



ALLEGHENY-CLARION VALLEY SCHOOL DISTRICT

TEACHER INDUCTION PROGRAM

2025-2028

Pennsylvania Department of Education

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Teacher Induction Report **December 2, 2024**

Entity: Allegheny-Clarion Valley SD
Address: 776 Route 58
Foxburg, PA 16036-0100
Phone: (724) 659-5820
Contact Name: Dr. David McDeavitt

Teacher Induction Planning Participants

| Name | Title | Committee Role | Chosen/Appointed By |
|-------------------|------------------|------------------|--------------------------|
| David McDeavitt | Administrator | Administrator | Administration Personnel |
| Lori Sherman | Administrator | Administrator | Administration Personnel |
| Bill Jordan | Administrator | Administrator | Administration Personnel |
| Kristin Thurber | Administrator | Administrator | Administration Personnel |
| Julie Raybuck | Teacher | Teacher Advisor | Administration Personnel |
| MaryAnn Mackrell | Teacher | Teacher Advisor | Administration Personnel |
| Trevor Hile | Teacher/Parent | Teacher Advisor | Administration Personnel |
| Megan Geffel | Administrator | Administrator | Administration Personnel |
| Kelly Terwilliger | School Board | Representative | Administration Personnel |
| Jerry Marron | Community Member | Act 48 Committee | Administration Personnel |
| Warren Thomas | Community Member | Act 48 Committee | Administration Personnel |

Mission Statement

A-C Valley, in conjunction with the community, will ensure a comprehensive education that inspires students to:

Dream Big, Work Hard, and Act Responsibly.

Vision Statement

In a personalized, safe environment, the Allegheny-Clarion Valley School District will prepare our students to be ready for the challenges of a diverse world, so they can:

- Meet/exceed high expectations in
 - Literacy
 - Innovation
 - Analytical problem solving and strategic thinking
 - Co-curricular and extra-curricular opportunities
- Succeed in college and careers

- Be technologically adaptive
- Value life-long learning
- Live as responsible and productive citizens
- Demonstrate compassion and empathy
- Achieve personal potential

Shared Values

The Allegheny-Clarion Valley School District community believes that people of character consistently demonstrate and act on the following values:

- Literacy – Acquiring information and knowledge, interpreting its value, and using it to solve real world problems
- Communication – Using interpersonal and intrapersonal skills to summarize, package, and deliver a message or an idea.
- Environmental Awareness – Be good stewards of our natural resources
- Innovation – Develop new and unique approaches
- Entrepreneurial Spirit – Willing to take a calculated risk
- Self-Discipline – Understand, consider, and accept the impact and consequences of personal actions and decisions
- Integrity – Do what is right, legally and morally. Be willing to do what is right even when no one is looking
- Work Ethic – Strive for excellence, taking pride in their work, always giving their best efforts, persevering in spite of adversities, reflecting on the results of their efforts and applying what they've learned to new endeavors
- Citizenship – Contribute to the well-being of their communities (both locally and globally) as responsible citizens acting in positive and creative ways

Goals and Competencies

The Teacher Induction Plan is designed to utilize a collegial professional support system for the purpose of assisting new teachers in making the successful transition into teaching. The program structure will provide experiences which include both orientation activities and the development and refinement of professional skills. The following goals have been adopted for the Allegheny-Clarion Valley School District Teacher Induction Plan.

PRIMARY GOALS

- To provide continued assistance to reduce the problems known to be common to beginning teachers.
- To support development of the knowledge and the skills needed by beginning teachers to be successful in their initial teaching positions.
- To integrate beginning teachers into the social system of the school, the school district and the community

SECONDARY GOALS

- To provide an opportunity for beginning teachers to analyze and reflect on their teaching, with coaching from veteran support teachers.
- To initiate and build a foundation with new teachers for the continued study of teaching.
- To increase the positive attitudes of beginning teachers about teaching.
- To increase the retention of good beginning teachers in the profession.

Assessment Processes

Inductees, long-term substitute teachers, and educational specialist and mentor teachers will keep written contact logs denoting formal and informal interactions pertaining to induction activities. The mentor teacher is required to complete a formal observation of the inductee during the first month of the program and again during the second semester. The inductee is required to complete two observations during the first year and two the second year.

One of the mentor teacher, one of another teacher in the area of assignment, one of a learning support teacher, and one of a teacher outside of the area of assignment. In addition, an Inductee Needs assessment will be completed at the beginning and at the mid-point of the Teacher Induction Program, and shared with the mentor teacher. These accounts are to be submitted quarterly or more frequently if deemed necessary by the mentor teacher.

