



Overview

Goals of the Educator Induction Program:

- The Troy Area School District's Induction Program is designed to support new professional staff and promote successful onboarding, to foster a culture of learning, collaboration and professionalism.

Educator Induction Program Goals:

- Provide educators with a working knowledge of district curriculum and resources
- Provide educators with an overview of all technological services at their disposal
- Provide educators with information regarding professional practice within the context of the Danielson Framework of Teaching
- Provide educators with basic information and knowledge about the school community, school district and students in order to increase effectiveness
- Provide experience and professional insights and encouragement to achieve success as new employees
- Provide opportunities for reflection and growth
- Provide training in topics such as;
 - Literacy
 - Educator Effectiveness
 - Data Informed Decision Making
 - Lesson Planning and Teaching Strategies
 - Classroom Management
 - Parent Conferencing
 - Differentiated Instruction



Roles/Responsibilities for Mentor Teachers

Mentor teachers are those educators recognized for instructional leadership and their ability to work collaboratively with colleagues. They are respected among their peers for their ability to demonstrate knowledge and skills that help students grow academically and social emotionally. Being a mentor is an honor and mentoring provides the opportunity for leadership.

Mentor characteristics:

- Outstanding Work Performance
- Similar certifications and assignments
- Model continuous learning and reflection
- Knowledge of TASD policies, procedures, and resources
- Demonstrated ability to work effectively with students and adults
- Willingness to accept additional responsibility
- Pioneer for Life-Long Learning
- Compatible schedule with inductee to be able to meet regularly
- Willingness to collaborate with inductee and provide support

Responsibilities as a mentor include the following:

- Meet with new teacher (and principal as needed) on a regular basis
- Establish rapport as a helping person
- Help new teacher to identify most immediate and pressing needs
- Suggest ways to plan for instruction and organize and manage the classroom
- Provide feedback to support best practices for instruction
- Provide support for teaching the district's curriculum
- Provide support for communicating with parents
- Serve as a sounding board and mentor on a regular basis
- Promote professionalism and support educator effectiveness
- Promote a positive self-concept in the beginning teacher at the district and building level
- Attend the following training sessions as outlined in the induction schedule and provide assistance, time for discussions review of portfolio throughout the year
- Introductions to other faculty
- Personal encouragement
- Provide information about school policies and procedures
- Educator Effectiveness in accordance with Act 13
- Liaison to key people and resources
- Maintain confidential relationship with mentee
- Celebrate successes with mentee

Compensation of Mentor Teachers:

- Mentor teachers serve for one year and are compensated first year of the two year induction program



Guidelines for Inductee

Who is an Inductee?

- Newly hired contractual employee, including those with experience from another school district and/or out of state
- Newly hired long-term substitutes working 45 days or more
- Newly hired contractual employee with an emergency certification
- Individuals as assigned by administration to participate in activities as appropriate on a case-by-case basis

Responsibilities of an Inductee are the following:

- Attend all orientation and teacher induction activities
- Actively participate in mentoring activities and relationships
- Seek out help from colleagues
- Schedule regular meetings with your mentor teacher
- Accept and act upon constructive feedback provided by the mentor teacher
- Schedule visits to classrooms of experience teachers
- Schedule classroom visit by mentor teacher
- Complete an evaluation of the Educator Induction Program
- Maintain and submit accurate records of induction activities and readings
- Maintain a confidential relationship with the assigned mentor
- Reach out to administration at any time

Meeting Requirements for the Educator Induction Program:

- **Year 1** ~ Four (4) days of Professional Development prior to the beginning of the school year, which includes two days of orientation, assigned readings/activities and six (6) monthly after school meetings
- **Year 2** ~ The equivalent of three (3) days of assigned induction activities that include literacy, teaching strategies and educator effectiveness

Newly hired contractual employees who have previous teaching experience and have acquired tenure in Pennsylvania public schools are required to attend the four (4) days indicated in the Troy Area School District Year 1 Educator Induction Program.

Newly hired employees, long-term substitutes and those with emergency certifications hired after the Educator Induction Program has commenced for the school year will be required to complete no more than five (5) days of induction professional development the first year at the discretion of Administration.

**All persons who received an Instructional I or Vocational Instructional I Certificate on or after June 1, 1987 must present evidence of having successfully completed a PDE-approved induction program in order to qualify for an Instructional II or Vocational Instructional II Certificate. Individuals holding Educational Specialist I Certificate issued in accordance with September 1, 1999 regulations must also complete a PDE-approved induction program.



