

**MOON AREA SCHOOL DISTRICT**

**INDUCTION PROGRAM**  
**(July 2024 - June 2027)**

**Updated: 12/07/2023**

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## **Moon Area School District Teacher Induction Program**

### **Introduction**

The teacher induction program is a comprehensive professional staff development program created to support new hires during their first three years of employment in the MASD. This program provides support to both novice and veteran teachers in developing a solid foundation to assist all students reach the highest level of achievement possible.

As regulated by the Pennsylvania Department of Education, all segments are designed to give teachers the latest in classroom-based educational research on effective strategies

### **Rationale**

Initial experiences for professional educators ultimately impact their entire career. Activities designed to expand and improve professional skills will be beneficial and influential to the new educator's experience.

Research indicates that novice educators need support in all key areas of their development. In accordance with the Pennsylvania Department of Education guidelines, the justification for this plan is to appropriately prepare, support, and guide all inductees so that they can meet the needs of all students.

## I. LEGAL AUTHORITY OF INDUCTION PROGRAM

The Moon Area School District Induction Plan is based on the following Legal Authority:

State Code 49.16 Board Policy, and Resolution. A teacher or educational specialist must satisfactorily complete an Induction Program in order to earn an Instructional II Certificate. Approval of induction plans:

- (a) Each school entity shall submit to the Department for approval a plan for the induction experience of all first-year teachers and educational specialists as part of their strategic plan every 6 years as required by Chapter 4 (relating to academic standards and assessments). The induction plan shall be prepared by teacher or educational representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- (b) The Department will review for approval induction plans submitted by school entities.
- (c) The induction plan shall reflect a mentor relationship between the first-year teacher, educational specialist, teacher educator, and the induction team.
- (d) Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board.

### §49.83. Instructional II

The Instructional II certificate shall be a permanent certificate issued to an applicant who has completed:

1. A Department-approved induction program.
2. Three years of satisfactory teaching on an Instructional I certificate attested to by the chief school administrator of the approved public or non-public school entity in which the most recent service of the applicant was performed.
3. Twenty-four credit hours of collegiate study or its equivalent of in-service courses approved by the Department, or both.
4. Present evidence of satisfactory achievement in assessments prescribed by the Department under §49.18(a)(relating to assessment).

## II. CODE OF CONDUCT

### Pennsylvania's Code of Professional Practice and Conduct for Educators:

#### Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession.

#### Section 2. Introduction

- (a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The professional Standards and Practices Commission (PSPC) was charged by the Act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§ 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. §12- 1255(a)(10).
- (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

#### Section 3. Purpose

- (a) Professional educators in this Commonwealth believe that the quality of their services directly influences the nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner in which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development.

Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

- (b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the

professional educator's valuing the worth and dignity of every person, student, and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

#### Section 4. Practices

- (a) **Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.**
- (b) Professional educators are expected to abide by the following:
  - (1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§ 1-101—27-2702), other school laws of the Commonwealth, sections 120l(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§ 1101.120l(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
  - (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Example: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in Elementary Education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in Library Science.
  - (3) Professional educators shall maintain high levels of competence throughout their careers.
  - (4) Professional educators shall exhibit consistent and equitable treatment of all students, fellow educators, and parents. They shall respect the civil rights of all and not discriminate based on race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition, or vocational interest. This list of basis of discrimination is not all-inclusive.

- (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (6) Professional educators shall impart to their students principals of good citizenship and societal reasonability.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communication with parents, students, and staff shall reflect sensitivity to fundamental human rights of dignity, privacy, and respect.
- (8) Professional educators shall be open-minded, knowledgeable, and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

## **Section 5. Conduct**

**Individual professional conduct reflects upon the practices, values, integrity, and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand and may be used as supporting evidence in cases of certification suspension and revocation.**

## **Section 6. Legal Obligations**

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§ 12-1251 — 12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
  - (1) The Public-School Code of 1949 (24 P.S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.
  - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Act of October 4, 1978 (P.L. 883, No. 170) (65 P.S. §§ 401-413), known as the Public Official and Employee Ethics Law.
  - (3) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