If during the mentors observations, the inductee exhibits difficulties in the program's goals and objectives, the mentor will offer suggestions for improvement. If it is felt that additional information and assistance would be beneficial to the inductee, the mentor teacher and the administration will work collaboratively to develop an action plan to address the areas of concern.

Mentor Selection

Every first year teacher will be assigned a mentor teacher selected by the building principal. It is planned that mentors will remain assigned to an inductee through the induction program, however, a mentor change may be made at the request of the mentor or decision of the building principal.

Mentor teachers participating in the induction program will be required to meet the following criteria:

1. Must be a volunteer who is a successful teacher
2. Must have high self-esteem and a positive professional attitude that is recognized by their peers and principal
3. Must be recommended by the building principal
4. Must be willing to commit time, effort, and energy to working with inductees
5. Must be an exemplary teacher who demonstrates effective teaching, organization, classroom management, and communication skills
6. Should be a tenured professional who preferably teaches the same grade level(s)/subject(s) as the inductee
7. Must possess organizational, communication, and interpersonal skills (i.e., conference skills, problem-solving, and decision-making strategies)
8. Must be a teacher who participates in district curriculum development activities and attends and/or is willing to attend local, state, and intermediate unit conferences/seminars/workshops

The process of selecting the mentor teachers will consist of the following:

1. A notice from the superintendent will be given to all teachers asking for mentor teacher volunteers.
2. The returned letters of interest will be reviewed by the building principal and superintendent
3. Mentor teachers will be chosen by the administration and notified by letter from the superintendent.
4. Every effort will be made to select a mentor who will be compatible with the inductee.

Activities and Topics

The following topics and activities are meant to be a guide for the mentor teacher and inductee to discuss during the two year induction program.

Year One - 1st and 2nd nine weeks

Topics

- Review of teacher handbook, student handbook, and School Board policy book
- Building procedures
- Adequate documentation of student progress
- Special Education/504 Process
- Resources for Instruction
- Data Informed Instruction
- Completion of mid-term reports and 1st nine week report cards
- Classroom management
- Overview of curriculum
- Conducting parent conferences
- Other forms of communication with parents

- Confidentiality
- Preparing effective class lessons
- Review of student's IEP and plan implementation
- Review of classroom visitations completed by mentor and inductee
- Review of any other items identified on inductee needs assessment
- Open House activities

Activities

- Induction meeting with superintendent and principal
- Inductee Needs Assessment
- 1st Mentor observation of inductee
- Inductee completes classroom observations
- Induction Contact Log

Year One - 3rd and 4th nine weeks

Topics

- Curriculum pacing
- Conference skills with parents
- Available resources for at-risk students i.e. IST, SAP, tutoring
- Authentic assessments
- Structuring class activities to meet individual student needs
- Developing questioning strategies
- Review of classroom visitations completed by mentor and inductee
- Review of any other items identified on inductee needs assessment

Activities

- Inductee completes classroom observations
- Induction Contact Log

Year Two – 1st and 2nd nine weeks

Topics

- Curriculum pacing
- Communication with parents
- Student motivation
- Differentiating Instruction
- Oral and written communication skills
- Review of classroom visitations completed by mentor and inductee
- Review of any other items identified on inductee needs assessment
- Technology Integration

Activities

- Induction Needs Assessment

- 2nd Mentor observation of inductee
- Inductee completes classroom observations
- Contact log

Year Two – 3rd and 4th nine weeks

Topics

- Curriculum pacing
- Communication with parents
- Permanent records
- End of Year reports
- Use of instructional technology
- Review of classroom visitations completed by mentor and inductee
- Review of any other items identified on inductee needs assessment

Activities

- Attend Induction meeting with Superintendent and Principal
- Induction Contact Log

Code of Conduct

Professional conduct defines the interactions between the individual educator and students, the employing agency and other professionals. The responsibility for the professional conduct rests with the individual professional educator. In the Commonwealth of Pennsylvania, the Professional Standards and Practices Commission (PSPC) was charged by the Action of December 12, 1973 (P.L. 397, No. 141) (24 P.S 12-1255 - 12-1268), known as the Teacher Certification Law with adopting a code of conduct.

All professional employees in the Allegheny-Clarion Valley School District will abide by the Code of Conduct as presented in Title 22 Education, Part XIV Professional Standards and Practices Commission, Chapter 235, Code of Professional Practice and Conduct for Educators.

Discipline

Discipline is not a serious problem in our school district. There are occasions, however, when discipline actions are necessary. When these occasions do arise, there are several points to keep in mind.

