



TEACHER INDUCTION PROGRAM Handbook

2019-2020

NAZARETH AREA SCHOOL DISTRICT
One Education Plaza
Nazareth, PA 18064

Goals of the NASD Teacher Induction Program (TIP)

The goals of the Nazareth Area School District Teacher Induction Program (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 inductees into the social system of the school and community.
- b. To provide an opportunity for the inductees to analyze and reflect on their teaching with coaching from veteran teachers.
- c. To support the development of the inductee's professional knowledge and skills.
- d. To provide continued assistance to face the challenges of the new teacher.
- e. To cultivate a professional attitude toward teaching and learning, and working with others such as students, parents and colleagues.

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.
- b. Those activities designed to develop and refine the professional knowledge and skills of the inductee.

An orientation program will be presented by district staff prior to the beginning of each school year in August. Inductees hired after the start of the school year will participate in a similar program and then continue participation in the TIP activities scheduled for the rest of the school year. Some of the topics that will familiarize inductees with the Nazareth Area School District include:

- | | |
|--|---|
| ➤ The Framework for Teaching | ➤ Homework Policy |
| ➤ Educator Effectiveness | ➤ Bell schedules |
| ➤ District calendar | ➤ School handbooks |
| ➤ Salary and benefits | ➤ First day routines |
| ➤ PA Public School Code and district's policy book | ➤ Grouping of students |
| ➤ Courses of study and curriculum | ➤ Supplies |
| ➤ Emergency closings | ➤ Grading procedures |
| ➤ Requesting a substitute teacher | ➤ Employee Assistance Program (EAP) |
| ➤ HIPPA, FERPA | ➤ Act 48, Instructional I, Instructional II, Tenure |
| ➤ Technology and AUP | |

The teacher induction program will include presentations on student exceptionalities, observation and evaluation of professional personnel, technology, 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 professional development plan and supervision and evaluation process.

Guidelines for Mentors and Inductees

The mentor-inductee relationship is essential to the success of a teacher new to the district as he or she enters the education profession in the Nazareth Area School District. The formal and informal activities associated with a successful induction program are based upon the positive relationship built between the mentor and inductee. The following guidelines are established to assist the mentor and inductee in addressing the needs and concerns of the inductee:

Inductees:

- **Attend all scheduled mentoring sessions.**
- **Play an active role in the mentoring relationship.** An inductee can do this by offering critical reflections on his/her own practice and by identifying areas in which assistance is needed.
- **Seek out help.** The inductee must understand that he or she must seek out support from team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop professionally.
- **Observe experienced teachers at work.** The inductee with the help of his/her mentor will participate in a scheduled observation of experienced teacher(s). Release time for a minimum of one full-day peer observation opportunity in the district with the approval of the building administrator will be provided.
- **Participate regularly in programs organized for inductees.** These include, but are not limited to the summer orientation and regular meetings.
- **Maintain Induction/Mentoring Forms.**
 - Documentation of the induction process must be submitted to the Assistant Superintendent's Office **electronically through Schoology** by established deadlines.
 - Final **Induction Completion Document** and the inductee's **Evidence of Professional Growth Documentation** must be **posted in Schoology** no later than **May 1, 2020**.
 - Evidence of Professional Growth Documentation Includes:
 - All Addendums
 - Teacher Induction Reports
 - Peer Observation Reflection
 - Teacher/Video Observation Reflection
- **Participate in a support process for maintaining a mentor/inductee relationship.** If an unresolvable issue arises in the mentor/inductee relationship, the inductee or mentor can request a meeting with the Building Principal and/or the Assistant Superintendent to help to reach a resolution.