## **Section 7. Certification**

The professional educator may not:

- (a) Accept employment, when not properly certificated, in a position for which certification is required.
- (b) Assist entry into or continuance in the education profession of an unqualified person.
- (c) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

## **Section 8. Civil Rights**

The professional educator may not:

- (a) Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition, or vocational interest against a student or fellow professional. This list of basis of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (b) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

## **Section 9. Improper Personal or Financial Gain**

The professional educator may not:

- (a) Accept gratuities, gifts, or favors that might impair or appear to impair professional judgment.
- (b) Exploit a professional relationship for personal gain or advantage.

## **Section 10. Relationships with Students**

The professional educator may not:

- (a) Knowingly and intentionally distort or misrepresent evaluations of students.
- (b) Knowingly and intentionally misrepresent subject matter or curriculum.
- (c) Sexually harass or engage in sexual relationships with students.
- (d) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

## **Section 11. Professional Relationships**

The professional educator may not:

- (a)
- (b) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (c) Knowingly and intentionally distort evaluations of colleagues.
- (d) Sexually harass a fellow employee.
- (e) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (f) Threaten, coerce, or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violation of law, agency regulations, or standards.

**The Code of Professional Practice and Conduct of Educators can be found at 22 Pa. Code §§ 235.1-235.11.**

**All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.**

### III. MOON AREA SCHOOL DISTRICT TEACHER INDUCTION PROGRAM GOALS & OBJECTIVES

#### **Goal:**

To provide support for the new teacher/professional employee and to help insure a successful transition into the Moon Area School District.

#### **Objective(s):**

While participating in the Moon Area School District Induction Program over a three-year period, the following objectives will be accomplished by each professional inductee:

#### **Develop a Strong Support System**

- (a) The inductee will develop effective working relationships with colleagues and administrators.
- (b) The inductee will develop effective working relationships with parents and the community.
- (c) The inductee will develop opportunities to participate in professional growth opportunities.

#### **Become Familiar with Essential Resources, Policies, and Procedures**

Essential Resources (as per faculty handbook) and Policies:

- 
1. Act 13 of 2020
  2. School Curriculum
  3. Support Services and Resources (Student Assistance Program-SAP)
  4. Human Resources
  5. Data Initiatives
  6. Standards Aligned Systems (SAS)
  7. Special Education
  8. District Safety Protocols
  9. District IT Initiatives
  10. English Language Development

### **Follow a Teacher/Professional Employee Evaluation System**

- (a) Inductees will receive district policy, procedural guidelines, and professional employee evaluation information based on the requirements of *Educator Effectiveness* (Act 13) legislation.
- (b) Utilize personal goal setting and reflection activities.

### **A Description of How the Inductees' Participation/Completion of the Program Will Be Documented**

- (a) Inductee Activities/Assignments.
- (b) Mentor/Principal validation of inductee participation in required activities.
- (c) Completion of yearly book study and assignments.
- (d) Beginning 2022-23, Act 13 Educator Effectiveness courses through the SAS portal will be completed by first-year inductees. Five hours of Act 48 will be awarded to teacher PERMS profile.

### **New Teacher/Non-Tenured Teacher Activities**

- (a) During the first two years of employment with the district, the inductee will participate in monthly induction meetings and complete assignments as part of the yearly book study.
- (b) The inductee will discuss the readings and assignments with their mentor.
- (c) Building principals will conduct at least two clinical/formal observation per year as required by the contract.
- (d) Building principals will also conduct periodic walk-throughs of inductee classrooms.

### **Act 48 of 1999 and Active versus Inactive Teacher Certification**

Educators must maintain both Active and Valid certification to be employed in Pennsylvania public schools. The Professional Education Record Management System, PERMS, houses Act 48 and Act 45/PIL continuing education records and time periods. The Act 48 Frequently Asked Questions page contains additional details regarding requirements, accepted credits, and how to submit documentation to remain ACTIVE.

