

Duquesne City School District



Induction Program 2022-2023

Inductee: _____ **Position:** _____

Mentor: _____ **Position:** _____

Submission Date: _____

Authority

Chapter 49, Title 22 of the Pennsylvania Code, Section 49.16, provides authority for this requirement as follows:

Prior to June 1, 1988, each school entity shall submit to the Department for approval, a plan for new teacher induction.

The Secretary of Education (pursuant to authority delegated by Regulations of the State Board of Education of Pennsylvania, Chapter 49, Title 22, of the Pennsylvania Code) has designated that:

The Bureau of Teacher Preparation and Certification, Pennsylvania Department of Education,

will require evidence of completion of an induction year prior to the issuance of Instructional II (49.83) and Vocational Instructional II (49.143-permanent certificates) of Chapter 49, Certification of Professional Personnel.

Philosophy:

The acquisition, orientation and retention of new teachers as part of the Duquesne system cannot be underestimated. Realizing the importance of on going teacher training for initial classroom success, Duquesne professionals have developed a planned program of teacher induction to help new teachers to make a smooth transition into a selected educational setting.

Components of this plan provide useful training opportunities for the inductee. Emphasis has been placed on essential teaching/learning processes that have been identified as effective methodology. In addition to a mentor, other designated educators having specialized roles of support and assistance for the inductee will compose the induction team. At Duquesne, we believe positive growth of new teachers will occur through interaction with an experienced support team that will facilitate teacher development and produce new student growth.

Goal:

Teacher induction is a designed program intended to help the inductees to function more effectively and to grow professionally during their first years of employment at Duquesne City Schools.

Objectives:

Guide the inductee toward

Understanding the organizational structure of the school district

Creating professional relationships between the inductee and experienced educators

Following established procedures and practices of the school

Implementing effective classroom management strategies and techniques

Fostering clear parent communications

Becoming acquainted with support services available in the school district

Providing training for the inductee in instructional skills and district expectations as they relate to curriculum, instruction and classroom management and organization implementing a diversity of instructional strategies

MENTOR TEACHER ROLE:

Mentor teachers play an integral part of the Induction Program. A mentor is assigned with the task of supporting, training, coaching, and encouraging new teachers. Working together, mentors evaluate the needs of their inductee each year, assessing strengths of the individual and determining potential areas for improvement through frequent meetings. Mentoring responsibilities include the following:

- Establish rapport as a mentor by meeting with the new hire regularly throughout the year to review topics of need (curriculum, instruction, classroom management, etc).
- Help new teachers to identify most immediate and pressing needs.
- Suggest ways to plan for instruction.

- Suggest ways to communicate with parents.
- Observe new hire at least one (1) time in the first six weeks. Release time will be provided. Offer written and oral feedback on the lesson in a coaching model. Requests for additional release time to do any necessary follow-up observations should come to the building administrator.
- Maintain a teacher induction activity log.
- Submit Induction Packet to administration and business office

The district will hold two initial meetings between Inductees and Mentors. The schedule for these sessions are as follows:

Day 1

- Building and district tour
- Teacher Handbook
- Enhancing Professional Practice: A Framework for Teaching
- Curriculum binder
- Employee business
- Professional association information

Day 2

- Get acquainted time
- Staff meetings, professional development schedule
- Room preparation
- Self assessment review/questions

During the first month of employment, inductees will be given and will complete a self assessment to identify the focus of the induction training within the domains of the framework for teaching. The inductee’s needs will be prioritized and individualized support and interventions will be organized into a one-year program. One year shall be defined throughout this document as per contracted days from the date of hire.

DUQUESNE INDUCTION PROGRAM

SELF ASSESSMENT FOR INDUCTEES

Name:			
School:		District:	
Grade Level(s):		Mentor:	
Date Developed:			

The purpose of the Self-Assessment is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Learning Goals within this induction program. The areas

of strengths and areas of development should be aligned with competencies in the framework on the following page.

Self-Assessment- Professional Practice

Using the Charlotte Danielson's Framework for Teaching rubric, for each domain identify at least one competency as a strength and at least one as an area for development. .

Domain	Professional Practice Strength	Professional Practice Area for Development
<p>1 a b c d e f g h i j k l m n o p q r s t u v w x y z</p>		
<p>2 a b c d e f g h i j k l m n o p q r s t u v w x y z</p>		
<p>3 a b c d e f g h i j k l m n o p q r s t u v w x y z</p>		
<p>4 a b c d e f g h i j k l m n o p q r s t u v w x y z</p>		

Summary of *A Framework for Teaching*, Charlotte Danielson, 2011

Domain 1 Planning and Preparation	Domain 2 The Classroom Environment
<p>a. Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline Knowledge of the Prerequisite Relationships Knowledge of content-Related Pedagogy</p> <p>b. Demonstrating Knowledge of Students Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge, and Language Proficiency Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs</p> <p>c. Selecting Instructional Outcomes Value, Sequence and Alignment Clarity Balance Suitability for Diverse Students</p> <p>d. Demonstrating Knowledge of Resources Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students</p> <p>e. Designing Coherent Instruction Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure</p> <p>f. Designing Student Assessments Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments Use for Planning</p>	<p>a. Creating an Environment of Respect and Rapport Teacher Interactions with Students Including Both Words and Actions Student Interactions with Other Students, Including Both Words and Actions</p> <p>b. Establishing a Culture for Learning Importance of the Content and of Learning Expectations for Learning and Achievement Student Pride in Work</p> <p>c. Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of materials and Supplies Performance of Non-Instructional Duties</p> <p>d. Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior</p> <p>e. Organizing Physical Space Safety and Accessibility Arrangement of Furniture and Use of physical Resources</p>
Domain 4 Professional Responsibilities	Domain 3 Instruction

