



Intermediate Unit 1 District Induction Consortium

New Teacher Induction Plan

Revised 2015

Induction Program

Which of the following goals, objectives and competencies does the District's Induction program contain? (Check all that apply)

Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.	X
Inductees will assign challenging work to diverse student populations.	X
Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.	X
Inductees will know the basic details and expectations related to school initiatives, practices and procedures.	X
Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.	X
Inductees will effectively navigate the Standards Aligned System website.	X
Inductees will know and apply LEA endorsed classroom management strategies.	X
Inductees will know and utilize school/LEA resources that are available to assist students in crisis.	LD
Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.	X
Other, please specify below	
Inductees will understand the basics of School Law as it pertains to their professional responsibilities.	X

Provide brief explanation of District's process for ensuring these selected characteristics.

Members of the IU1 District Consortium share the belief that induction into a career in teaching is the first step in continuing professional development and life-long learnings. The consortium program is designed to assist districts in their efforts to help new employees to better understand the dimensions of their roles in education and to help prepare them for the challenges of creating a learning environment in which all students can succeed.

The IU1 District Consortium Induction Program creates a collaborative learning environment that ensures the selected characteristics above are addressed through a variety of courses and workshops. The first two classes are facilitated in a face-to-face session, requiring inductees to engage with colleagues from their own district as well as inductees from other participating districts. The remaining classes are delivered via an online learning management system. Through this system, inductees participate in online discussions to encourage continued collaboration across the region. Our intention is to build camaraderie amongst educators from the same district as well as educators throughout the consortium via digital tools.

Year 1:

- **Act 48, Instructional II, Educator Effectiveness, PA Core Standards, PA Accountability and Assessment, and ESL Overview:** During this session, inductees focus on state-level and LEA-wide initiatives, practices, policies, and procedures. They examine the requirements to maintain their certificate through Act 48 and to achieve their Instructional II Certificates. The inductees explore the Educator Effectiveness System and learn about the Danielson Framework. The SAS Portal is the primary source used to access standards, the curriculum frameworks, lesson resources and materials that have been shown to improve student achievement. Inductees are also exposed to and engage in interactive activities with Pennsylvania's Accountability/Assessment System, School Performance Profile, and PVAAS reporting. It is expected that inductees will receive any expectations specific to LEAs or school buildings through local in-service meetings throughout the school year.
- **Instructional Strategies:** This session is designed to give inductees an in-depth walk-through of Domains 2 and 3 of the Danielson Framework. Under Domain 2, participants explore the Classroom Environment via research-based instructional strategies that they could implement in their own classrooms. Participants examine each component of Domain 2 and spend a significant amount of time learning about and sharing resources on establishing a positive classroom rapport, including classroom management strategies. Participants are exposed to the PD Modules in the SAS portal to learn more about any of the components in the Danielson Framework. The second half of the session is spent on Domain 3 and instructional practices known to improve student achievement. Specifically, inductees learn about Webb's Depth of Knowledge, practice writing high-level questions, and exploring high-level tasks appropriate for their grade-level or content area. To conclude the session, participants view a video of a teacher in class and discuss what evidence they discover about the Classroom Environment and Instructional Strategies.
- **Technology Integration:** Participants in this session will receive hands-on experience with 21st century learning tools. They will explore the latest instructional practices using

technology that have been shown to impact student achievement. By addressing different tools available to meet the needs of students in their classrooms, inductees will increase their ability to give all students access to challenging work. All participants are required to develop at least one SAS-aligned lesson plan that integrates technology and complete an action plan for implementation of the lesson.

- **School Law:** Participants in this course will identify the critical areas of School Law that are relevant to working with students, staff, and parents in public school settings. Resources used include: PA School Code-Title 22, PA Chapter 22-Code of Professional Practice for Educators, Confidentiality and the Law, Chapter 14 Special Education and Programs, Basic Due Process for PA Educators, and current case law. Thoughtful interaction with four forums is required on topics including the Code of Professional Practice for Educators, Inappropriate Teacher Student Interaction, Understanding Confidentiality, and Special Education - Critical Elements for Beginning Teachers. Class members must research and summarize a current legal case as well as write a 500 word paper addressing the related issues of Teacher Rights, Tenure and Due Process.

Year 2:

- **Inclusive Practices:** This workshop provides an overview and history of Least Restrictive Environment and it defines the differences between inclusion, team teaching, and co-teaching. Inductees learn six approaches to co-teaching, classroom strategies for implementing the approaches, and online resources to assist teachers when planning for co-teaching. Throughout this course, inductees will refine their ability to assign and scaffold challenging work to diverse student populations.
- **Excel, PowerPoint, and Word:** While nearly every teacher has access to these Microsoft Office tools, few teachers understand how to integrate them into instruction. This session explores intermediate and advanced topics in Excel, PowerPoint, and Word and provides inductees with an opportunity to examine how they can be used to enrich instruction and collaborate with their peers. In addition to these tools, inductees discover presentation tools other than PowerPoint and consider how they could enable students to use these tools to demonstrate their own understandings.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

The IU1 District Induction Program does not address school/LEA resources that are available to assist students in crisis. As these resources differ between districts and school buildings, an IU-

level discussion would not be productive. Instead, it is expected that LEAs will incorporate this topic in their own in-service sessions with all teachers.