Teacher Certification's Level I to Level II webpage contains information on all requirements needed to convert your Level I certification. This includes guidelines for the 24 credits, 3 years of service, satisfactory evaluations, and PDE-approved induction programs to ensure your certificate remains VALID. Carefully review the Active vs. Valid chart to understand the difference between these two important factors affecting your career as an educator:

## ACTIVE VALID CERTIFICATION

- Handled by Act 48 Continuing Education Office Handled by Certification Service (BSLTQ)
- Every 5 calendar years from date the initial certificate was issued regardless of PA employment status
- 6 collegiate credits or 180 hours of professional development.
- You can check your specific Act 48 date and requirements on the PERMS website
- Accepted credits: 2- or 4-year colleges, Intermediate Unit credits or in-service hours from approved providers ✓ Notice sent at 4- and 5-year marks if requirement is still pending
- The Level I is valid for 6 service years in a PA public school. If not working in a PA school setting, your 6 year “clock” is not running.
- It is the responsibility of the educator to keep track of years of employment. Employment is not tracked by PDE and no notice is sent out documenting years of service.
- Educators must apply and complete the following for Level II Permanent Certificate prior to the completion of 6 service years:
  - ✓ 24 credits earned after initial bachelor’s degree
  - ✓ 3 years of satisfactory PA service
  - ✓ PDE-Approved Induction Program- If not completed, certificate becomes INACTIVE If not completed, certificate becomes LAPSED PDE CONTACT INFORMATION. If you have any questions concerning certification, contact the Certification Division.

If you have any questions concerning certification, contact the Certification Division.  
If you have questions concerning Act 48, contact the Division of Planning and Professional Development, at the following emails: Certification Division: RA-EDCERTQUESTIONS@PA.GOV Division of Planning and Professional Development: RA-EDACT48@PA.GOV

## IV. ROLES OF ADMINISTRATORS

### Superintendent or Designee

1. **Role:** It shall be the responsibility of the Superintendent or Designee to:
  - (a) Oversee that the district-wide induction process is complete.
  - (b) Submit reports to the Pennsylvania Department of Education as required.
  - (c) Orient first-year teachers to the district-wide policies and procedures.
  - (d) Facilitate annual orientation for all new professional employees.
  - (e) Maintain records and validate those individuals who successfully complete the induction process.
  - (f) Plan in-service opportunities in all areas set forth in the program objectives.
  - (g) Evaluate the induction process at the end of each school year.
  - (h) Work with the induction committee to draft, review, evaluate, and revise the induction program on an on-going basis.

### Building Principals

1. **Role:** It shall be the responsibility of the Building Administrator to:
  - (a) Monitor the relationship between the inductee and the mentor teacher.
  - (b) Formally observe the inductee using PDE's Danielson Framework Model at least one time per semester.
  - (c) Complete walkthroughs of the inductee's classroom and offer feedback after each visit.
  - (d) Complete semi-annual evaluation documents of the inductee as outlined in Act 13.
2. **Selection of Mentors:** Building principals will select and recommend mentor teachers to the Superintendent or Designee. The Moon Education Association (MEA) and administration will mutually agree on the mentor assignment.

## V. INDUCTEE/MENTOR

During the first year in the Moon Area School District Teacher Induction Program, a mentor teacher will be assigned to work closely with each newly hired teacher in Moon Area School District.

### **Mentor Job Description**

Educators will serve as mentors to newly hired professionals to the Moon Area School District for a period of one school year. This will change to two years beginning in the 2024-2025 school year. Primarily, mentors will be responsible for working with new inductees on the activities planned via the New Teacher Induction Plan and training opportunities offered during the school year. Mentors are expected to work with the Building Principal, central office administrators, and other colleagues to ensure successful orientation by the new inductees to the Moon Area School District and their assigned building.

Mentors will:

- (a) Serve as a model teacher.
- (b) Share successful instructional practices.
- (c) Model professional behavior.
- (d) Supervise individual training as outlined in the New Teacher Induction Plan.
- (e) Attend monthly induction meetings with their inductee.
- (f) Serve as an informal point of contact to assist and direct inductee as needed.