1. Try to solve the problem yourself by gaining the confidence of the student. Being close to the situation, it is best if the teacher takes care of the discipline matter both from his/her standpoint and that of the student.
2. If all options within the authority of the teacher fail, the matter should be referred to the office with the proper written information.
3. In no case should a teacher suspend a student or tell a student that he/she will be suspended.
4. In no case should a teacher hold bus students without first receiving permission from the Principal.

5. In no case should a teacher punish an entire group for the misbehavior of a few.
6. When student misbehavior occurs, the teacher involved should discipline that student within the classroom, or send him/her to the office. In no case should a student be sent to an unsupervised area as a discipline measure.
7. Any secondary teacher sending a student to the office for disciplinary reasons should call the principal/dean of students and send a written report of the infraction to the office as soon as possible. The teacher should inform the student to go directly to the office and not leave the office until he/she has talked with the appropriate school authority.
8. After having sent a student to the office, the teacher should always check with the school authority to see that the student to be disciplined did report as instructed.
9. Teachers, when referring a student to the office for disciplinary reasons, must recognize that they have placed the responsibility as to the form and severity of punishment solely in the hands of the administration.

Title IX

It is the policy of the Allegheny-Clarion Valley School District not to discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the HS Principal, Title IX Coordinator, Box 100, Foxburg, Pennsylvania, 16036. Phone (724) 659-5820, or contact the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Crisis Response

Each staff member has received a pink flip chart that is to be used in case of an emergency. In the case of an emergency remember to remain calm and follow the flip chart. The administration has been working closely with the local and state police to ensure safety of all staff and students. In the event of an emergency situation the administration will use the automated phone system to update staff/parents with relevant information.

Assessments

Pennsylvania System of School Assessment (PSSA) includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8. Students in grades 5 and 8 are administered the Science PSSA. The English Language Arts and Mathematics PSSAs include items that are consistent with the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in English Language Arts and Mathematics. The Science PSSA includes items that are aligned to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology.

The Keystone Exams are end-of-course assessments designed to assess proficiency in three subjects: Algebra I, Literature and Biology. The Keystone Exams are one component of Pennsylvania's system of high school graduation requirements (Retrieved from <https://www.pdesas.org/Page/Viewer/ViewPage/8/>).

Roles and Responsibilities of the Induction Team Membership

Superintendent

1. Coordinate the induction program activities via principals.
2. Direct Principals to select mentor teachers.
3. Participate in selection of mentor teachers (if needed).
4. Participate in the evaluation of the program at the end of the year and make appropriate changes.
5. Other activities related to the Induction Program.

Building Principal

1. Participate in a training session with the superintendent to discuss the induction program and the training model for mentor teachers.
2. Participate in the mentor teacher selection process and training while carrying out regularly assigned duties.
3. Conduct individual/group consultations with mentor teachers on an as-needed basis.
4. Meet regularly with inductees and mentor teachers.
5. Attend meetings called by the superintendent to determine progress and discuss any problems.
6. Implement the program elements.
7. Serve as an information conduit to mentor teachers for school district written policies and procedures.
8. Update superintendent of progress throughout the school year.
9. Suggest changes when deemed necessary.

Mentor Teachers

1. Attend a training session where they will review the Induction Program, review roles and responsibilities of mentor teachers and policies/procedures of the school district.
2. Attend appropriate portion of training session with the inductee.
3. Establish rapport with inductees as a helping person.
4. Assist the inductees in learning the administrative and instructional processes.
5. Identify inductees immediate areas of concern.
6. Maintain contact logs to document formal and informal meetings
7. Monitor classroom teaching techniques and classroom management skills and provide feedback to the inductee.
8. Provide assistance in the areas defined in this Teacher Induction Program as Goals and Objectives Relating to the Teaching/Learning Process.

Inductees

1. Attend a workshop to introduce them to the induction plan.
2. Use the mentor teacher relationship to become familiar with the requirements, policies, and practices of the school district.
3. Seek out mentor teacher as needed.
4. Develop a positive working relationship with the mentor teacher.
5. Develop an awareness of effective classroom management skills and curriculum delivery.

6. Foster continual professional growth in the teaching profession by implementing induction team recommendations.
7. Develop internal feeling of loyalty to the school district and to feel good about teaching.
8. Formally complete the induction program.
9. Plan future education based on needs and objectives.
10. Consult the administration on any areas of question.

Evaluation and Monitoring

The total effectiveness of the Teacher Induction Program will be the result of the cooperation of all involved individuals. The most important element is the mentor teacher and his/her ability to gain the trust and confidence of the inductee. It is the responsibility of the inductee to work with the mentor teacher and to solicit and comply with the suggestions offered. If at any time during the process differences of an insurmountable nature occur between the mentor and inductee, the principal and superintendent will meet with those involved and pursue the most expedient and advantageous avenue of correcting the same.

