

Montrose Area School District

**EDUCATOR INDUCTION
PLAN**



Updated February 2024

TEACHER INDUCTION PLAN

Chapter 49, Title 22 of the Pennsylvania School Code, Section 49.16, provides authority for district induction programs. Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers, long-term substitutes who are hired for a position for 45 days or more, and educational specialists. Newly employed professional personnel with prior teaching school experience may be required by the school entity to participate in an induction plan.

GOALS AND OBJECTIVES

The goals of this Induction Program are to provide opportunities that systematically orient inductees to the community, school district, and classroom and to assist them in becoming efficient and effective teachers based on strategies of sound educational research. The objectives for inductees are:

- To become acclimated to district/state policies and procedures
- To implement appropriate instructional techniques, plans, methods, and expectations by utilizing
 - Danielson Framework
 - Standards Aligned System (SAS)
 - PAETEP
- To experience a support system that offers different sources of non-evaluative feedback
- To grow and develop professionally including but not limited to the following areas:
 - Teaching diverse learners in inclusive settings
 - English Language Learners
 - Students with Individualized Education Plans (IEP's)
 - Code of Professional Practice and Conduct for Educators
 - Trauma-informed approaches to instruction
 - Behavioral Health Awareness
- To certify completion to meet Department of Education requirements

SELECTION OF MENTOR TEACHERS

All new teachers will be assigned a mentor teacher. Goals established by the new teacher and mentor will be in direct alignment with the State of Pennsylvania teacher evaluation instrument. A written vacancy posting for mentor teachers, when needed, will be presented to teachers. Potential mentor teachers will be generated within each building. Recommendation for appointment of mentor teachers will be made to the Board of Directors by the Superintendent of Schools. Mentor teachers will be provided a stipend for their efforts.

Each mentor and inductee will be compensated at a daily rate to be determined by the Board of Directors for the one-day pre-preparation day orientation and at a stipend for the school year also to be determined by the Board of Directors.

Each mentor teacher will also be expected to assist with any special circumstances which may involve the inductee. Volunteer applications will be screened for inclusion into the program using the following criteria:

- Possess an Instructional II certificate and display knowledge of district/school policies, procedures, and resources.
- Experience in the area of assignment of a new teacher is desirable, however, the mentor may be selected for other attributes at the discretion of the principal.
- Demonstrated understanding of current educational best practices utilizing standards-based instructional planning and implementation.
- Have demonstrated a mastery of instructional, organizational, and management techniques.

ROLES AND RESPONSIBILITIES

Inductee:

- Attend all scheduled mentoring sessions and participate in programs organized for inductees.
- Play an active role in the mentoring relationship. An inductee can do this by offering critical reflections on one's practice and by identifying areas in which assistance is needed.
- Seek support. The inductee must understand that one must seek out support from team members, be forthright in communicating classroom issues, and remain open to feedback to develop professionally.
- Be observed by mentor teacher at least two (2) times during the first year, and at least once during year two.
- Schedule at least two (2) observations of your mentor or other professionals within the building/district during both year one and year two.
- Establish goals that are in direct alignment with the Department of Education's Performance Evaluation (PDE 426).
- Maintain Induction/Mentoring Forms. Documentation of the induction process must be submitted to the building principal by established deadlines.
- Schedule at least one observation of a classroom other than your mentor.

Mentor:

- Mentors help inductees launch into a productive year by meeting with assigned inductees at least once per week during the first month of school and at least biweekly after the first month.
- Complete at least two (2) classroom observations during year one, and one (1) during year two. Mentors are not evaluators. Their observations are meant to guide the inductee to develop and improve practice.
- Attend all scheduled mentoring sessions and participate in programs organized for mentors/inductees.
- Review Act 48 requirements and required graduate-level course work required for Level II certification.
- Provide instructional support in the areas of standards-based instructional planning and implementation by encouraging inductees to observe mentor practice and maintaining open communication with inductees.
- Provide professional support by informing inductees of school policies and procedures, particularly regarding standards and procedures for professional staff evaluation.
- Provide personal support by introducing the inductee to other faculty members and providing support and encouragement to help the inductee solve problems. Serve as a liaison. The mentor should have the knowledge and skills to refer the inductee to other professional staff and educational resources, so that the inductee is exposed to a variety of perspectives and instructional practices.
- Serve as a resource by informing the inductee of opportunities and supports provided by various professional associations.
- Ensure all aspects and documentation of the induction process have been completed and submitted to the building principal by established deadlines.