Mentor:

- **Participate in assigned activities during the NASD Teacher Induction Program.**
- **Ensure a strong start to the year.** Mentors can help inductees launch into a productive year by making sure they know where to obtain all needed materials and by explaining the pertinent routines and schedules.
- **Meeting frequently during the school year.** Meet at least once a week during the months of September through January. Meet at least once every other week from February through May.
- **Provide instructional support.** This includes, but is not limited to:
 - Providing regular opportunities for inductee(s) to observe mentor teaching.
 - Participating in discussions following lessons that draw upon reflective thinking strategies.
 - Maintaining open communication with inductee either face to face or electronically.
 - Supporting teaching and learning standards of the state curriculum frameworks.
 - Refining various teaching strategies.
 - Addressing issues such as classroom management and communicating effectively with parents.
 - Recognizing and addressing multiple learning styles and individual student needs.
- **Provide professional support.** Inductees need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation. Principals and Directors as well as Mentors should be a resource for information on evaluation and professional practice.
- **Provide guidance and assistance at all transition points** - throughout the year (i.e.: beginning of school year; end of marking periods/semesters; before and after breaks).
- **Provide personal support.** Mentors can help relieve the stress on inductees by introducing them to other faculty members and providing support and encouragement to help the inductee put problems in perspective.
- **Maintain a confidential relationship with the inductee.** It is important that inductees are confident that the dialogue they have with their mentor is safe and secure and that they will get nurturing and supportive feedback from their mentor.
- **Serve as a liaison.** The mentor should have the knowledge and skills to refer the inductee to other teachers and educational resources, so that the inductee is exposed to a variety of perspectives and instructional practices.
- **Serve as a resource.** Inform the inductee of opportunities and supports provided by various professional associations.
- Ensure that all aspects and documentation of the induction process have been completed and submitted to the Assistant Superintendent's Office **electronically through Schoology** by established deadlines.
- Ensure that the inductee's **Evidence of Professional Growth Documentation** is **posted in Schoology** no later than **May 1, 2020** and the final **Induction Completion Document** is **posted in Schoology by May 1, 2020**.
 - Evidence of Professional Growth Documentation Includes:
 - All Addendums

- Teacher Induction Reports
- Peer Observation Reflection
- Teacher/Video Observation Reflection
- **Participate in a support process for maintaining a mentor/inductee relationship.** If an unresolvable issue arises in the mentor/inductee relationship, the inductee or mentor will request to meet with the Building Principal and/or the Assistant Superintendent and the mentor to reach a resolution to the issue.

Principal, Assistant Principal, Education Program Directors:

The responsibilities of the administrator will include, but are not limited to the following:

- **Meet with new teacher no less than once/month** separate from building meetings to review timely topics and to answer related questions. Topics may include but are not limited to:
 - o Open House procedures
 - o Progress reports
 - o Assessment deadlines
 - o Evaluation of teachers
 - o Conferences with parents
 - o Professional development opportunities
 - o Collegial practices
 - o Program issues
- **Establish a school culture** that is built on collegiality and supports collaboration among new and veteran teachers.
- **Ensure reasonable working conditions** for the inductee that will promote a successful first year, that might include assigning the inductee to few extra-curricular duties, and a schedule that is compatible with the mentor’s schedule.
- **Promote and encourage** opportunities for the inductee to observe exemplary teachers in the building and across the district.
- **Provide support and encouragement** to all new staff by listening and remaining open to new teacher ideas and suggestions regarding school policy, scheduling, personnel, student concerns, and curriculum issues.
- **Engage in periodic check-ins** with the new staff and/or mentors in their buildings regarding the mentoring progress with full understanding and respect for the confidentiality between mentor and inductee.
- **Participate in a support process for maintaining a mentor/inductee relationship.** If an unresolvable issue arises in the mentor/inductee relationship, the inductee or mentor will request to meet with the Building Principal and/or the Assistant Superintendent and the mentor to reach a resolution to the issue.