The building level principal will review participants Induction booklets at regular intervals throughout the year to ensure that all required components are being completed.

Participation and Completion

Each mentor and inductee will be required to maintain this Induction Booklet as permanent record of his or her participation in the program.

The following items are included in the appendix of this booklet:

- Inductee Needs Assessment
Completed by inductee
- Classroom Visitation forms
Completed by mentor
Completed by inductee
- Induction Contact Log
Completed by inductee and mentor
- Program Evaluation
Completed by inductee and mentor

At the end of the Induction program, the Inductee and Mentor will verify that they have completed the required Induction components and submit their Induction Booklet to the Principal. The booklet will be reviewed and signed by the Superintendent and the Principal. The Induction Program booklet will be maintained in the District Central Office personnel file for said teacher and be used for Level II advancement.

Allegheny-Clarion Valley School District

Teacher Induction Plan

Inductee Needs Assessment

To be completed by inductee at the **beginning** of the induction program and discussed during meetings with mentor.

Please choose the response for each item that most nearly indicates your level of need for assistance in the area described.

| | No Need | Minimal Need | Moderate Need | Critical Need |
|---|------------|-----------------|------------------|------------------|
| Finding out what is expected of me as a teacher | | | | |
| Communicating with the principal | | | | |
| Communicating with other teachers | | | | |
| Communicating with parents | | | | |
| Organizing my classroom | | | | |
| Managing my classroom | | | | |
| Maintaining student discipline | | | | |
| Obtaining instructional resources/materials | | | | |
| Planning for instruction | | | | |
| Managing my time | | | | |
| Diagnosing student needs | | | | |
| Evaluating student progress through authentic assessments | | | | |
| Motivating students | | | | |
| Assisting students with special needs | | | | |
| Dealing with individual differences among students | | | | |
| Understanding the scope and sequence of my curriculum | | | | |
| Understanding how my curriculum relates to the other grades and or subjects | | | | |

Inductee Needs Assessment

Allegheny-Clarion Valley School District

Teacher Induction Plan

Induction Contact Log

Mentor teachers and Inductees must meet on a regular basis throughout the Induction program. At these meetings observations should be reviewed, goal areas set, progress toward goals ascertained, and additional topics listed in the Induction Plan should be discussed. Both participants must maintain a record of the dates and topics of discussion at these meetings.

| Date | Topics Covered |
|----------------------------|--|
| <i>Example: 09/01/2025</i> | <i>Writing student objectives, lesson planning, opening day activities</i> |
| | |
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Allegheny-Clarion Valley School District

Teacher Induction Plan

Mentor: Classroom Visitation Form #1To be completed by Mentor during **first month** of program

Inductee _____ Mentor _____

Subject/Class observed _____ Grade _____

Date _____ Time _____

Growth areas should be followed up during upcoming formal and informal meetings.

Beginning of the lesson***Indicate level achieved with a \checkmark**

| How well did the inductee...? | Very Effective | Effective | Growth Area | Not Applicable |
|--|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> Gain the students' attention | | | | |
| <ul style="list-style-type: none"> Convey student learning objectives and activities to be completed to the class | | | | |
| <ul style="list-style-type: none"> Establish purpose of the lesson (Why are we learning this?) | | | | |

Comments:

Middle of the lesson***Indicate level achieved with a \checkmark**

| How well did the inductee...? | Very Effective | Effective | Growth Area | Not Applicable |
|---|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> Input: Present the content through a variety of instructional strategies that address different learning modalities | | | | |
| <ul style="list-style-type: none"> Modeling: Demonstrate expected student behaviors | | | | |
| <ul style="list-style-type: none"> Guided Practice: Interact with students while skill is being practiced (games, group activities, etc.) | | | | |
| <ul style="list-style-type: none"> Independent Practice: Allow for student practice of skill with minimal teacher assistance | | | | |

Comments:

End of the lesson***Indicate level achieved with a √**

| How well did the inductee...? | Very Effective | Effective | Growth Area | Not Applicable |
|---|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> Check for student understanding | | | | |
| <ul style="list-style-type: none"> Provide follow-up assignments and/or extensions | | | | |
| <ul style="list-style-type: none"> Include a lesson closure | | | | |

Comments:

Targeted skills***Indicate level achieved with a √**

| How well did the inductee...? | Very Effective | Effective | Growth Area | Not Applicable |
|--|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> Communicate clear expectations about student behaviors. Are classroom rules posted? | | | | |
| <ul style="list-style-type: none"> Distribute materials efficiently | | | | |
| <ul style="list-style-type: none"> Avoid unnecessary delays or interruptions | | | | |
| <ul style="list-style-type: none"> Manage transitions efficiently | | | | |
| <ul style="list-style-type: none"> Provide clear directions | | | | |
| <ul style="list-style-type: none"> Promote on-task student behaviors | | | | |
| <ul style="list-style-type: none"> Monitor behaviors and intervene appropriately when students are off task and non-disruptive | | | | |
| <ul style="list-style-type: none"> Monitors behaviors and intervene appropriately when students are off-task and disruptive to the learning of others | | | | |
| <ul style="list-style-type: none"> Establish a supportive and non-threatening learning environment | | | | |
| <ul style="list-style-type: none"> Maintain classroom materials in a neat and organized fashion | | | | |
| <ul style="list-style-type: none"> Maintain an aesthetically pleasing classroom | | | | |

Comments:

Allegheny-Clarion Valley School District

Teacher Induction Plan

Inductee Observation Form #1

Inductee _____ Teacher observed _____

Class/Subject _____ Grade _____ Date _____

Indicate which observation is being conducted

- Mentor Mentor or other teacher in subject area
 Out of area teacher Special Education Teacher

The new inductee must complete 4 observations during each year of the induction process. **Observation must be completed by the end of the nine-week period.**

The following areas are suggested a possible items for the inductee to take special notice of during the observation. These notes should be reviewed with the mentor during an upcoming meeting to identify areas that can be incorporated into the inductee's classroom.

| Area | Notes |
|-----------------------|-------|
| Lesson Plans | |
| Classroom Management | |
| Classroom Environment | |
| Student Motivation | |
| Teaching Style | |
| Delivery Methods | |

| | |
|---------------------------|--|
| Assessment | |
| Methods | |
| Student Activities | |
| Interaction with students | |
| Classroom procedures | |
| Questioning Technique | |
| Misc. | |

Additional Comments:

Ideas to be implemented in the classroom:

Date observation discussed with mentor:

Allegheny-Clarion Valley School District

Teacher Induction Plan

Inductee Observation Form #2

Inductee _____ Teacher observed _____

Class/Subject _____ Grade _____ Date _____

Indicate which observation is being conducted

- Mentor Mentor or other teacher in subject area
 Out of area teacher Special Education Teacher

The new inductee must complete 4 observations during each year of the induction process. **Observation must be completed by the end of the 2nd nine-week period.**

The following areas are suggested a possible items for the inductee to take special notice of during the observation. These notes should be reviewed with the mentor during an upcoming meeting to identify areas that can be incorporated into the inductee's classroom.

| Area | Notes |
|-----------------------|-------|
| Lesson Plans | |
| Classroom Management | |
| Classroom Environment | |
| Student Motivation | |
| Teaching Style | |
| Delivery Methods | |

| | |
|---------------------------|--|
| Assessment | |
| Methods | |
| Student Activities | |
| Interaction with students | |
| Classroom procedures | |
| Questioning Technique | |
| Misc. | |

Additional Comments:

Ideas to be implemented in the classroom:

Date observation discussed with mentor:

Allegheny-Clarion Valley School District

Teacher Induction Plan

Inductee Observation Form #3

Inductee _____ Teacher observed _____

Class/Subject _____ Grade _____ Date _____

Indicate which observation is being conducted

- Mentor Mentor or other teacher in subject area
 Out of area teacher Special Education Teacher

The new inductee must complete 4 observations during each year of the induction process. **Observation must be completed by the end of the year #1, 3rd nine-week period.**

The following areas are suggested a possible items for the inductee to take special notice of during the observation. These notes should be reviewed with the mentor during an upcoming meeting to identify areas that can be incorporated into the inductee's classroom.

| Area | Notes |
|-----------------------|-------|
| Lesson Plans | |
| Classroom Management | |
| Classroom Environment | |
| Student Motivation | |
| Teaching Style | |
| Delivery Methods | |

| | |
|---------------------------|--|
| | |
| Assessment | |
| Methods | |
| Student Activities | |
| Interaction with students | |
| Classroom procedures | |
| Questioning Technique | |
| Misc. | |

Additional Comments:

Ideas to be implemented in the classroom:

Date observation discussed with mentor:

Allegheny-Clarion Valley School District

Teacher Induction Plan

Inductee Observation Form #4

Inductee _____ Teacher observed _____

Class/Subject _____ Grade _____ Date _____

Indicate which observation is being conducted

- Mentor
- Mentor or other teacher in subject area
- Out of area teacher
- Special Education Teacher