Salary: As per Agreement Between the Moon Area School District and the Moon Education Association.

## **MENTOR TEACHERS**

- 1. Role:** The Moon Area School District Induction Program holds that the mentor teacher will play an important role in the induction process.

The mentor will meet weekly with the inductee during the first year for the purpose of:

- (a) Establishing a rapport.
- (b) Answer questions about building/district procedures.
- (c) Review lesson plans.
- (d) Provide instructional and curricular guidance.
- (e) Review student data.
- (f) Reflect on practice.
- (g) Attend monthly induction meetings with the inductee.
- (h) Read and discuss the book and review all assignments with the inductee.

## **2. Selection of Mentors**

Building principals will select and recommend mentor teachers to the Superintendent or Designee. The Moon Education Association (MEA) and administration will mutually agree on the mentor assignments.

### **3. Qualifications of the Mentor**

The mentor is an experienced teacher from the Moon Area School District teaching staff who will provide immediate help and support for an inductee in achieving the program's goal during the induction period.

- (a) A mentor teacher must have earned tenure.
- (b) When possible, the mentor should work in same building as the inductee.
- (c) One mentor assigned per inductee.

### **4. Desirable Qualities of the Mentor**

Desirable qualities of mentor teachers as identified by district induction committee:

- (a) Recognized as a highly qualified teacher and demonstrates the ability to teach the district's curriculum at a high level.
- (b) Able to work well with children and adults.
- (c) Possesses beneficial organizational and communication skills.
- (d) Displays strong instructional and curricular knowledge.
- (e) Must be enthusiastic and have a positive attitude.
- (f) Have demonstrated a desire to serve the district.

### **5. Training**

Mentor teachers will be trained internally by the school district with support from local colleges, universities, and/or intermediate unit workshops as needed.

## VI. INDUCTEE DEFINITION, ROLES, AND RESPONSIBILITIES

### **INDUCTEE**

Newly hired teachers and certified district staff who have not obtained tenure in the Commonwealth will complete a three-year induction program once hired in the Moon Area School District. Those who have obtained tenure in Pennsylvania will enter Year 1 of the induction program. Year 1 will pair new employees with a mentor teacher to follow activities and expectations outlined herein, and all new employees, tenured or non-tenured, will complete Year 1 of the induction program. Those who have not received tenure prior to arriving at MASD will complete a second and third year of induction, while those years are optional for newly hired tenured staff.

#### **1. Definition and Scope of Participation**

- (a) Novice (Non-tenured) teacher – Teacher new to the teaching profession with less than three years of employment in Pennsylvania.
- (b) Tenured teacher – Teacher with at least three years of service in Pennsylvania but new to MASD. Tenure would have needed to be awarded with prior employer, but all districts acknowledge tenure once obtained.
- (c) Long-term substitute – Staff assigned to a given position on a temporary basis for a total of 90 or more consecutive school days. LTS will also take part in Year 1 induction.

#### **2. Roles and Responsibilities**

- (a) Participate in all district in-service programs.
- (b) Work cooperatively with mentor. Communicate needs to respective mentor and/or principal.
- (c) Complete the program evaluation.
- (d) Participate in district, building, intermediate unit workshops, and in-service trainings.
- (e) Cooperate with other district staff members.
- (f) Be a contributing member of programs, processes, and building goals.
- (g) Maintain confidentiality.
- (h) Promote professionalism.