Timeline of Activities/Requirements

Activity / Requirement	Date(s)
<i>Summer Induction Program</i>	<i>August 12-15, 2019</i>
Meeting: Topics in Student Services (WLP Board Room)	October 15, 2019
<i>Teacher Induction Reports Due (Addendum #2) in Schoology</i>	<i>October 15, 2019</i>
Meeting: Parent Teacher Conferences: Training with Building Principals	November 6, 2019
<i>Meeting: Special Topics in Teaching and Learning “The Main Events” (WLP Board Room)</i>	<i>December 4, 2019</i>
Teacher Induction Reports Due (Addendum #2) in Schoology	December 4, 2019
<i>Meeting: Special Topics in Teaching and Learning “Peer Observation” (WLP Board Room)</i>	<i>February 12, 2020</i>
Teacher Induction Reports Due (Addendum #2) in Schoology	February 12, 2020
<i>Peer Observation Reflection Due (Addendum #6) in Schoology</i>	<i>February 12, 2020</i>
Meeting: Special Topics in Teaching and Learning “Video Reflection” (WLP Board Room)	April 15, 2020
<i>Teacher Induction Reports Due (Addendum #2) in Schoology</i>	<i>April 15, 2020</i>
Teacher/Video Observation Reflection Due (Addendum #7) in Schoology	April 15, 2020
<i>EOY Review with Building Principal (Addendum #5) Due</i>	<i>May 1, 2020</i>
Completion of NASD Professional Development Requirements	May 1, 2020
<i>Completion of Induction Completion Document (Addendum #3) and Evaluation of TIP (Addendum #4) Due</i>	<i>May 1, 2020</i>
TIP Reception/Board Recognition (District Office/WLP Board Room)	May 2020 (day TBD)

Requirements of TIP

- All Induction documents must be completed and uploaded to the Induction Schoology group.
- Attend district-level Induction meetings August through May.
- Attend weekly meetings of Inductee/Mentor September through January and then bi-weekly meetings of Inductee/Mentor from February through May.
- One peer classroom observation (Addendum #6), in the district, by February 12.
- Completion of Needs Assessment for Teacher Inductees (Addendum #1) during summer induction program.
- Completion of Teacher Induction Reports (Addendum #2) due October 15, December 4, February 12, and April 15.
- Teacher/Video Reflection (addendum #7) by April 15.
- EOY Review with Building Principal (Addendum #5) by May 1.
- Completion of the Evaluation of TIP Document (Addendum #4) by May 1.
- Mentor completion of Induction Completion Document (Addendum #3) by May 1.

****To document participation in the TIP, a copy of the Checklist of Induction Discussions document together with a copy of the Induction Completion Document will be placed in each inductee's permanent file in the Superintendent's office. The original Induction Completion Document along with a Certificate of Completion will be given to each inductee for their records.***

Required Documents

*The following pages list the required documents required for the Teacher Induction Program. Copies of these documents will be placed in the current year's folder under **N:/District Office/Professional Development/Teacher Induction Program** and can be used as "fill in" forms. These forms are also posted in **Schoology** in the **Induction group**.*

NEEDS ASSESSMENT FOR TEACHER INDUCTEES

(To be completed at Teacher Induction Program)

Inductee's Name: _____

Mentor's Name: _____

Inductee's Signature _____

Mentor's Signature _____

Building _____

Date _____

The following will assist you, as an Inductee, to inventory your experiences and areas of need. The information provided will assist your mentor in supporting your professional growth. Please complete this form and give it to your assigned mentor.

1. Previous educator experience, including student teaching and internship

2. List your three strongest assets as an educator.

3. List your three areas of concern for the year.

The NASD Teacher Induction Program is designed to support your professional growth. To help us do so, please rate your current level of concern for the following topics.

	No concern		Somewhat concerned		Very concerned
Expectations					
1. District Curriculum	1	2	3	4	5
2. Grade/Subject area standards for student learning	1	2	3	4	5
3. School/district policies & expectations	1	2	3	4	5
4. Using technology as a tool for learning	1	2	3	4	5
5. Evaluation of teacher performance	1	2	3	4	5
Teaching					
6. Determining student academic ability	1	2	3	4	5
7. Effective use of teaching strategies	1	2	3	4	5
8. Differentiating for individual student differences	1	2	3	4	5
9. Unit and lesson plan design	1	2	3	4	5
10. Effective use of textbooks and curriculum guides	1	2	3	4	5
Classroom Management					
11. Student discipline	1	2	3	4	5
12. Preparation time	1	2	3	4	5
13. Assessing/grading student work	1	2	3	4	5
14. Organization of the classroom	1	2	3	4	5
15. Management of paperwork and reports	1	2	3	4	5
16. Accessing materials, supplies, equipment	1	2	3	4	5
17. The budget for instructional materials	1	2	3	4	5
Relationships					
18. Parents and community members	1	2	3	4	5
19. Principals, administrators, Board of Education	1	2	3	4	5
20. Colleagues	1	2	3	4	5
21. Motivating & rapport with students	1	2	3	4	5
22. Cultural diversity of students	1	2	3	4	5
23. Your number of years of teaching experience _____					
Other Concerns?					
<u>24</u>	1	2	3	4	5
<u>25</u>	1	2	3	4	5
<u>26</u>	1	2	3	4	5