The new inductee must complete 4 observations during each year of the induction process. **Observation must be completed by the end of year #1, 4th nine-week period.**

The following areas are suggested a possible items for the inductee to take special notice of during the observation. These notes should be reviewed with the mentor during an upcoming meeting to identify areas that can be incorporated into the inductee's classroom.

| Area | Notes |
|-----------------------|-------|
| Lesson Plans | |
| Classroom Management | |
| Classroom Environment | |
| Student Motivation | |
| Teaching Style | |
| Delivery Methods | |

| | |
|---------------------------|--|
| | |
| Assessment | |
| Methods | |
| Student Activities | |
| Interaction with students | |
| Classroom procedures | |
| Questioning Technique | |
| Misc. | |

Additional Comments:

Ideas to be implemented in the classroom:

Date observation discussed with mentor:

Allegheny-Clarion Valley School District

Teacher Induction Plan

Mentor: Classroom Visitation Form #2

To be completed by Mentor during **first month of year two.**

Inductee _____ Mentor _____

Subject/Class observed _____ Grade _____

Date _____ Time _____

Growth areas should be followed up during upcoming formal and informal meetings.

Beginning of the lesson

***Indicate level achieved with a √**

| How well did the inductee...? | Very Effective | Effective | Growth Area | Not Applicable |
|--|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> Gain the students' attention | | | | |
| <ul style="list-style-type: none"> Convey student learning objectives and activities to be completed to the class | | | | |
| <ul style="list-style-type: none"> Establish purpose of the lesson (Why are we learning this?) | | | | |

Comments:

Middle of the lesson

***Indicate level achieved with a √**

| How well did the inductee...? | Very Effective | Effective | Growth Area | Not Applicable |
|---|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> Input: Present the content through a variety of instructional strategies that address different learning modalities | | | | |
| <ul style="list-style-type: none"> Modeling: Demonstrate expected student behaviors | | | | |
| <ul style="list-style-type: none"> Guided Practice: Interact with students while skill is being practiced (games, group activities, etc.) | | | | |
| <ul style="list-style-type: none"> Independent Practice: Allow for student practice of skill with minimal teacher assistance | | | | |

Comments:

End of the lesson

***Indicate level achieved with a √**

| How well did the inductee...? | Very Effective | Effective | Growth Area | Not Applicable |
|---|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> • Check for student understanding | | | | |
| <ul style="list-style-type: none"> • Provide follow-up assignments and/or extensions | | | | |
| <ul style="list-style-type: none"> • Include a lesson closure | | | | |

Comments:

Targeted skills

***Indicate level achieved with a √**

| How well did the inductee...? | Very Effective | Effective | Growth Area | Not Applicable |
|--|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> • Communicate clear expectations about student behaviors. Are classroom rules posted? | | | | |
| <ul style="list-style-type: none"> • Distribute materials efficiently | | | | |
| <ul style="list-style-type: none"> • Avoid unnecessary delays or interruptions | | | | |
| <ul style="list-style-type: none"> • Manage transitions efficiently | | | | |
| <ul style="list-style-type: none"> • Provide clear directions | | | | |
| <ul style="list-style-type: none"> • Promote on-task student behaviors | | | | |
| <ul style="list-style-type: none"> • Monitor behaviors and intervene appropriately when students are off task and non-disruptive | | | | |
| <ul style="list-style-type: none"> • Monitors behaviors and intervene appropriately when students are off-task and disruptive to the learning of others | | | | |
| <ul style="list-style-type: none"> • Establish a supportive and non-threatening learning environment | | | | |
| <ul style="list-style-type: none"> • Maintain classroom materials in a neat and organized fashion | | | | |
| <ul style="list-style-type: none"> • Maintain an aesthetically pleasing classroom | | | | |

Date observation discussed with mentor:

Comments:

Allegheny-Clarion Valley School District

Teacher Induction Plan

Inductee Observation Form #5

Inductee _____ Teacher observed _____

Class/Subject _____ Grade _____ Date _____

Indicate which observation is being conducted

- Mentor Mentor or other teacher in subject area
 Out of area teacher Special Education Teacher

The new inductee must complete 4 observations during each year of the induction process. **Observation must be completed by the end of year #2, 1st nine-week period.**

The following areas are suggested a possible items for the inductee to take special notice of during the observation. These notes should be reviewed with the mentor during an upcoming meeting to identify areas that can be incorporated into the inductee's classroom.

| Area | Notes |
|-----------------------|--------------|
| Lesson Plans | |
| Classroom Management | |
| Classroom Environment | |
| Student Motivation | |
| Teaching Style | |
| Delivery Methods | |

| | |
|---------------------------|--|
| | |
| Assessment | |
| Methods | |
| Student Activities | |
| Interaction with students | |
| Classroom procedures | |
| Questioning Technique | |
| Misc. | |