**VII. Induction Program Schedule  
(2023-2024 Schedule)**

MONTH	TIME		LOCATION	TOPIC	GUEST SPEAKER(S)
SEPTEMBER 28, 2023	3:20 PM-4:20 PM		ALLARD LIBRARY	INTRODUCTIONS/REVIEW OF SCHEDULE/BOOK STUDY  PROFESSIONAL CODE OF CONDUCT  FIVE HOUR SAS EDUCATOR EFFECTIVENESS MODULE (YEAR ONE TEACHERS)  ACT 13/TITLE IX  DIFFERENTIATED SUPERVISION MODEL	DR. JASON D’ALESIO MR. JOSEPH JOHNSON DR. SUSAN KAZMIERCZAK DR. JULIE MOORE
OCTOBER 26, 2023	3:20 PM –4:20 PM		ALLARD LIBRARY	SAFETY/NAVIGATE PREPARED	MR. DAVE GALLUP OFFICER BEACHY OFFICER HALE
NOVEMBER 23, 2023	3:20 PM-4:20 PM		ALLARD LIBRARY	EL SERVICES	MRS. NICHOLE ROJAS
DECEMBER 2023				FIVE HOUR SAS EDUCATOR EFFECTIVENESS MODULE/OBSERVATIONS (YEAR ONE TEACHERS ONLY)  MEET AND REFLECT ON FIRST SEMESTER WITH YOUR MENTOR/CHARLOTTE DANIELSON	

JANUARY 2024			FIVE HOUR SAS EDUCATOR EFFECTIVENESS MODULE/OBSERVATIONS	
FEBRUARY 23, 2024	3:20 PM - 4:20 PM	ALLARD COMPUTER LAB	PVAAS/EDINSIGHT/ STANDARDS ALIGNED SYSTEM (SAS)	DR. KIM PREVOST, DIRECTOR OF DATA ANALYSIS
MARCH 23, 2023	3:20 PM - 4:20 PM	ALLARD LIBRARY	SPECIAL EDUCATION	MRS. ASHLEY BEESON DR. MARISSA DELEEL MS. DEMITIRA SKERIOTIS
APRIL 20, 2023	3:20 PM - 4:20 PM	ALLARD LIBRARY	MTSS CURRICULUM INITIATIVES	DR. LAUREN MORGAN MR. DAVE GALLUP
MAY 25, 2023	3:20 PM - 4:20 PM	ALLARD LIBRARY	WRAP-UP BREAK-OUT DISCUSSIONS/YEAR THREE PRESENTATIONS	MR. JOSEPH JOHNSON DR. SUSAN KAZMIERCZAK DR. JULIE MOORE

**\*\*Times and locations are subject to change.**

**The five-hour SAS educator effectiveness module should be completed individually and at your own pace during the months of December and January (Year One Teachers). Since this is a five-hour course, we have taken away two actual induction meetings in lieu of the training. Year Two teachers should attend a district event of their choice for December and January and submit a summary regarding the events that they attended. You should also complete your peer observations during these two months as well. Please work with your building principals to secure times and dates.**

**Year one and year two teachers will create a portfolio throughout the year with documentation of time spent with mentors, observations, goals, book study information, etc. Please make sure your portfolio is electronic so that it may be submitted to Dr. Moore and Dr. Kazmierczak at the end of the year. You should also have a journal/log in which you write your thoughts regarding each month's induction meeting and take-aways from the meeting. We will not ask you to submit your journals.**

**\*The book study for first- and second-year teachers will be *Enhancing Professional Practice: A Framework for Teaching (Professional Development)* by Charlotte Danielson.**

**\*The book study for the third- year teachers will be *Diverse Learners in the Mainstream Classroom: Strategies for Supporting ALL Students Across Content Areas--English Language Learners, Students with Disabilities, Gifted/Talented Students* by Yvonne S. Freeman (Editor), David E Freeman (Editor), Reynaldo Ramirez (Editor).**

**Third-year teachers will work with Mr. Johnson on the book study and create a project demonstrating their competency with the tenets of the district induction program. The projects will be presented to the induction group during in May, and should be submitted electronically to Mr. Johnson, Dr. Moore, and Dr. Kazmierczak.**

**VIII. GOAL SETTING PLANNING FORM**

TEACHER: \_\_\_\_\_

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

ADMINISTRATOR: \_\_\_\_\_

**GOAL(S):**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

REASON(S) FOR SELECTING THE GOAL(S): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ACTIONS TO BE TAKEN TO ACHIEVE GOAL(S):**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**POTENTIAL OBSTACLES THAT MAY EFFECT ACHIEVEMENT OF GOAL(S):**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

INDICATORS TO BE USED TO ASSESS PROGRESS TOWARDS GOAL(S):

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

WHAT IS THE MEASUREMENT BEING USED TO DETERMINE GOAL(S) SUCCESS?

