

# TEACHER INDUCTION PLAN

2008-2011

NAZARETH AREA SCHOOL DISTRICT  
Nazareth, PA 18064



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I. *Planning and Organizing the Teacher Induction Plan (TIP)*

1. The district's Continuing Professional Education (CPE)/Induction Committee is composed of the Assistant Superintendent (chairperson), Superintendent, Director of Instructional Technology, Building principals, and volunteer teachers who are serving as representatives for grade levels or subject area groups in each of our five schools. The committee serves as an advisory group and will evaluate the program each year. The topic of Induction will be included on the agenda at monthly meetings of the committee but especially before the beginning and at the end of each school year.

<u>Name</u>	<u>School Position</u>	<u>Subject/Grades</u>
Michael Roth	Asst. Superintendent	K-12
Tamara Gary	Curriculum, Director	K-12
Therese Myers	Special Education, Director	K-12
Rosemary Mentasana	Pupil Services, Director	K-12
Michael Santos	Principal	K-5
William Mudlock	Principal	K-5
Joseph Yanek	Principal	K-5
Robert Kern	Principal	6-8
Alan Davis	Principal	9-12
Alton Mann	Math Specialist	K-5
Laura McCrone	Reading Specialist	K-5
Sue Whalen	Teacher	6-8
Brittany Greene	Teacher	9-12
Sandy Turtzo	Reading Specialist	K-5
Joshua Gridley	Counselor	K-5
Jill Hoch	Nurse	K-12
Jennifer Allen	Parent	Elementary
Tracy Bayda	Parent	Secondary
Kathy Heller	Community	K-6
Jim Uliana	Community	K-12
Nazareth Area School District Advisory Committee		

2. Administrators are selected to serve on the council by the superintendent because of their responsibility for the overall instructional program in their school. The teacher representatives are asked to serve on the council by their principals and are individuals who have served as mentors in the past or who will/may serve as mentors in the coming year. Their participation is voluntary. The council chairperson is elected by the council annually.

3. Mentors are asked to serve by their principals based upon the following criteria:
  - a. Permanent certification and three (3) years' teaching experience in Nazareth.
  - b. Participation of the mentor will be on a volunteer basis.
  - c. Assignment to the same building and teaching assignment as the inductee, when possible.
  - d. Recognition as an excellent teacher, per the components of the *Framework for Teaching*.
  - e. Knowledge and understanding of different approaches to learning, classroom management, and the district philosophy of instructional improvement.
  - f. Enthusiasm and a positive attitude toward professional assignments.
  
4. The definition of an inductee in the Nazareth Area School District is any instructional employee who is new to teaching or new to the district or serving as a long-term substitute teacher for a minimum of a semester. Since new teachers included in the induction program will come to the district with a variety of experiences, the program will have the flexibility to individually structure activities that sufficiently provide for the educational development needs of all inductees. The initial needs assessment and weekly meetings with the mentor teachers will provide input to structure individual activities for the inductee.

All inductees will be given a questionnaire entitled Needs Assessment for Teacher Inductees (see Addendum #1) at the beginning of the TIP to assess the individual and group needs of the new teachers. The results of this assessment may alter the formal and informal activities and topics addressed in the program. In addition, the weekly meetings between the inductee and the mentor teacher will continually measure the inductee's needs in order to provide "in process" assistance to him/her. Each year the needs assessment instrument will be re-evaluated and revised if appropriate so that it will adequately reflect the needs of future inductees.

The mentor's function is to work cooperatively with the inductee to:

- a. Establish support as a helper and confidant.
- b. Meet with the inductee at least once a week during the school year to discuss progress, provide feedback, and to submit a monthly report/check list to the building administrator.
- c. Assist the inductee in identifying needs.
- d. Suggest methods of planning for instruction and ways to organize and manage the classroom.
- e. Suggest ways of communicating with others such as colleagues, parents, and visitors.
- f. Provide for visits and demonstrations in each other's classroom and with other teachers.
- f. Assist in obtaining available resources.
- g. Explain routine procedures in the building.

In addition, the mentors will meet with the Continuing Professional Education/Induction Committee at the conclusion of each school year to evaluate the success of the program and plan for the following year.

## II. *Designing Program Content*

1. The goals of our TIP are to provide each inductee with a general orientation to the Nazareth Area School District and to increase his/her knowledge and improve his/her teaching skills.