Sharing/Collecting Information

In addition to email, written and personal correspondence, information about the Educator Induction Program will be shared via One Drive.

A One Drive Folder will be created for each Inductee and shared with the Administration and Mentor Teacher. The folder will include

- Reflections of observations
- Reflections from the readings
- Mid-Year Reflection
- End-of-Year Reflection
- Reflections from each Educator Induction Program Meeting from Year 1 and Year 2

Checklist of Documents ~ Year 1

- Inductee Action Plan
- Induction Classroom Visit Form ~ minimum four visits (inductee visits mentor, mentor visits inductee, inductee visits special education, inductee visits like-colleague)
- Mid-Year Reflection Form (Inductee/Mentor)
- End-of-Year Reflection Form (Inductee/Mentor)
- Reflection Documentation on all Induction Meetings/Readings as outlined in the Schedule
- Confirmation of Induction Program

Checklist of Documents ~ Year 2

- Induction Classroom Visit Form ~ minimum two visits (inductee visits like-colleague, inductee visits peer of another grade)
- Reflection Documentation on all Induction Meetings/Readings as outlined in the Schedule
- Mid-Year Reflection Form (Inductee)
- End-of-Year Reflection Form (Inductee)
- Confirmation of Induction Program



Inductee Action Plan ~ Year 1

Inductee: _____

Assignment: _____

Mentor Teacher: _____

School: _____

List areas of focus for the Inductee based on objective goals:

List the activities the Mentor will use to support the areas of focus:



Mid-Year Reflection with Mentor ~ Year 1

Inductee: _____

Assignment: _____

Mentor Teacher: _____

School: _____

Discuss examples that demonstrate growth in the areas of focus as indicated in the Action Plan.

List next steps:

Signatures

Inductee: _____

Mentor Teacher: _____

Principal: _____



Mid-Year Reflection ~ Year 2

Inductee: _____

Assignment: _____

Principal: _____

School: _____

Describe new challenges faced during your 2nd year.

List resources/people you may need to accomplish your goals and/or assist with your challenges.

Signatures

Inductee: _____

Principal: _____



Induction ~ Classroom Visit

Classroom: _____

Visitor: _____

Date: _____

Subject/Period: _____

Before ~ Prior to the classroom visit, the inductee and teacher should establish an area of focus for the visit

During ~ Highlight and describe two (2) components that were observed in each of the Domains of Professional Practice (Domains 1-3). Reference PDE Educator Effectiveness Observation & Practice: Framework for Evaluation: Classroom Teacher for a full description of each domain and component.

After ~ Use the identified area of focus and highlighted components to guide the discussion about the visit

Domain 1: Planning and Preparation	
Components	Component:
1A. Knowledge of Content and Pedagogy	Description
1B. Demonstrating Knowledge of Students	
1C. Setting Instructional Outcomes	
1D. Demonstrating Knowledge of Resources	
1E. Designing Coherent Instruction	
1F. Designing Student Assessments	Component:
	Description



Induction ~ Classroom Visit

Domain 2: Classroom Environment	
Components	Component:
2A. Creating an Environment of Respect and Rapport	Description
2B. Establishing a Culture for Learning	
2C. Managing Classroom Procedures	
2D. Managing Student Behavior Expectations	
2E. Organizing Physical and Digital Space	
	Component: Description

Domain 3: Instruction	
Components	Component:
3A. Communicating with Students	Description
3B. Questioning and Discussion Techniques	
3C. Engaging Students in Learning Activities and Assignments	
3D. Using Assessment in Instruction	
3E. Demonstrating Flexibility and Responsiveness	Component: Description



End-of-Year Reflection with Mentor ~ Year 1

Discuss examples that demonstrate growth in the areas of focus as indicated in the Action Plan.

List next steps:

List Strengths of Year 1 of the Educator Induction Plan

List Needs/Changes for Year 1 of the Educator Induction Plan

Signatures

Inductee: _____

Mentor Teacher: _____

Principal: _____



End-of-Year Reflection ~ Year 2

List Strengths of Year 2 of the Educator Induction Plan:

List Needs/Changes for Year 2 of the Educator Induction Plan:

List Specific Topics you'd like to learn about and/or want more information:

Signatures

Inductee: _____

Principal: _____



Confirmation of Induction Program ~ Year 1

We, the undersigned, agree that _____ has completed the requirements of Year 1 of the Troy Area School District Educator Induction Program.

Inductee

Date

Mentor

Date

Principal

Date

District Coordinator

Date

Confirmation of Induction Program ~ Year 2

We, the undersigned, agree that _____ has completed the requirements of Year 2 of the Troy Area School District Educator Induction Program.