<p>a. Reflecting on Teaching Accuracy Use in Future Teaching</p> <p>b. Maintaining Accurate Records Student completion of Assessments Student Progress in Learning Non-instructional Records</p> <p>c. Communicating with Families Information about the Instructional Program Information about Individual Students Engagement of Families in the Instructional Program</p> <p>d. Participating in a Professional Community Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects</p> <p>e. Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skills Service to the Profession</p> <p>f. Showing Professionalism Integrity and Ethical Conduct Service to Students Advocacy Decision Making Compliance with School and District Regulations</p>	<p>a. Communicating with Students Expectations for Learning Directions for Activities Explanations of Content Use of Oral and Written Language</p> <p>b. Using Questioning and Discussion Techniques Quality of Questions/Prompts Discussion Techniques Student Participation</p> <p>c. Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing</p> <p>d. Using Assessment in Instruction Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress</p> <p>e. Lesson Adjustment Response to Students Persistence</p>
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**DUQUESNE INDUCTION PROGRAM
PROFESSIONAL CONTRIBUTION LOG**

Name:			
School:		District:	
Grade Level(s):		Mentor:	
Date Developed:			

<u>DATE</u>	<u>EVENT OR SERVICE</u> (e.g. conference, presentation, mentoring)	<u>CONTRIBUTION/COMMENTS</u>

**DUQUESNE INDUCTION PROGRAM
PROFESSIONAL DEVELOPMENT LOG**

Name:			
School:		District:	
Grade Level(s):		Mentor:	
Date Developed:			

The mentor teacher will review specific skill as well as general progress in each area. This form will be completed at the end of each semester by the support teacher and original will be retained by the mentor and a copy given to the inductee. Place a date by those skills, which have been addressed indicating the date of meeting:

I. Classroom Management Skills (time, space, materials)

- A. Classroom Management _____ B. Technology for the classroom
 _____ C. Discipline Techniques _____ D. Other: _____

II. Instructional Delivery Skills

- A. Technology training _____ B. Curriculum writing _____ C.

REFLECTION CONFERENCE

Questions Regarding the Observation:

Areas of Strength:

Areas for Focus:

Next Steps:

Resources Available:

**DUQUESNE INDUCTION PROGRAM
DISCUSSION AFTER OBSERVATION LOG**

Name:			
School:		District:	
Grade Level(s):		Mentor:	
Date Developed:			

What successes have you had with planning, teaching, assessing, and working with students up until this point?

What challenges have you had in planning, teaching, assessing, and working with students up until this point?

When you think about the challenges; were these things that you knew how to address, but did not? If so, what will you, or did you, do differently when faced with a similar situation?

When you consider the challenges that you have faced recently are there any that you would like guidance with from me as your mentor or others that you feel could assist you in developing the skills and knowledge that you need?

DUQUESNE INDUCTION PROGRAM

PRINCIPALS FINAL ASSESSMENT

Name:	
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School:		District:	
Grade Level(s):		Mentor:	
Date Developed:			

I. Classroom Management Skills

- A. Classroom Management Skills 5 4 3 2 1 (Time, space, materials)
 B. Technology in the classroom 5 4 3 2 1 C. Discipline Techniques 5 4 3 2 1 D.
 Other: _____ 5 4 3 2 1

II. Instructional Delivery Skills

- A. Computer technology training 5 4 3 2 1 B. Curriculum writing 5 4 3 2 1 C.
 Designing and planning effective lessons 5 4 3 2 1 D. Instructional Framework modules 5 4 3 2 1
 F. Student assessment 5 4 3 2 1 H. Student motivation 5 4 3 2 1 J. Other:
 _____ 5 4 3 2 1

III. Developing Relationships

- A. Colleagues/peers 5 4 3 2 1 B. Special Education 5 4 3 2 1 C. Duquesne
 Student Assistance Program 5 4 3 2 1 D. Teacher-parent conferencing 5 4 3 2 1
 E. Student services 5 4 3 2 1 F. Interpersonal relationships with:
 1. Students 5 4 3 2 1 2. Colleagues 5 4 3 2 1 3. Administration 5 4 3 2 1
 4. Community 5 4 3 2 1
 G. District Policies & Procedures 5 4 3 2 1 H. Other: _____ 5 4 3
 2 1

NOTE: 5-High Achievement; 3-Average Achievement; 1-Low Achievement

**DUQUESNE INDUCTION PROGRAM
 PROGRAM ASSESSMENT -INDUCTEE**

Name:			
School:		District:	
Grade Level(s):		Mentor:	
Date Developed:			

Please respond to each of the following prompts below.

1. **Prioritize.** Review the three (or more) areas of development identified in your Self Assessment and areas of strength. Reflect on your professional growth over the last year and prioritize these three to six areas of development that are most important for your professional growth and will yield the best outcomes for your students.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

2. **Summarize.** Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. Attach additional pages if necessary.

3. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, change in curriculum, etc.)?

**DUQUESNE INDUCTION PROGRAM
SUPERINTENDENT'S ASSESSMENT**

Name:			
School:		District:	
Grade Level(s):		Mentor:	
Date Developed:			

_____ has successfully completed the
(Name of Inductee)
Induction Program of the *Duquesne City School District*.

_____ Date
Superintendent's Signature

Principal's Signature _____

Mentor's Signature

Inductee's Signature