

Induction Program

A. Expectations: (Initial when complete)

Mentor Initials	Mentee Initials	Principal Initials	
			1. Inductees will know, understand, and implement instructional practices validated by the LEA as known to improve student achievement. As evidenced by: _____
			2. Inductees will assign challenging work to diverse student populations. As evidenced by: _____
			3. Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies, and procedures. As evidenced by: _____
			4. Inductees will know the basic details and expectations related to school initiatives, practices, and procedures. As evidenced by: _____
			5. 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. As evidenced by: _____
			6. Inductees will effectively navigate the Standards Aligned System website. As evidenced by: _____
			7. Inductees will know and apply LEA endorsed classroom management strategies. As evidenced by: _____
			8. Inductees will know and utilize school/LEA resources that are available to assist students in crisis. As evidenced by: _____
			9. 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. As evidenced by: _____
			10. To orient new teachers to the Coudersport Area School District and community. As evidenced by: _____

B. Learning Goals

At the onset of the induction program, the mentor and mentee will establish a list of learning goals addressing the following areas. This list will be completed by the end of the first nine weeks and will be presented to the building principal on or before the first quarterly meeting.

Curriculum
Instruction
Data
Standards/Anchors
Professional Development
Policy
Discipline/Classroom Management
Assessment
Scheduling

Parent Correspondence
Technology Education
Community Involvement
School Law
Special Education
Inclusion and Co-teaching
Response to Instruction & Intervention (RTII)
English Language Learners (ELL)
School Counseling/Mandated Reporting

Mentor Initials	Mentee Initials	Principal Initials	
			Learning goals presented to principal are complete.

C. **Methods:** (Initial when complete)

Mentor Initials	Mentee Initials	Principal Initials	
			1. The building principals will provide a <u>timeline of expectations</u> for the year which include the mastery of the learning goals and the completion of the comprehensive portfolio.
			2. Quarterly meetings with the mentor, the mentee, and the building principal to discuss progress and questions of the mentor and/or the mentee. There will be a <u>written progress report</u> submitted by the mentor including areas of strengths, needs, and/or areas of concern.
			3. Weekly meetings between the mentor and the mentee to address questions/concerns and review procedures for various benchmarks throughout the year. The mentor will <u>maintain a record of evidence</u> of progress the mentee has made toward mastery of the learning goals.
			4. A <u>checklist of standard orientation topics</u> will be used at the onset of the employment of a new teacher. Mentoring spans 180 contractual work days commencing with the date of hire of the mentee.
			5. <u>Evidence</u> of professional development training opportunities for the mentee. (Minimum of four during the year-long mentorship program).
			6. Mentees will <u>observe four teachers</u> of varying grade levels and disciplines for a minimum of one class period each throughout the course of the year-long mentorship program.
			7. Mentor <u>will observe mentee a minimum of once every nine weeks</u> to identify strengths, needs, and/or areas of concern as they relate to the learning goals.
			8. An <u>evaluation will be completed</u> by both the mentor and the mentee at the end of the year-long mentorship program. <u>The evaluation will be reviewed</u> by the building principal and then a copy sent to the superintendent.
			9. Mentees will prepare a comprehensive portfolio for submission to the building principal to include all records of evidence compiled for the year-long mentorship program.
			10. All new teachers will attend the New Teachers Academy held at Seneca Highlands Intermediate Unit Nine. Date(s) attended: _____

D. **Needs of Inductees:** (Initial when complete)

Mentor Initials	Mentee Initials	Principal Initials	
			1. Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
			2. Frequent observations of inductee instructional practice by supervisor to identify needs.
			3. Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
			4. Student PSSA data.
			5. Standardized student assessment data other than the PSSA.
			6. Classroom assessment data (Formative & Summative).
			7. Inductee survey (local, intermediate units, and national level).
			8. Review of inductee lesson plans.
			9. Review of written reports summarizing instructional activity.

			10. Submission of inductee portfolio.
			11. Knowledge of successful research-based instructional models.
			12. Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

E. *Mentor Characteristics*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures, and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- 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).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

The building principal will assign a mentor to all new teachers in Coudersport Area School District. All teachers, regardless of teaching experience, must go through a teacher induction process per state requirements if they have not received their permanent certification. A mentor will be assigned to any new teacher who is coming into the district regardless of experience. Mentors will be chosen based on experience, content knowledge, and interpersonal skills. Mentors must have received tenure and be highly skilled. Mentors must be individuals held in high regard by their peers and the administration. The selection process for the mentor will be at the discretion of the building principal. If a conflict arises between the mentor and mentee, a conflict resolution meeting will be held with the administration.

F. *Induction Program Timeline*

Topics	Aug-Sept	Oct-Nov	Dec-Jan	Feb-March	April-May	June-July
Code of Professional Practice and Conduct for Educators	X					
Assessments		X				
Best Instructional Practices		X				
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum			X			
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners		X				
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

1. The first activity for the mentee will be New Teacher Orientation Day which will be held prior to the first contractual day for teachers. This activity is mandatory for all new teachers and their mentors. The Orientation Day will be hosted by the Building Principals.
2. The mentor and mentee will meet during the mentee's first contractual day of school. The content of the meeting will include, but not be limited to, opening day procedures, first day lesson plans, first weekly lesson plans, review of teacher handbook, student handbook, and policies. The session will also be a time for open dialogue between the new teacher and mentor to address questions or concerns.
3. If the new teacher is hired during the school year, alternate orientation arrangements will be made.
4. The mentor and mentee will meet weekly throughout the academic year. During these meetings, the mentor will review the mentee's weekly lesson plans and the ongoing record of evidence.
5. Quarterly meetings will be scheduled and conducted between the building principal, mentor, and mentee. The record of evidence will be reviewed at that time and questions will be answered. Goals that were established at the onset of the program will be reviewed at each meeting.
6. Professional development training sessions will be coordinated district wide for continuing education. As available, sessions may be scheduled through the Intermediate Unit Nine.

G. *Monitoring and Evaluating the Induction Program*

1. Ongoing assessment of the induction program will take place through weekly meetings between the mentor and the mentee.
2. Updates will take place quarterly between the mentor, mentee, and the building principal.
3. The record of evidence of activities (ie. Checklist, running record/log) will be available for review at any time for the building administration.
4. A written progress report will be developed by the mentor four times during the calendar year to be reviewed at the quarterly meetings.
5. The mentee will be responsible for collecting and compiling data to be housed in a portfolio which documents and demonstrates evidence of professional growth and learning for the year-long mentorship program. Four category titles will be the focus area for this portfolio which align with the semi-annual evaluation report. All four focus areas will be supported with documentation. These focus areas are as follows:
 - Planning and preparation
 - Classroom environment
 - Instructional delivery
 - Professionalism
6. The portfolio will be reviewed by the building principal and will be completed with the assistance of the mentor. Details of the expectations for the project will be outlined in a handout provided to the mentee at the first meeting with the mentor.

H. *Recording Process*

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

I. *Assurance*

By signing below, I approve that all Induction Program requirements have been met.

Principal's Signature/Date

Superintendent's Signature/Date

433.A1 July 2017
KSW