Needs of Inductees

Which of the following tools does the District use to assess the needs of the inductees? (Check all that apply)

Frequent observations of inductee instructional practice by a coach or mentor to identify needs.	LD
Frequent observations of inductee instructional practice by building supervisor to identify needs.	LD
Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.	LD
Student PSSA data	X
Standardized student assessment data other than the PSSA	X
Classroom assessment data (Formative & Summative)	LD
Inductee survey (local, intermediate units and national level)	X
Review of inductee lesson plans	X
Review of written reports summarizing instructional activity	X
Submission of Inductee Portfolio	LD
Knowledge of successful research-based instructional models	X
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	X
Other, please specify below	

Provide brief explanation of District's process for ensuring these selected characteristics.

Identification of needs addressed by the plan is accomplished through a comprehensive needs assessment administered at intervals, district consortium council and teacher feedback, and a review of the literature on the challenges of the beginning teacher. The IU1 staff members that facilitate the sessions monitors school needs based on their PSSA and PVAAS scores via the School Performance Profile.

At the LEA-level, administrators formally evaluate the inductees semi-annually and conduct walk-throughs as needed throughout the school year. Learning needs based on these observations are collected and shared with the consortium.

Finally, inductees also have the opportunity to provide feedback after each class in regards to whether their needs were met by the content of the class. The evaluations are reviewed by each instructor and by the IU1 Induction Coordinator.

All of this data—student assessment data, building-level observation & walk-through data, evaluations, new research in best-practice, and teacher feedback—is compiled by the District Induction Consortium Council to adapt the scope and sequence of the program.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

All strategies are incorporated in the plan.

Mentor Characteristics

**Which of the following characteristics does the District use to select mentors?
(Check all that apply)**

Pool of possible mentors is comprised of teachers with outstanding work performance.	X
Potential mentors have similar certifications and assignments.	LD
Potential mentors must model continuous learning and reflection.	X
Potential mentors must have knowledge of LEA policies, procedures and resources.	X
Potential mentors must have demonstrated ability to work effectively with students and other adults.	X
Potential mentors must be willing to accept additional responsibility.	X
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).	LD
Mentors and inductees must have compatible schedules so that they can meet regularly.	LD
Other, please specify below	

Provide brief explanation of District's process for ensuring these selected characteristics.

Mentors are selected at a LEA- or building-level to support the LEA-specific needs of the inductees. Mentor teachers are selected from experienced, certified teachers who are identified as successful, effective classroom teachers and who exhibit the following characteristics:

- Project a professional image
- Are generally positive in their approach to fulfilling the responsibilities of teaching
- Are willing to share and lend support
- Are in the same building, if possible, as the new teacher they are to support
- Have demonstrated competence in instruction, organization, planning and interpersonal skills as evidenced by successful evaluations from the principal and recommendation and support of the LEA administration.

Mentors are responsible for supporting and providing resource person for the new teacher. They are expected to participate in mentor training and other in-service programs related to the induction process as appropriate. By staying up-to-date with current initiatives and practices through their own professional learning, mentors will model continuous learning and reflection for their inductee(s). Mentors are expected to fulfill the following requirements in their regularly scheduled interactions with their inductees:

- Help new teachers to identify most immediate and pressing needs.
- Serve as a sounding board for the new teacher.
- Act as a peer coach as appropriate.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

All mentor characteristics are currently incorporated.

Induction Program Timeline

Identify the timeline of induction topics to be addressed. (Check all that apply)

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators			X			
Assessments		X				
Best Instructional Practices		X	X	X		
Safe and Supportive Schools						
Standards		X				
Curriculum		X				
Instruction			X			
Accommodations and Adaptations for diverse learners			X			
Data informed decision making						
Materials and Resources for Instruction				X		

If necessary, provide further explanation.

The topics addressed in the Induction Program are addressed over a 2-year program as listed in the first section. In addition to the material presented during the program, LEAs may choose to provide more professional development on these topics through their own orientation, in-service, and/or through a 3rd year of induction offered locally.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluation the Induction program.

Intermediate Unit 1 maintains all records of attendance and participation in the District Induction classes. Individual inductees can find track their progress by accessing and printing their transcript from Solutionwhere. At the conclusion of each year of induction, inductees will be awarded a certificate of completion by the consortium.

Our Induction Program is evaluated regularly. At the end of each class, inductees are required to complete an evaluation. Additionally, a yearly survey is conducted of all of the inductees to

collect data on whether the program goals were met. This survey data is used to adjust the Program content for the following year to ensure that inductee needs are met. Finally, the District Induction Coordinators meet annually to discuss the program, identify any needs of their teachers that are not being met through the current class content, and to provide feedback about the program in general.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

Mentor documents his/her inductee's involvement in the program.	X
A designated administrator receives, evaluates and archives all mentor records.	X
School/LEA maintains accurate records of program completion and provides a certificate or statement of completion to each inductee who has completed the program.	X
LEA administrator receives, tallies, and archives all LEA mentor records.	X
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	X