Additional Comments:

Ideas to be implemented in the classroom:

Date observation discussed with mentor:

Allegheny-Clarion Valley School District

Teacher Induction Plan

Inductee Observation Form #6

Inductee _____ Teacher observed _____

Class/Subject _____ Grade _____ Date _____

Indicate which observation is being conducted

- Mentor Mentor or other teacher in subject area
 Out of area teacher Special Education Teacher

The new inductee must complete 4 observations during each year of the induction process. **Observation must be completed by the end of year #2, 2nd nine-week period.**

The following areas are suggested a possible items for the inductee to take special notice of during the observation. These notes should be reviewed with the mentor during an upcoming meeting to identify areas that can be incorporated into the inductee's classroom.

| Area | Notes |
|-----------------------|-------|
| Lesson Plans | |
| Classroom Management | |
| Classroom Environment | |
| Student Motivation | |
| Teaching Style | |
| Delivery Methods | |

| | |
|---------------------------|--|
| | |
| Assessment | |
| Methods | |
| Student Activities | |
| Interaction with students | |
| Classroom procedures | |
| Questioning Technique | |
| Misc. | |

Additional Comments:

Ideas to be implemented in the classroom:

Date observation discussed with mentor: :

Allegheny-Clarion Valley School District

Teacher Induction Plan

Mentor: Classroom Visitation Form #7

To be completed by Mentor during 3rd nine weeks of year two

Inductee _____ Mentor _____

Subject/Class observed _____ Grade _____

Date _____ Time _____

Growth areas should be followed up during upcoming formal and informal meetings.

Beginning of the lesson

***Indicate level achieved with a √**

| How well did the inductee... ? | Very Effective | Effective | Growth Area | Not Applicable |
|--|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> Gain the students' attention | | | | |
| <ul style="list-style-type: none"> Convey student learning objectives and activities to be completed to the class | | | | |
| <ul style="list-style-type: none"> Establish purpose of the lesson (Why are we learning this?) | | | | |

Comments:

Middle of the lesson

***Indicate level achieved with a √**

| How well did the inductee... ? | Very Effective | Effective | Growth Area | Not Applicable |
|---|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> Input: Present the content through a variety of instructional strategies that address different learning modalities | | | | |
| <ul style="list-style-type: none"> Modeling: Demonstrate expected student behaviors | | | | |
| <ul style="list-style-type: none"> Guided Practice: Interact with students while skill is being practiced (games, group activities, etc.) | | | | |
| <ul style="list-style-type: none"> Independent Practice: Allow for student practice of skill with minimal teacher assistance | | | | |

Comments:

End of the lesson***Indicate level achieved with a √**

| How well did the inductee...? | Very Effective | Effective | Growth Area | Not Applicable |
|---|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> • Check for student understanding | | | | |
| <ul style="list-style-type: none"> • Provide follow-up assignments and/or extensions | | | | |
| <ul style="list-style-type: none"> • Include a lesson closure | | | | |

Comments:

Targeted skills***Indicate level achieved with a √**

| How well did the inductee...? | Very Effective | Effective | Growth Area | Not Applicable |
|--|----------------|-----------|-------------|----------------|
| <ul style="list-style-type: none"> • Communicate clear expectations about student behaviors. Are classroom rules posted? | | | | |
| <ul style="list-style-type: none"> • Distribute materials efficiently | | | | |
| <ul style="list-style-type: none"> • Avoid unnecessary delays or interruptions | | | | |
| <ul style="list-style-type: none"> • Manage transitions efficiently | | | | |
| <ul style="list-style-type: none"> • Provide clear directions | | | | |
| <ul style="list-style-type: none"> • Promote on-task student behaviors | | | | |
| <ul style="list-style-type: none"> • Monitor behaviors and intervene appropriately when students are off task and non-disruptive | | | | |
| <ul style="list-style-type: none"> • Monitors behaviors and intervene appropriately when students are off-task and disruptive to the learning of others | | | | |
| <ul style="list-style-type: none"> • Establish a supportive and non-threatening learning environment | | | | |
| <ul style="list-style-type: none"> • Maintain classroom materials in a neat and organized fashion | | | | |
| <ul style="list-style-type: none"> • Maintain an aesthetically pleasing classroom | | | | |

Date observation discussed with mentor:

Comments:

Allegheny-Clarion Valley School District

Teacher Induction Plan

Inductee Observation Form #8

Inductee _____ Teacher observed _____

Class/Subject _____ Grade _____ Date _____

Indicate which observation is being conducted

- Mentor Mentor or other teacher in subject area
 Out of area teacher Special Education Teacher

The new inductee must complete 4 observations each year of the induction process.
Observation must be completed by the end of year #2, 3rd nine-week period.