Principal:

- Establish a school culture that is built on collegiality and supports collaboration among new and veteran practitioners.
- Ensure reasonable working conditions for the inductee that will promote a successful educational experience.
- Promote and encourage opportunities for the inductee to observe exemplary staff in the building and across the district.
- Provide support and encouragement to all new staff by listening and remaining open to new ideas and suggestions regarding school policy, scheduling, personnel, student concerns, and curriculum issues.
- Engage in periodic check-ins with the new staff and/or mentors in their buildings regarding the mentoring progress.
- Formally meet with the inductee to review and discuss the following:
 - Danielson Framework PAETEP Overview for Teachers and NTPE's
 - "The Ethical Educator and Professional Practice" (PDE Document)
 - Positive Behavior Support/Discipline Procedures
 - Faculty Handbook Q/A

Director of Special Education:

- Make themselves available to inductee to answer any questions or offer guidance as appropriate.
- Formally meet with the inductee to review and discuss the following:
 - Teaching Diverse Learners in Inclusive Settings (ELL, IEP, 504)
 - IEP Process and Expectations

Director of Curriculum and Instruction:

- Make themselves available to inductee to answer any questions or offer guidance as appropriate.
- Formally meet with the inductee to review and discuss the following:
 - Curriculum and Assessment/Standards Aligned System (SAS)
 - Overview of SAS Platform and Resources
 - Using Data to Inform Instruction
 - Standardized Testing
 - Benchmark Assessments
 - Current or Upcoming Curriculum Initiatives

Induction Plan Coordinator:

- Assist in authoring the induction plan to comply with Chapter 49, Section 16(a)
- Plan and facilitate the induction process for all mentors and inductees
- Use quantitative and qualitative data to modify the induction program as needed

ORIENTATION DAY

The goals of the Orientation Day are:

- To orient inductees to the school community
- To familiarize inductees with personnel procedures
- To inform inductees of the administrative structure of the school district
- To brief inductees about available curriculum and instructional support services
- To introduce each inductee to his/her assigned mentor
- To provide time for each inductee in his/her building and classroom.

The orientation day for inductees will be held for one full day on a day before the regularly scheduled teacher preparation day, which is part of the in-service program for all teachers. The agenda for the meeting must include:

- **Part I – Morning Session** (led by district administrators)
 - Introduction to district administrators and office personnel
 - Introduction to mentor teacher
 - Explanation of Act 48
 - Explanation of district personnel procedures
 - Overview of District Induction Program
 - Overview of immediate curriculum changes that will affect all teachers
 - Overview of the school calendar
 - Questions/Discussion
- **Part II – Morning Session** (led by building principals)
 - Explain classroom management expectations
 - Review building level handbook, discipline practices, building duties and assignments
 - Overview of the teacher evaluation system
 - Questions/Discussion
- **Part III – Afternoon Session** (led by mentor at assigned school)
 - Review of morning activities
 - Develop one-year schedule of mentor and inductee meetings
 - Begin to familiarize inductee with building procedures
 - Questions/Discussion

TIMELINE OF ACTIVITIES AND REQUIREMENTS

Year 1

Activity/Requirement	Date(s)
Orientation Day Needs Assessment (Addendum 1)	One Week Prior to the Start of the School Year
Choose at least one of the activities per month listed below to be completed monthly during the months of September through January	
Schedule Meeting with Building Principal to review “The Ethical Educator and Professional Practice” (PDE Document)	September - February
Schedule Meeting with Building Principal to review Danielson Framework PAETEP Overview for Teachers and NTPE’s	September - February
Schedule Meeting with Director of Special Education to review IEP process/expectations	September - February
Schedule Meeting with Director of Curriculum to review SAS Resources	September - February
Watch Dr. Nadine Burke Harris “How Childhood Trauma Affects Health Across a Lifetime”	September - February
Behavioral Health Awareness Video Vector Online Training	September - February
Completion of Professional Development Checklist (Addendum 2)	Ongoing (Submit Completed Checklist by May 31 Each Year)
Monthly Report Including Documentation of Weekly Meetings (Addendum 3)	Last Day of Each Month Starting in September
Observation Reports (Addendum 4)	Immediately Following Each Observation
End of Year Review (Addendum 5)	May 31 Each Year

Year 2

Activity/Requirement	Date(s)
Completion of Professional Development Checklist (Addendum 2)	Ongoing (Submit Completed Checklist by May 31 Each Year)
Monthly Report Including Documentation of Weekly Meetings (Addendum 3)	Last Day of Each Month Starting in September
Observation Reports (Addendum 4) (The inductee will be observed by mentor once and observe two other classrooms)	Immediately Following Each of 3 Observations
End of Year Review (Addendum 5)	May 31 Each Year

EVALUATION OF INDUCTEE

Moving from Instructional I to Instructional II: Advancement to an Instructional II certificate requires six satisfactory semi-annual evaluations, as well as the required credits. The form PDE 13-1 or 13-3 will be utilized as a measure of six satisfactory evaluations.

