER THAN APRIL 30;  
COMPLETE OBSERVATION BY JANUARY 15.**

ANNUAL EVALUATION OF INDUCTION PLAN

*INDUCTEES*

1. Did this program provide the support that you needed to make a smooth transition to a Catholic School within the Diocese of Allentown? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. To what extent were the following objectives met by the plan?

	Effective	Somewhat Effective	Not Effective
Provided orientation to Diocesan and State policies and procedures			
Provided orientation to local school policies and procedures			
Provided a support system for the inductee through use of a mentor			
Provided training in instructional or work related skills (lesson planning, teaching strategies, etc.)			
Provided orientation pertaining to curriculum/standards, classroom management, and organization			
Provided assistance in developing good relationships with the school community			
Provided opportunities which enhanced my professional education			

3. Please provide any suggestions for improvement or other comments you wish to make about the Induction Plan.

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

Submitted by: \_\_\_\_\_  
Inductee's signature

Reviewed by:

\_\_\_\_\_  
Mentor's signature

\_\_\_\_\_  
Principal's signature

\_\_\_\_\_  
School

\_\_\_\_\_  
City or Town

**INDUCTEE, PLEASE COMPLETE.  
PRINCIPAL, PLEASE FORWARD NO LATER THAN APRIL 30 TO THE OFFICE OF EDUCATION.**

**DIOCESE OF ALLENTOWN  
OFFICE OF CATHOLIC EDUCATION  
INDUCTEE SUMMARY SHEET**

DIRECTIONS: Type and send to the Office of Education by April 30.

Inductee's Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_

A. Orientation to Induction Process:

Diocesan (New Teacher Orientation) Date: \_\_\_\_\_

Local (Overview at School) Date: \_\_\_\_\_

B. Induction In-Services (Minimum of Four related to teaching, no Religion In-services on this form, may not include New Teacher Orientation Day)

Date: \_\_\_\_\_ Topic: \_\_\_\_\_ Provider: \_\_\_\_\_

Date: \_\_\_\_\_ Topic: \_\_\_\_\_ Provider: \_\_\_\_\_

Date: \_\_\_\_\_ Topic: \_\_\_\_\_ Provider: \_\_\_\_\_

Date: \_\_\_\_\_ Topic: \_\_\_\_\_ Provider: \_\_\_\_\_

C. Meetings with Mentor/Support Teacher (Minimum of nine meetings)

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

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

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

D. Initial/Continuing Needs Assessment (Appendix A) Completed by Mentor/Support Teacher and Inductee.

October date: \_\_\_\_\_ January date: \_\_\_\_\_ April date: \_\_\_\_\_

We hereby certify that the above named inductee has met all requirements of the Induction Program.

Support Teacher's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_