The objectives of the program are to:

- a. Familiarize the inductee with school district policies and practices and to integrate them into the social system of the school and community.
  - b. To provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran teachers.
  - c. To support the development of their professional knowledge and skills.
  - d. To provide continued assistance to reduce problems for the new teacher.
  - e. To cultivate a professional attitude toward teaching and learning, and working with others such as students, parents and colleagues
2. The general topics to be covered in our TIP can be classified into two categories:
    - a. Those designed as orientation activities to familiarize the inductee with the Nazareth Area School District and
    - b. Those activities designed to develop and define the professional knowledge and skills of the inductee.
  3. An orientation program will be presented by district staff in a group meeting prior to the beginning of each school year in August. A similar type program will be presented to any newly-hired inductee throughout the school year by the chairperson of the TIP program to insure the continuity of the program. Some of the topics that will familiarize inductees with the Nazareth Area School District will include:
    - a. The Framework for Teaching
    - b. the district calendar.
    - c. salary and benefits.
    - d. the school code and district's policy book.
    - e. courses of study and curriculum.
    - f. the central duplicating system.
    - g. emergency closings.
    - h. hiring a substitute teacher.
    - i. homework policy.
    - j. bell schedules.
    - k. school handbooks.
    - l. lesson plans and plan books.
    - m. first day routines.
    - n. grouping of students.
    - o. supplies.
    - p. grading procedures.
    - q.. other.
  4. A packet of materials to be part of the orientation program should include but may not be limited to:
    - a. district observation form.
    - b. PDE Form 426, 427, or 428

- c. copy of TIP.
- d. copy of professional development plan.
- e. district calendar.
- f. course of study.
- g. guidelines for duplicating.
- h. school closing procedure.
- i. hiring a substitute.
- j. homework policy.
- k. school handbook.
- l. other.

5. General activities designed to develop and refine the professional knowledge and skills of the inductees will be presented by district staff at the orientation session in August and throughout the year. The orientation session will include presentations on classroom management, student exceptionalities and referrals, observation and evaluation of professional personnel, and current issues in education. Ongoing activities throughout the year will focus on any other activities deemed appropriate to familiarize the inductees with the Nazareth Area School District. In addition to the activities designed specifically for the inductees, each inductee will participate in the district's in-service program/s.
6. Research on effective teaching will be used to support all of the activities planned for the inductees. A copy of the NASD observation form as well as a copy of the state Form 426, 427, or 428 will be included in the material presented on the observation and evaluation of professional personnel. Research on fundamental teaching strategies and cooperative learning techniques will be applied to the discussions on classroom management. Research from recent developments in the area of special education will include discussions of IST and inclusion practices as implemented by the NASD. Peer observation activities will help to demonstrate and reinforce research on effective teaching.
7. All of the human resources available to the school district will be available to the mentors and inductees in support of the TIP including the school psychologist, counselors, nurses, administrators, and curriculum specialists. In addition, resources from local colleges, agencies, and the intermediate unit are available as needed.

Fiscally, the district will provide the following assistance to the TIP:

- a. A minimum of \$125.00 per inductee for off-site workshops/conferences plus the transportation costs and required substitute days.
- b. Released time for a minimum of two full-day peer observation opportunities (at least one in district) with the approval of the building administrator and to be completed by the end of the first semester.
- c. A luncheon for council members, mentors and inductees.
- d. A certificate of recognition for mentors and inductees.
- e. Each full-year mentor will have the option of a stipend of \$250.00 and a compensatory day, or an annual stipend of \$500.00. All other part-time mentors shall be prorated by the district..

III. *Accounting, Evaluating and Reporting*

1. The timeline for implementation of full-year mentors and inductees is as follows:

<u>Activity</u>	<u>Dates</u>
Identification of inductees and selection of mentors	June - August
CPE/Induction Committee Meeting	August
Orientation Session for Inductees, Mentors, Inductees (2 Days)	August
Classroom Management (1-hour workshop)	October
Conferencing with Parents (1-hour workshop)	November
Weekly meetings between mentors and inductees	September - June
CPE/Induction Committee Meeting with mentors and inductees to evaluate the TIP	May
Recognition of mentors and inductees by Board of Education	May