Cases of Unsatisfactory Ratings: In the event a new teacher is rated unsatisfactory by the building principal, the new teacher would then be referred to the District Board of Review.

Role of the District Board of Review: The District Board of Review is headed by the Superintendent of Schools. Members include: Superintendent, Principals, and MEA representatives. The review board will develop a professional objective plan to address any identified weaknesses.

** (Unsatisfactory ratings leading to termination will be handled under the sole authority of the Superintendent of Schools and School Board of Directors).

Addendum 1

Needs Assessment Survey and Meeting Plan (To Be Submitted by the End of the Orientation Day)

Directions: The mentor and inductee will work together to complete the needs assessment survey and meeting plan.

Name of Mentor:

Name of Inductee:

Date:

Check topics that will serve as initial goals for inductee. Indicate growth toward goals in monthly reports. Change/add goals during the school year as needed. Explain any changes in monthly reports.

✓	Areas of Need/Goal Setting
	Develop instructional delivery
	Develop classroom management (PBIS, MTSS behavior)
	Develop instructional technology implementation
	Develop accountability (planning and preparation, data collection and analysis, record keeping, organization)
	Understand how to use data to inform instruction
	Understand how to respond to diverse learners
	Develop family communication
	Develop engaging classroom environment
	Earn graduate/Act 48 credits/Attend professional conference, seminar and/or meeting
	Visit another Montrose Area School District classroom
	Other:

Describe your plan to meet during the school year. Mentors and inductees must meet at least weekly for the first month of school and biweekly after the first month of school.

Addendum 2

Completion of Professional Development Checklist (To Be Submitted by May 31st of year 1)

Year 1

Directions: The mentor and inductee will discuss each item on the checklist. These discussions should occur at the time of year that is most appropriate for each topic.

Name of Mentor:

Name of Inductee:

Date of Completion:

✓	AREA OF DEVELOPMENT
	District Policies and Procedures
	Guidance Services and Personnel
	Libraries/Learning Center
	Health Services and Personnel
	MTSS and Child Study Referral Process
	Introduction to Faculty, Support Staff, Specialists
	Building Regulations/Facility Use
	Requisition Procedures (Texts, Supplies, etc.)
	Faculty Handbook
	Attendance Procedures
	Budget Process and Procedures
	Scheduling (Regular, 2-hour delay, 3-hour delay, Early dismissal, Programs, etc.)
	Substitute Teachers, Substitute Folder, AESOP
	Student Grading and Reporting, FOCUS
	Remind App
	Safety Plan (Fire Drill, Lockdowns, Crisis Go)
	Instructional Standards
	Technology (Current Instructional and Management Platforms)
	Grade Level or Subject Specific Materials and Resources
	Scheduling for Self-Contained Classrooms
	Room Arrangement and Classroom Atmosphere
	Time Management/Lesson Plans
	Discipline/Classroom Management
	Professionalism
	Parent/Teacher Relationships
	Teacher/Administration Relationships
	Professional Development (In-Service, Conferences, Act 48, Graduate Work, IU 19)
	Professional Appearance
	Social Media
	Attendance at Department/Building Functions Throughout the Year

Completion of Professional Development Checklist

(To Be Submitted by May 31st of year 2)

Year 2

Directions: The mentor and inductee will discuss each item on the checklist. These discussions should occur at the time of year that is most appropriate for each topic.