TOPICS FOR DISCUSSION

Inductees: Some of these activities may not apply. Please read through the list carefully.

August/September			
Orientation Program	Student Handbook	Copy Machines /Copying Parameters	Field Trip Procedure
Inductee Needs Assessment	Technology as a learning tool	Curriculum, Standards/Benchmarks	Fire Drills
Attendance and First Week Attendance	Text Books	Discipline Code	Guidance Counselor/Psychologist
Faculty Handbook	Safe Schools Plan	Duty Schedules	Seating Arrangements
Emergency Procedures	Remediation and Enrichment Periods	Faculty Meetings	Lunch Count
Field Trip Procedure	1st Week Lesson Plans	Grade Book/Grading Procedures	Substitute Plans
Grading Software	Student Progress Reports	I.E.P.'s/Inclusion	Specialist Schedule
Lesson Plan Requirements	Resource Materials	Room Preparation	Specialists Roles
Student Assemblies	Student Publications/Pictures	Instructional Pacing	Back-to-school night
Medical Alert Lists	Meeting Schedule	Parent Communications	Report Cards
Grading Procedures	Purchase Orders	Fund Raisers	Professional Development Plan
Teacher Mailboxes	Policy for students leaving prior to dismissal	Teaming	Professional Portfolios
District Standardized Testing Schedule (STAR, CDT, etc)	Common assessments	Final Exams	Safety & Security
October/November			
Snow Days/Delays	Professional Development Plan	Cycle of Supervision	Sponsored Events for Families and Students
Mid-Terms/Finals	Parent-Teacher Conferences	Report cards / Student Progress reports	RtII Process, Referrals, SAP, Child Study
Lesson Planning	Instructional Practices	Technology Integration	Holiday Activities
Classroom Management	Parent Volunteers	Curriculum Pacing	Safety & Security
December/January			
Finals	Keystone Exams	Curriculum Pacing	Cycle of Supervision
Sponsored Events for Families and Students	Holiday Activities	District Standardized Testing Schedule (STAR, CDT, etc)	Mid-year Evaluation
Technology Integration/Instructional Practice	RtII Process, Referrals, SAP, Child Study	Student Progress/Report Cards	Safety & Security
February/March			
District Standardized Testing Schedule (STAR, CDT, etc)	PSSA Testing	Cycle of Supervision	Instructional Practices
RtII Process, Referrals, SAP, Child Study	Classroom Management	Parent-Teacher Conferences	Safety & Security
April/May/June			
Final Grades	Parent Communications	Report Cards	Cycle of Supervision
End-Of-Year Procedures	Award Assemblies	Final Exams/Keystone Exams/ACT/SAT/AP	Collecting Fines
Field Trip Procedures	End-of-year Evaluation	Safety & Security	Other Topics

Nazareth Area School District

INDUCTION COMPLETION DOCUMENT

(To be completed by the Mentor on behalf of Inductee)

*(Upload into Schoology and submit original document **signed by Mentor only** to the Assistant Superintendents Office, Attn: Jennifer Allen for final review prior to Superintendent’s signature); **Due May 1, 2020**)*

Inductee’s Name: _____

Mentor’s Name: _____

<u>ACTIVITIES</u>	<u>DATES OF PARTICIPATION</u>
-------------------	-------------------------------

- I. District Orientation Sessions _____
- II. Special Topics in Student Services _____
- III. Special Topics in Teaching and Learning _____
- IV. Conferencing with Parents Workshop _____
- V. Mandated Reporting Training (certificate) _____
- VI. Suicide Prevention and Awareness Training (certificate) _____
- VII. Evaluation of TIP (Addendum #4) _____
- VIII. Completion of Teacher Induction reports signed by Principal (Addendum #2)

Oct _____ Nov _____
 Feb _____ Apr _____

IX. Peer Observation in NASD

<u>Teacher’s Name</u>	<u>School/Building</u>	<u>Date</u>
1. _____	_____	_____

X. Teacher/Video Observation Reflection Form Date _____

XI. Teacher End-of-Year Review with Building Principal (Addendum #5) Date _____

This certifies that the above named inductee participated in and successfully completed the requirements of the Teacher Induction Program during the 2019-2020 school year.