2. The timeline for a long-term substitute (LTS) employed for less than a full year and more than a semester shall be determined by the chairperson. An LTS hired for the first semester shall attend the summer orientation activities and maintain ongoing communication with his/her mentor. An LTS hired for the second semester shall receive an orientation and program overview by the chairperson and appropriate administrator prior to the start of their assignment. A second semester inductee may be asked to attend segments of the orientation program the following summer if they continued to be employed by the NASD. Semester inductees shall be eligible to receive their Induction Completion Document if they have completed the requirements of the program as determined by the chairperson, building administrator, and mentor.
3. The following evaluation procedure will be used to measure the effectiveness of the TIP:
- Each mentor and inductee will maintain a Checklist of Induction Activities (See Addendum #2).
  - The mentor and the superintendent will complete and sign an Induction Completion Document at the end of each school year attesting to the completion of the TIP for each inductee who successfully completes the program. (See Addendum #3).

- c. Each inductee will complete an Evaluation of Program document. (See Addendum #4).
  - d. In May of each year a meeting of the CPE/Induction Committee, mentors and inductees will be held to evaluate the success of the program. The council will implement changes to the TIP as a result of this meeting and the Evaluation of Program documents from the inductees.
4. To verify participation in the TIP the Checklist of Induction Activities document together with the Induction Completion Document will be placed in each inductee's permanent file in the superintendent's office. A copy of the Induction Completion Document will be given to each inductee for their records. (Examples of these documents are attached as Addendum 2-4.)

## NEEDS ASSESSMENT FOR TEACHER INDUCTEES

Inductee \_\_\_\_\_ Mentor \_\_\_\_\_

Building \_\_\_\_\_ Date \_\_\_\_\_

Some typical components of the Framework of Teaching are listed below. Please circle three specific items from each of the Four Domains of Teaching. The circled items should be addressed by you and your Mentor during the \_\_\_\_\_ school year.

### Domain 1: Planning and Preparation

1. Individual Differences
2. Lesson Plans
3. Materials Acquisitions
4. Special Education
5. Pupil Support Services
6. IU Resources
7. Pupil Grading
8. Portfolio Assessment
9. Other

### Domain 2: The Classroom Environment

1. Classroom Management
2. Discipline
3. School Facilities
4. School Procedures (Classroom and Non-Classroom)
5. Custodial / Clerical Relations
6. Nurse/First Aid
7. CPR/AED
8. Other

### Domain 3: Instruction

1. Meeting the Nazareth Area School District Benchmarks for the PA Academic Standards
2. Curriculum Mapping
3. Courses of Study
4. Integrated Language Arts Program
5. Instructional Delivery Models (Teaching Strategies)
6. Communicating clearly and accurately
7. Demonstrating flexibility and responsiveness
8. Other

### Domain 4: Professional Responsibilities

1. Professionalism
2. Record keeping/Reporting
3. School Philosophy
4. Public Relations
5. Teacher Evaluation
6. Parent/Teacher Relationships
7. Parent Conferences
8. School Policy/Procedures
9. School Handbook/s
10. Summer Programs
11. Budget
12. Contributing to the School and District
13. Other

Please list additional instructional or orientation needs that you might have below. Feel free to use the back of the page.



## CHECKLIST OF INDUCTION ACTIVITIES

Inductee \_\_\_\_\_ Mentor \_\_\_\_\_

Building \_\_\_\_\_ Date \_\_\_\_\_

Topics preceded by the mentor's initials indicate the areas addressed by the above Inductee and Mentor during the \_\_\_\_\_ school year

**Domain 1: Planning and Preparation**  
**Initials:**

- \_\_\_\_\_ 1. Individual Differences
- \_\_\_\_\_ 2. Lesson Plans
- \_\_\_\_\_ 3. Materials Acquisitions
- \_\_\_\_\_ 4. Special Education
- \_\_\_\_\_ 5. Pupil Support Services
- \_\_\_\_\_ 6. IU Resources
- \_\_\_\_\_ 7. Pupil Grading
- \_\_\_\_\_ 8. Portfolio Assessment
- \_\_\_\_\_ 9. Other