Inductee

Date

Principal

Date

District Coordinator

Date

Superintendent

Date



TASD 2022-2023 New Teacher Induction Schedule

Event Date	Location	Topic	Who Attends	Assignment Keep all records of Reading Assignments and work with your Mentor in your NTI Portfolio
August 15 8:00 - 3:30	Alumni Room at High School	TECHNOLOGY TRAINING Essential Technology Resources and Use for implementing instruction	Inductee	<u>Reading Assignment</u> How to Integrate Technology https://www.edutopia.org/technology-integration-guide-implementation Inductee – Consider ways to integrate technology and continue to keep personal contact in your lesson
August 16 8:00 - 9:00 Breakfast 9:00 - 12:00 Learning Stations 12:00-1:00 Lunch on your own 1:00-3:00 Learning Stations	8:00-9:00 Board Room Sessions ~ Admin.	Breakfast with Business Department Learning Stations <ul style="list-style-type: none"> • 9:00am Classroom Management: Creating Good Classroom Culture (Amy Pautz) • 10:00am Danielson: Planning/Curriculum Framework (Melissa Caudill) • 11:00am Power School (Tanya Mattocks) • 1:00pm IReady (John Imbt) • 2:00pm PAETEP (Steve Brion) 	Inductee	<u>Reading Assignment:</u> A Letter to New Teachers https://www.ascd.org/el/articles/a-letter-to-new-teachers Inductee - How can you be a “Passion Stoker”? Choose at least one of the ideas given in this article, share it with your mentor, and then create a way to communicate this with your building principal. Be creative!
Sept. 1 4:00 - 5:30 Facilitator ~ Brian Wilcox	Admin Meeting Room	Scavenger Hunt ~ Getting to Know Troy	Inductee Mentor	<u>Reading Assignment:</u> The Real Deal on Classroom Management



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				https://www.ascd.org/el/articles/the-real-deal-on-classroom-management-for-new-teachers Inductee - Describe your classroom management system.
Oct. 6 4:00 - 5:30 Facilitator ~ John Imbt	Admin Meeting Room	Assessment/Grading	Inductee Mentor	<u>Reading Assignment</u> Grading Student Work https://cft.vanderbilt.edu/guides-sub-pages/grading-student-work/
Nov. 3 4:00 - 5:30 Facilitator ~ Steve Brion and Dr. Janilyn Elias	Admin Meeting Room	Instructional Practice including Structured Literacy	Inductee Mentor	<u>Reading Assignment:</u> What Makes a Teacher Memorable? https://www.wgu.edu/heyteach/article/what-makes-teacher-memorable1805.html Inductee -Share ways you have started to connect with your students Mentors - Share ups and downs with students and ways you’ve connected with students
Jan. 5 4:00 - 5:30 Facilitator ~ Brad Feldmeier	Admin Meeting Room	Mid-year check/Application of learning/Reflection with Mentor	Inductee Mentor	<u>Reading Assignment:</u> Respect from Day One https://www.ascd.org/el/articles/respect-from-day-one Inductee - How will this information make you a better teacher? Mentors - Share wisdom and article connections.
Feb. 2 4:00 - 5:30 Facilitator ~ Steve Boyce and Dr. Janilyn Elias	Admin Meeting Room	Accommodating the Needs for All Learners	Inductee Mentor	<u>Reading Assignment:</u> The Power of Teacher Language https://www.responsiveclassroom.org/the-power-of-teacher-language/ Inductee - How will this information make you a better teacher? Mentors - Share wisdom and article connections.
March 2 4:00 - 5:30 Facilitator ~ Melissa Caudill	Admin Meeting Room	Navigating Resources	Inductee Mentor	<u>Reading Assignment:</u> The Biggest Lesson of My First Year of Teaching https://www.edutopia.org/article/biggest-lesson-my-first-year-teaching Inductee - Share your thoughts on the strengths of NTI and suggestions for improvement and your take-aways from your first year.



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				Mentor- Share your thoughts on the strengths of NTI and suggestions for improvement.
Portfolio Requirement	Building Level	<ul style="list-style-type: none">• Peer Observation• Regular Check-Ins with Building Administrator	Inductee Mentor	Inductee Work with the building administrator to schedule a time to observe your mentor. Mentor - Work with the building administrator to schedule a time to observe your mentee. Principal - Regular check of lesson plans, regular classroom visits, and regular meetings with inductee regarding building initiatives/practices, specific assignments, data informed decisions, and materials/resources for instruction.