The following areas are suggested a possible items for the inductee to take special notice of during the observation. These notes should be reviewed with the mentor during an upcoming meeting to identify areas that can be incorporated into the inductee's classroom.

| Area | Notes |
|-----------------------|-------|
| Lesson Plans | |
| Classroom Management | |
| Classroom Environment | |
| Student Motivation | |
| Teaching Style | |
| Delivery Methods | |

| | |
|---------------------------|--|
| Assessment | |
| Methods | |
| Student Activities | |
| Interaction with students | |
| Classroom procedures | |
| Questioning Technique | |
| Misc. | |

Additional Comments:

Ideas to be implemented in the classroom:

Date observation discussed with mentor:

Allegheny-Clarion Valley School District

Teacher Induction Plan

Inductee Observation Form #9

Inductee _____ Teacher observed _____

Class/Subject _____ Grade _____ Date _____

Indicate which observation is being conducted

- Mentor Mentor or other teacher in subject area
 Out of area teacher Special Education Teacher

The new inductee must complete 4 observations during each year of the induction process. **Observation must be completed by the end of year #2, 4th nine-week period.**

The following areas are suggested a possible items for the inductee to take special notice of during the observation. These notes should be reviewed with the mentor during an upcoming meeting to identify areas that can be incorporated into the inductee's classroom.

| Area | Notes |
|-----------------------|-------|
| Lesson Plans | |
| Classroom Management | |
| Classroom Environment | |
| Student Motivation | |
| Teaching Style | |
| Delivery Methods | |

| | |
|---------------------------|--|
| | |
| Assessment | |
| Methods | |
| Student Activities | |
| Interaction with students | |
| Classroom procedures | |
| Questioning Technique | |
| Misc. | |

Additional Comments:

Ideas to be implemented in the classroom:

Date observation discussed with mentor:

Comments:

Inductee Name:

Number of credits towards permanent certification:

Date certification expires:

Induction Plan review dates: Date forms submitted Administrator signature

Year One

| | | |
|-------------------------------|-------|-------|
| 1st quarter | _____ | _____ |
| 2nd quarter | _____ | _____ |
| 3rd quarter | _____ | _____ |
| 4th quarter | _____ | _____ |

Year Two:

| | | |
|-------------------------------|-------|-------|
| 1st quarter | _____ | _____ |
| 2nd quarter | _____ | _____ |
| 3rd quarter | _____ | _____ |
| 4th quarter | _____ | _____ |

ALLEGHENY-CLARION VALLEY SCHOOL DISTRICT INDUCTION PROGRAM

CERTIFICATION SHEET

Year One

| Observations Completed | Date of Observation | Date of conf. w/mentor |
|---|----------------------------|-------------------------------|
| 1. Mentor observed inductee | _____ | _____ |
| 2. Mentor observed inductee | _____ | _____ |
| or | | |
| 1. Inductee observed mentor | _____ | _____ |
| 2. Inductee observed mentor or similar teacher | _____ | _____ |
| 3. Inductee observed Sp. Ed. | _____ | _____ |
| 4. Inductee observed out of area teacher | _____ | _____ |

Year Two

| Observations Completed | Date of Observation | Date of conf. w/mentor |
|---|----------------------------|-------------------------------|
| 1. Mentor observed inductee | _____ | _____ |
| 2. Mentor observed inductee | _____ | _____ |
| or | | |
| 1. Inductee observed mentor | _____ | _____ |
| 2. Inductee observed mentor or similar teacher | _____ | _____ |
| 3. Inductee observed Sp. Ed. | _____ | _____ |
| 4. Inductee observed out of | _____ | _____ |

**ALLEGHENY-CLARION VALLEY SCHOOL DISTRICT INDUCTION PROGRAM
CERTIFICATION SHEET**

Induction Contact Log maintained: Yes No

Needs Assessment completed:

Beginning of Year Yes No

Mid-point Yes No

**This certifies that the above named inductee has
satisfactorily completed the:**

**Allegheny-Clarion Valley School District Teacher Induction
Program requirements.**

Signature

Date

Superintendent

Principal

NOTICE OF NON-DISCRIMINATION

The Allegheny-Clarion Valley School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex or disability in its admission procedures, educational programs, activities or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact the Office of the Superintendent of Schools, Box 100, Foxburg, PA 16036. Telephone: (724) 659-5820.