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

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Signature of Employee

**IX. GOAL SETTING PROGRESS FORM FOR JOINT APPRAISAL**

TEACHER: \_\_\_\_\_

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

ADMINISTRATOR: \_\_\_\_\_

**GOAL(S) PROGRESS AND FINAL SUMMARY:**

GOAL 1. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

GOAL 2. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

GOAL 3. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

GOAL 4. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

GOAL(S) ACHIEVED: \_\_\_\_\_

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

**SUMMARY OF LEARNING AS A RESULT OF THE GOAL SETTING EXERCISE:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Signature of Employee

## **X. INDUCTION EVALUATION and Verification Forms**

### Summary and Assessment:

1. Each inductee will maintain a log of experiences as related to the induction program.
2. Evaluation of the induction program by the inductee, mentor teacher, and administrator (Attachment C).
3. Verification signatures by members of the induction team attesting to the inductee's experiences during the induction program to copy and file with personnel office (Attachment A).
4. Certificate of completion (Attachment D).
5. Goal templates and success measurement.
6. Documentation of classroom visits reflecting observation and identification of various instructional techniques and strategies used in the observed class.
7. Mentor classroom visits.
8. Principal observations and evaluations.

MOON AREA SCHOOL DISTRICT  
Teacher/Specialist Induction Program

VERIFICATION FORM

We, the undersigned, agree that \_\_\_\_\_ completed all requirements of the Induction Program for a first-year teacher or educational specialist in the Moon Area School District.

First-Year Teacher/Specialist:

\_\_\_\_\_

Inductee Signature

\_\_\_\_\_

Date

Mentor Teacher:

\_\_\_\_\_

Mentor Signature

\_\_\_\_\_

Date

Principal:

\_\_\_\_\_

Principal Signature

\_\_\_\_\_

Date

Superintendent/Designee:

\_\_\_\_\_

Superintendent/Designee Signature

\_\_\_\_\_

Date

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

ATTACHMENT B

MOON AREA SCHOOL DISTRICT  
Teacher/Specialist Induction Program

EVALUATION OF PROGRAM FORM  
Inductee

1. Did this program provide the support that you needed to make the transition into the Moon Area School District? Explain.
  
  
  
  
  
  
  
  
  
  
2. What would you like to see added to the program to assist incoming teachers/specialists in a meaningful manner?
  
  
  
  
  
  
  
  
  
  
3. What changes to the program would you recommend?
  
  
  
  
  
  
  
  
  
  
4. What is your assessment of the following program objectives?

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Training in instructional skills.	_____	_____	_____
Orientation pertaining to curriculum and classroom management and organization.	_____	_____	_____
Orientation to district policies and procedures.	_____	_____	_____
Provide a support system for the inductee through the use of a mentor to assist.	_____	_____	_____

Mentor/Admin Name: \_\_\_\_\_

ATTACHMENT C

MOON AREA SCHOOL DISTRICT  
Teacher/Specialist Induction Program

EVALUATION OF PROGRAM FORM  
Mentor Teacher/Administrator

1. Did this program help you provide adequate support to the inductee? Explain.
2. What would you suggest be added to aid an incoming teacher/specialist in a meaningful manner?
3. What changes to the program would you recommend?
4. What is your assessment of the following program objectives?

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Training in instructional skills.	_____	_____	_____
Orientation pertaining to curriculum and classroom management and organization.	_____	_____	_____
Orientation to district policies and procedures.	_____	_____	_____
Support system for the inductee through the use of a mentor to assist.	_____	_____	_____

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

MOON AREA SCHOOL DISTRICT  
Teacher/Specialist Induction Program

CERTIFICATE OF COMPLETION  
Inductee

The signatures below certify that \_\_\_\_\_ has satisfactorily completed the requirements of the Moon Area School District’s Induction Program.

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date