Name of Mentor:

Name of Inductee:

Date of Completion:

✓	AREA OF DEVELOPMENT
	District Policies and Procedures
	MTSS and Child Study Referral Process
	Introduction to Faculty, Support Staff, Specialists
	Budget Process and Procedures
	Safety Plan (Fire Drill, Lockdowns, Crisis Go)
	Instructional Standards
	Teacher Evaluation (Danielson Model, Walkthroughs, Differentiated Supervision)
	Curriculum and Assessment/Standards Aligned System (SAS)
	Teaching Diverse Learners in Inclusive Settings (ELL, IEP, 504)
	Using Data to Inform Instruction
	Standardized Testing
	Technology (Current Instructional and Management Platforms)
	Grade Level or Subject Specific Skills (Mastering Your Craft)
	Time Management/Lesson Plans
	Discipline/Classroom Management
	Professionalism
	Parent/Teacher Relationships and Conferencing
	Teacher/Administration Relationships
	Professional Development (In-Service, Conferences, Act 48, Graduate Work, IU 19)
	Professional Appearance
	Social Media
	Attendance at Department/Building Functions Throughout the Year

Addendum 3

Monthly Report Including Documentation of Weekly Meetings (To Be Submitted on the Last Day of Each Month)

Directions: The mentor and inductee will complete their portions of the monthly report. The mentor and inductee will discuss the report prior to submission.

Name of Mentor:

Name of Inductee:

Date of Report:

Mentor Comments (Include meeting dates and topics of discussion, goal setting and plan for meeting goals):

Inductee Comments (Include reflection on previous month progress toward goals):

Addendum 4

Observation Report

(To Be Submitted Immediately Following Each Observation)

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
• Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
• Child development • Learning process • Special needs
• Student skills, knowledge, and proficiency • Interests and cultural heritage

1c Setting Instructional Outcomes
• Value, sequence, and alignment • Clarity • Balance
• Suitability for diverse learners

1d Demonstrating Knowledge of Resources
• For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
• Learning activities • Instructional materials and resources
• Instructional groups • Lesson and unit structure

1f Designing Student Assessments
• Congruence with outcomes • Criteria and standards
• Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
• Teacher interaction with students
• Student interaction with students

2b Establishing a Culture for Learning
• Importance of content
• Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures
• Instructional groups • Transitions • Materials and supplies
• Non-instructional duties
• Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
• Expectations • Monitoring behavior
• Response to misbehavior

2e Organizing Physical Space
• Safety and accessibility
• Arrangement of furniture and resources

DOMAIN 3: Instruction

3a Communicating With Students
• Expectations for learning • Directions and procedures
• Explanations of content
• Use of oral and written language

3b Using Questioning and Discussion Techniques
• Quality of questions • Discussion techniques
• Student participation

3c Engaging Students in Learning
• Activities and assignments • Student groups
• Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
• Assessment criteria • Monitoring of student learning
• Feedback to students
• Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
• Lesson adjustment • Response to students
• Persistence

Classroom _____

Visitor _____

Date: _____

Subject/Period: _____

BEFORE: Prior to the classroom visit, the inductee and teacher should identify an area of focus for the visit.

During: Highlight and describe 2 components that were observed in each of the domains of Professional Practice (domains 1-3).

After: Use the identified area of focus and highlighted components to guide the discussion about the visit.

<p>Component: _____</p> <p>Description:</p>
<p>Component: _____</p> <p>Description:</p>

Addendum 5

End of Year Review

(To be Submitted May 31 at End of Each Year)

Directions: The mentor and inductee will complete their portions of the end of year review report. The mentor and inductee will discuss the report. The surveys will be submitted to the building principal. The principal will analyze the results with the induction plan coordinator.

Name of Mentor:

Name of Inductee:

Date:

Mentor Comments

To what extent were the following objectives met by the program?

Goals of Induction Program	Excellent	Good	Fair	Poor
To become acclimated to district/state policies and procedures				
To implement appropriate instructional techniques, plans, methods and expectations				
To experience a support system which offers different sources of non-evaluative feedback				
To grow and develop professionally				

Evaluation of Induction Program	Excellent	Good	Fair	Poor
Quality of the induction activities				
Quality of the resources used in the induction program				
Alignment of induction activities to the goals of the program				
Overall I felt this induction program was...				

Explain how the induction program functioned well?

Explain how the induction program could be improved?

--

Inductee Comments

To what extent were the following objectives met by the program?

Goals of Induction Program	Excellent	Good	Fair	Poor
To become acclimated to district/state policies and procedures				
To implement appropriate instructional techniques, plans, methods and expectations To experience a support system which offers different sources of non-evaluative feedback				
To grow and develop professionally				

Evaluation of Induction Program	Excellent	Good	Fair	Poor
Quality of the induction activities				
Quality of the resources used in the induction program				
Alignment of induction activities to the goals of the program				
Overall, I felt this induction program was...				

Explain how this program provided and/or lacked the support that you needed as a new MASD teacher?

--

What could be added or changed to improve support for incoming teachers?

