
Pittsford Schools

Induction Program

The Pittsford Central School District community works collaboratively to inspire and prepare our students to be their best, do their best, and make a difference in the lives of others.

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Vision

The Pittsford Central School District Induction Program will accelerate new teacher development through high quality professional learning and support, thus maximizing student academic performance and personal growth.

Philosophy

The PCSD Induction Program is designed with the belief that professional staff members who are new to Pittsford should have a program of ongoing professional learning and mentor support. This is based on the following principles:

- Teaching is a career-long developmental process.
- Teaching is a continuous cycle of standards-based planning, teaching, assessment, reflection, and re-teaching.
- Professional standards and a focus on student achievement guide the improvement of practice.
- Teacher development occurs best with ongoing, job embedded, collegial support.
- A teacher's professional growth leads to improved student achievement.

Induction Program Components

The PCSD Induction Program has two components:

- Ongoing professional learning through the Induction Institute
- Collegial support through a mentor

Induction Institute Overview

Professional staff members who are new to the district will participate in a two-year professional learning program.

As a result of the Induction Institute, new staff will:

- Know who we are and what we value.
- Understand their role within the district and the school, and be comfortable and energized to be a part of the Pittsford Community of Learners.
- Understand and utilize standards-based planning in designing and delivering instruction.

In addition, the content and presenters of the Induction Institute will embody the principles of continuous improvement, reflection, collegiality, and application.

Expectations

In order to fulfill the professional learning component of induction, new staff will be expected to attend the following sessions:

Induction Institute – Year 1

- Five summer workshop days
- Four half-day seminars
- Four after-school meetings

Induction Institute – Year 2

- Two summer workshop days
- Two half-day seminars
- Two after-school meetings

Content

Topics that will be addressed through the Induction Institute include:

- Standards-based planning and instruction
- PCSD Curriculum Framework and Lesson Plan Formats
- Assessing students to promote confident learners
- Use of technology to support instruction
- Using data to inform instruction
- Meeting the needs of diverse learners
- Engaging students in learning
- Effectively using questioning and discussion techniques
- Professional learning protocols related to lesson planning and looking at student work

As part of the induction process, members of the Induction Team will make regular classroom visits to participants. The purpose of these visits will be to evaluate the effectiveness of the Induction Program by observing evidence of the professional learning at work in classrooms.

Mentor Program Overview

A mentor is an experienced, tenured, professional capable of assisting a new teacher in making a successful transition to the Pittsford Central School District. Mentors act in a collaborative, non-evaluative, advisory role. The mentor/new teacher relationship will continue for one year.

In order to be considered for this program, accepted into the pool, and assigned a mentee, teachers need:

- Four years of experience in the Pittsford Schools
- Permanent or Professional Certification

Once accepted into the pool, mentors are required to complete:

- Mentor Basics course – 12 hours
- Mentor Refreshers – a minimum of 4 hours of training every two years

Mentor Responsibilities

- Assist the new teacher as needed
- Meet with the new teacher a minimum of every other week throughout the school year
- Keep a log of meeting dates and topics
- Observe the new teacher a minimum of five times per year
- Meet with the larger Induction group – including mentors and new teachers – a minimum of two times during the year
- Meet with mentor colleagues and the Induction Coordinator a minimum of two times during the year
- Participate in New Staff Orientation
- Facilitate opportunities for the new teacher to observe other experienced colleagues
- Facilitate the growth and development of new teacher

Meeting Logs

Each mentor will keep a log of meeting dates and observations that take place throughout the year. Mentors will submit the logs to the Induction Coordinator at the end of every quarter.

Focus for Mentors Working with New Teachers

- Cultures and customs of the district and building
- Instructional pedagogy:
 - Techniques and strategies
- Practical advice:
 - What questions to ask
 - Who to go to for help
 - When events occur during the year
 - Where resources are located and how to access resources

Mentor Steering Committee Membership

The Mentor Steering Committee Membership will include:

- Assistant Superintendent for Instruction
- Director of the Teacher Center
- PDTA Executive Board member
- Principal selected by PDAA
- Three teachers selected by the PDTA [elementary, middle school, high school]
- One school related professional selected by the PDTA
- Two mentees with recent Induction experience:
 - One experienced teacher
 - One novice teacher

Mentor Steering Committee Responsibilities

- Meet annually in April to review applications and select mentors
- Meet annually in July/August to facilitate mentor/new teacher matches. Whenever possible, consider the following criteria in matching:
 - match by building, grade level, and/or department
 - solicit feedback from administrators
- Meet as needed throughout the school year to monitor the program, provide feedback to mentors, and make revisions to the process when appropriate

Mentor Application Process

- Complete the Mentor Application – available on the Pittsford Teacher Center webpage or in the Teacher Center
- Return completed application to the Pittsford Teacher Center by March 31st for consideration for the following school year.