**Domain 3: Instruction**  
**Initials**

- \_\_\_\_\_ 1. Meeting the NASD District Benchmarks for the PA Academic Standards
- \_\_\_\_\_ 2. Curriculum Mapping
- \_\_\_\_\_ 3. Courses of Study
- \_\_\_\_\_ 4. Integrated Lang Arts Program
- \_\_\_\_\_ 5. Instructional Delivery Models (Teaching Strategies)
- \_\_\_\_\_ 6. Communicating clearly and accurately
- \_\_\_\_\_ 7. Demonstrating flexibility and responsiveness
- \_\_\_\_\_ 8. Other

**Domain 2: The Classroom Environment**  
**Initials:**

- \_\_\_\_\_ 1. Classroom Management
- \_\_\_\_\_ 2. Discipline
- \_\_\_\_\_ 3. School Facilities
- \_\_\_\_\_ 4. School Procedures (Classroom and Non-Classroom)
- \_\_\_\_\_ 5. Custodial / Clerical Relations
- \_\_\_\_\_ 6. Nurse/First Aid
- \_\_\_\_\_ 7. CPR/AED
- \_\_\_\_\_ 8. Other

**Domain 4: Professional Responsibilities**  
**Initials:**

- \_\_\_\_\_ 1. Professionalism
- \_\_\_\_\_ 2. Record keeping/Reporting
- \_\_\_\_\_ 3. School Philosophy
- \_\_\_\_\_ 4. Public Relations
- \_\_\_\_\_ 5. Teacher Evaluation
- \_\_\_\_\_ 6. Parent/Teacher Relationships
- \_\_\_\_\_ 7. Parent Conferences
- \_\_\_\_\_ 8. School Policy/Procedures
- \_\_\_\_\_ 9. School Handbook/s
- \_\_\_\_\_ 10. Summer Programs
- \_\_\_\_\_ 11. Budget
- \_\_\_\_\_ 12. Contributing to the School and District

**Monthly Report to Administrator (initial):**

Sep \_\_\_\_\_ Oct \_\_\_\_\_ Nov \_\_\_\_\_ Dec \_\_\_\_\_  
 Jan \_\_\_\_\_ Feb \_\_\_\_\_ Mar \_\_\_\_\_ Apr \_\_\_\_\_  
 May \_\_\_\_\_ Jun \_\_\_\_\_

**Board Meeting Attended** \_\_\_\_\_

**Portfolio Submitted:** \_\_\_\_\_

**Professional Growth Goals Established:** \_\_\_\_\_

Nazareth Area School District

**INDUCTION COMPLETION DOCUMENT**

*(To be completed by the Mentor)*

Building \_\_\_\_\_

Mentor \_\_\_\_\_ Inductee \_\_\_\_\_

<u>Activities</u>	<u>Dates of Participation</u>
I. District Orientation Session	_____
II. Portfolios Workshop	_____
III. Conferencing with Parents Workshop	_____
IV. Evaluation of TIP Meeting	_____
V. Board Meeting	_____
VI. Other In-Service Programs	_____
_____	_____
_____	_____
_____	_____
VII. Regular Weekly Meetings with Support Teachers from _____ through _____	

VIII. Peer Observations

	<u>Teacher's Name</u>	<u>School</u>	<u>Date</u>
1.	_____	_____	_____
2.	_____	_____	_____

IX. Off-Site Workshop/Conference \_\_\_\_\_  
Topic \_\_\_\_\_ Date \_\_\_\_\_

X. Portfolio Submitted (including growth goals) \_\_\_\_\_

This certifies that the above named inductee participated in and successfully completed the requirements of the Teacher Induction Program during the \_\_\_\_\_ school year.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Mentor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# TEACHER INDUCTION REPORT

Mentor \_\_\_\_\_

Inductee \_\_\_\_\_

Building \_\_\_\_\_

Month \_\_\_\_\_

Topic(s) Discussed

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## EVALUATION OF PROGRAM

*(To be filled out by inductee)*

1. Did this program provide the support that you needed to make the transition to the Nazareth Area School District? Explain.
  
2. What things would you suggest be added to aid an incoming teacher?
  
3. What changes in the program would you recommend?
  
4. To what extent were the following objectives met by the program?

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>
* Improvement of teaching skills	_____	_____	_____
* Adjustment to district and building standards and methods of operation	_____	_____	_____
* Adjustment to student needs	_____	_____	_____
* Assessment of professional development	_____	_____	_____

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Inductee's Signature

Date