<p style="text-align: center;">Superintendent’s Signature</p> <p>Date _____</p>	<p style="text-align: center;">Mentor’s Signature</p> <p>Date _____</p>
--	--

EVALUATION OF PROGRAM

(To be completed by Inductee; Upload into Schoology; Due May 1, 2020)

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 a new teacher at the Nazareth Area School District?

3. What changes in the program would you recommend? [Click here to enter text.](#)

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Adjustment to district and building standards and methods of operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Adjustment to student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Assessment of professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Inductee's Signature

Date

Teacher End-of-the-Year Review with Building Principal

(To be completed by Inductee and Principal; Upload into Schoology; Due May 1, 2020)

Teacher's Reflection on the School Year:

Principal's Comments:

Principal Signature / Date _____

Teacher Signature / Date _____

Peer Observation of Teaching: Observer Checklist

(Upload into Schoology; Due February 12, 2020)

Class: _____ **Observer:** _____ **Lesson Topic:** _____

Student learning most closely resembles:	<input type="checkbox"/> Majority Teacher	<input type="checkbox"/> 50% teacher / 50% student	<input type="checkbox"/> Majority Student
Students are expected to: <input type="checkbox"/> Write <input type="checkbox"/> Read <input type="checkbox"/> Copy <input type="checkbox"/> Interpret <input type="checkbox"/> Solve <input type="checkbox"/> Model <input type="checkbox"/> Create <input type="checkbox"/> Listen <input type="checkbox"/> Calculate <input type="checkbox"/> Justify <input type="checkbox"/> Move			

Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Students are thoughtfully engaged in academics for every minute of observation: <input type="checkbox"/> Students follow teacher cues 100% of the time. <input type="checkbox"/> Students respond successfully to cold call. <input type="checkbox"/> Students ask clarifying questions. <input type="checkbox"/> Other																												
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Learning objective is clearly posted and is clear, measurable and achievable.																												
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Lesson is tight, moving at a challenging pace, with neither time nor space for students to be off-task.																												
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Teacher formally and / or informally checks for student understanding. (Q&A? Quiz? Exit ticket?)																												
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Teacher uses technology, resources or board to effectively support and clarify instruction.																												
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Students are working with clear, age-appropriate directions and expectations. Classroom procedures are in place.																												
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Teacher recognizes positive student contributions to class and provides clear, meaningful feedback to encourage continued work.																												
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Teacher expects students to speak and act respectfully to teacher and peers, and to respect and affirm their own and others' cultural and learning differences.																												
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	If another teacher is in the room, interaction with second adult is purposeful.																												
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	If another teacher is in the room, both teachers are interacting with students in meaningful ways.																												
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Classroom is neat and walls reflect current curricular topics and outstanding student work.																												
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Teacher varies lesson format and method of instruction; knowledge of various learning styles is evident.																												
			<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:25%;">Learning Experience</th> <th style="width:25%;">Collaborative Work</th> <th style="width:25%;">Differentiation</th> <th style="width:25%;">Other</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"><input type="checkbox"/> Multi-sensory materials</td> <td style="padding: 2px;"><input type="checkbox"/> Pairs</td> <td style="padding: 2px;"><input type="checkbox"/> Tiered texts</td> <td style="padding: 2px;"><input type="checkbox"/> Accommodated work</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Kinesthetic activity</td> <td style="padding: 2px;"><input type="checkbox"/> Small groups</td> <td style="padding: 2px;"><input type="checkbox"/> Tiered assignments</td> <td style="padding: 2px;"><input type="checkbox"/> Modified work</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Technology / media</td> <td style="padding: 2px;"><input type="checkbox"/> Stations</td> <td style="padding: 2px;"><input type="checkbox"/> Student choice</td> <td style="padding: 2px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Visual aids</td> <td style="padding: 2px;"><input type="checkbox"/> Seminar</td> <td style="padding: 2px;"><input type="checkbox"/> Conferencing</td> <td style="padding: 2px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Lab</td> <td style="padding: 2px;"><input type="checkbox"/> Student presentation</td> <td style="padding: 2px;"><input type="checkbox"/> Think aloud</td> <td></td> </tr> <tr> <td></td> <td style="padding: 2px;"><input type="checkbox"/> Debate</td> <td style="padding: 2px;"><input type="checkbox"/> Performance task</td> <td></td> </tr> </tbody> </table>	Learning Experience	Collaborative Work	Differentiation	Other	<input type="checkbox"/> Multi-sensory materials	<input type="checkbox"/> Pairs	<input type="checkbox"/> Tiered texts	<input type="checkbox"/> Accommodated work	<input type="checkbox"/> Kinesthetic activity	<input type="checkbox"/> Small groups	<input type="checkbox"/> Tiered assignments	<input type="checkbox"/> Modified work	<input type="checkbox"/> Technology / media	<input type="checkbox"/> Stations	<input type="checkbox"/> Student choice	<input type="checkbox"/>	<input type="checkbox"/> Visual aids	<input type="checkbox"/> Seminar	<input type="checkbox"/> Conferencing	<input type="checkbox"/>	<input type="checkbox"/> Lab	<input type="checkbox"/> Student presentation	<input type="checkbox"/> Think aloud			<input type="checkbox"/> Debate	<input type="checkbox"/> Performance task	
Learning Experience	Collaborative Work	Differentiation	Other																												
<input type="checkbox"/> Multi-sensory materials	<input type="checkbox"/> Pairs	<input type="checkbox"/> Tiered texts	<input type="checkbox"/> Accommodated work																												
<input type="checkbox"/> Kinesthetic activity	<input type="checkbox"/> Small groups	<input type="checkbox"/> Tiered assignments	<input type="checkbox"/> Modified work																												
<input type="checkbox"/> Technology / media	<input type="checkbox"/> Stations	<input type="checkbox"/> Student choice	<input type="checkbox"/>																												
<input type="checkbox"/> Visual aids	<input type="checkbox"/> Seminar	<input type="checkbox"/> Conferencing	<input type="checkbox"/>																												
<input type="checkbox"/> Lab	<input type="checkbox"/> Student presentation	<input type="checkbox"/> Think aloud																													
	<input type="checkbox"/> Debate	<input type="checkbox"/> Performance task																													

NOTES: [Click here to enter text.](#)

Things I can't wait to use in my class tomorrow:	Things to Ponder (or things about which I'm pondering):
<p>Click here to enter text.</p>	<p>Click here to enter text.</p>

REFLECTION: (Provide a one page reflection of your peer reflection experience)

Click here to enter text.

N.B: All notes are strictly confidential; the brief summary does not go beyond the observer-Assistant Superintendent.

Observer's Signature: _____ Date: _____

TEACHER/VIDEO OBSERVATION REFLECTION FORM*(Upload into Schoology; Due April 15, 2020)***Teacher:** [Click here to enter text.](#) **Date:** _____**Content:** [Click here to enter text.](#)

What I'm observing for today (connected to Danielson Framework Domain 2 and 3):
<ul style="list-style-type: none"> ● Click here to enter text. ● Click here to enter text. ● Click here to enter text.

Write down the core actions or language you observed. Be specific!
<p>Click here to enter text.</p>

- Summarize the 3 strengths of the lesson (be specific).
 1. [Click here to enter text.](#)
 2. [Click here to enter text.](#)
 3. [Click here to enter text.](#)
- Apply the Danielson Framework Domain 2 and 3. What areas are you currently struggling with (be specific)?

[Click here to enter text.](#)
- What are the Key Actionable Changes you will implement to grow?

[Click here to enter text.](#)