Selection Process

- The Mentor Steering Committee will meet annually in April to review applications of potential mentors.
- Applicants identified as meeting the criteria for mentoring will be added to the pool.
- Mentors will be matched with a new teacher after they have completed all of the required course work and as needs arise.

Criteria for Selecting Mentors

Qualified candidates should:

- Be willing to assist other educators
- Promote positive relationships with colleagues
- Demonstrate high standards of honesty, integrity, and confidentiality in professional interactions
- Foster positive relationships with students
- Be committed to reflective practice and continuous improvement
- Demonstrate extensive knowledge of designing instructional outcomes, effective pedagogical approaches, understanding of how students learn, and management tools
- Be open to receiving feedback from supervisors or colleagues
- Be effective communicators
- Participate in professional inquiry

Guidelines

- The relationship between mentors and new teachers will be confidential. Mentors will not act as evaluators.
- Release time for observations will be provided as needed.
- Mentors will remain active in the pool unless steering committee and/or mentor decide otherwise.

Stipend

Mentors will receive a stipend for working with a new teacher as per the PDTA contract.

Teacher Center Director Responsibilities

- Coordinate the Induction Program with assistance from the Induction Planning Team and the Mentor Steering Committee
- Share information with mentors, new teachers, Mentor Steering Committee, and Induction Planning Team
- Identify, plan, and facilitate ongoing training for mentors
- Act as a resource for mentors and new teachers
- Facilitate the assessment of the mentor program
- Monitor mentor/new teacher matches throughout the year

Timeline

Applications available to professional staff.....March 1st

Deadline for applicationsMarch 31st

Mentor selection April

Mentor/new teacher matching..... July/August

Mentor arranges meeting with new teacherAugust

New Staff Orientation day and Induction InstituteAugust

Mentor meetings Fall and Spring

Induction meetings with mentors & new teachers .. Fall and Spring

Program evaluation January and June

Mentor Application

PART I – Applicant Information

Name	Years in District/Years in Education _____/_____
School	Current Subject/Grade Level

PART II - References

In addition to your building principal, three confidential references are required to complete this application. Please provide the names of three colleagues you would like us to contact as a reference for you.

Name	Building

PART III – Applicant’s Statement

- A. Please explain why you would like to become a mentor.

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- B. Describe a recent time in your professional career when you informally mentored a colleague. [Please do not use your colleague’s name to protect his/her privacy as this statement will be reviewed by the Mentor Steering Committee.]

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Mentor Application: Colleague Reference

****Confidential****

Applicant Name	
Colleague Name	

Please assess the applicant in each of the following areas. Use the scale provided with **1** being the **lowest** and **4** being the **highest** level of proficiency in each area. Use N/A if you are not able to assess the applicant in that area.

Criteria	Scale				
Applicant actively participates in a culture of professional inquiry	N/A	1	2	3	4
Applicant actively promotes positive relationships with colleagues	N/A	1	2	3	4
Applicant actively works to assist other educators	N/A	1	2	3	4
Applicant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public	N/A	1	2	3	4
Applicant effectively fosters positive relationships with students	N/A	1	2	3	4
Applicant demonstrates a commitment to reflective practice and continuous improvement	N/A	1	2	3	4

Comments [optional]: Briefly share any additional information you would like the Mentor Steering Committee to know about this applicant that would help in the selection process.

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Mentor Application: Administrator Reference

****Confidential****

Applicant Name	
Supervisor Name	

Please assess the applicant in each of the following areas. Use the scale provided with **1** being the **lowest** and **4** being the **highest** level of proficiency in each area. Use N/A if you are not able to assess the applicant in that area.

Criteria	Scale				
Applicant actively participates in a culture of professional inquiry	N/A	1	2	3	4
Applicant actively promotes positive relationships with colleagues	N/A	1	2	3	4
Applicant actively seeks to assist other educators	N/A	1	2	3	4
Applicant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public	N/A	1	2	3	4
Applicant effectively fosters positive relationships with students	N/A	1	2	3	4
Applicant demonstrates a commitment to reflective practice and continuous improvement	N/A	1	2	3	4
Applicant complies fully with school and district regulations	N/A	1	2	3	4
Applicant designs instructional outcomes that are clear and connected to a sequence of learning	N/A	1	2	3	4
Applicant's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline	N/A	1	2	3	4
Applicant displays extensive knowledge of how students learn when designing instruction	N/A	1	2	3	4
Applicant welcomes feedback from supervisor(s) or when opportunities arise through professional collaboration	N/A	1	2	3	4
Applicant communicates effectively with families regarding classroom practices and/or individual students	N/A	1	2	3	4
Applicant effectively establishes a culture for learning in the classroom and draws from a wide range of tools to handle management and procedural issues that arise	N/A	1	2	3	4

Comments [optional]: Briefly share any additional information you would like the Mentor Steering Committee to know about this applicant that would help in the selection process.