

Induction Plan

(Beginning Teacher: Two-Year)

Revised March 2024

BEGINNING TEACHER INDUCTION PLAN

I. Goals and Objectives

A. Goal

1. To support and to enhance an orderly and successful passage of the beginning teacher through the initial two-year teaching period.

B. Objectives

1. To help new teachers:
 - a. Understand the needs of their students
 - b. Improve teaching skills by knowing, understanding and implementing instructional practices validated by the District as known to improve student achievement.
 - c. Improve classroom management skills by knowing and applying District endorsed classroom management strategies.
 - d. Understand school district and building policies and procedures.
 - e. Assess their professional development.
 - f. Enhance their development throughout the initial teaching period.
 - g. Know and utilize school resources that are available to assist students in crisis
 - h. Know the basic details and expectations related to District-wide initiatives, practices, policies and procedures.
 - i. Know, understand and implement instructional practices validated by the District as known to improve student achievement.

II. Structure

A. District Induction Council

1. Composition
 - a. Superintendent or his/her designee
 - b. High School Principal or his/her designee
 - c. Middle School Principal or his/her designee
 - d. Intermediate School Principal or his/her designee
 - e. Elementary School Principal or his/her designee
 - f. One professional employee from the high school level

- g. One professional employee from the middle school level
- h. One professional employee from the intermediate school level
- i. One professional employee from the elementary school level
- j. One council elected chairperson

2. Function

- a. To formulate, initiate, and evaluate the Induction Plan
- b. To serve as an advisory group for the Induction process
- c. To review Induction logs and checklists

4. Meetings

The District Induction Council shall meet:

- (1) Beginning of the school year
- (2) For purposes of a mid-year evaluation, as needed
- (3) At the end of the school year
- (4) Additional meetings shall be held as deemed necessary by the Council

B. Mentor

1. Criteria

- a. A volunteer from a pool of tenured professional employees who has taught within the Selinsgrove Area School District for a minimum of one school year
- b. Preferable to be assigned to the same building and department/ similar certifications and assignments
- c. Must complete beginning of year mentor training or have previous related experience
- d. Demonstrate satisfactory/ proficient or outstanding work performance
- e. Willing to accept additional responsibility
- f. Must have demonstrated ability to work effectively with students and other adults
- g. Must have knowledge of District/School policies, procedures and resources
- h. Must model continuous learning and reflection

2. Application Procedures

- a. Interested members shall apply in writing to the Induction Council (see Appendix A)

- b. The District Council will keep an updated listing of available mentors (see Appendix B)
- c. New applications for mentors will be received by the Chairperson at any time
- d. In order to remove one's name from the mentor listing, a written request must be made to the Chairperson

3. Selection Procedures

- a. Selection of a specific mentor for an inductee will be determined by the Building Principal and the faculty representative from the Induction Council, both at the appropriate level, and contact will be made by committee chair
- b. Selection of the mentor shall be prior to the orientation of the new employee
- c. If suitable mentors are available, each mentor will have no more than one inductee at the same time

4. Qualities of the Mentor

- a. Recognized as an excellent professional employee who has knowledge of the following:
 - (1) School district policies and procedures
 - (2) Curriculum and instructional techniques
 - (3) Problem-solving skills
 - (4) Decision-making skills
 - (5) Testing and measurement skills
 - (6) Classroom management skills
 - (7) Ability to work well with children and adults
 - (8) Personal qualities that enhance a mentor-inductee relationship

5. Role of the Mentor

- a. Attend building level orientation day with new employee
- b. Establish rapport as a helping person
- c. Help new employee to identify most immediate and pressing needs
- d. Help with ways to organize and manage the classroom
- e. Suggest ways to plan for instruction
- f. Arrange peer-support teacher exchange visits and feedback sessions
- g. Suggest group procedure for instruction
- h. Help with ways to teach curriculum

- i. Help with all aspects of the teaching process
 - j. Suggest ways to communicate with parents
 - k. Serve as a sounding board
 - l. Help obtain available resources (materials and support services)
 - m. Confer with inductee one (1) time per week (Year 1); every three weeks (Year 2)
 - n. Review Board Policy Manual and Guidelines
 - o. Review existing Professional Employees contract
 - p. Participate with inductee in training seminars provided by District
 - q. If requested, notify building administrator/ supervisor of scheduled meetings with mentee
6. Preparation of the Mentor
- a. The preparation program for the mentor shall include an understanding of the Induction Program and:
 - (1) Methods of helping the inductee understand, assess, and determine the needs of their students
 - (2) Knowledge of curriculum
 - (3) Knowledge of areas of concern of new teachers
 - (4) Knowledge of classroom management procedures
 - (5) Knowledge of effective instruction
 - (6) Knowledge and practice in conference skills
 - (7) Sharing experience
 - (8) Communication and interpersonal skills
 - (9) Problem-solving and decision-making skills
 - (10) Knowledge of the Framework for Teaching (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities)
 - b. Every effort will be made by the Induction Council to involve external resource personnel and services as part of the Mentor preparation program
7. Compensation of Mentor
- a. See Contract – Appendix J
 - b. Maximum compensation of \$513.00 based on completion of all components of Mentor Contract
8. Condition of Participation

- a. Released time for exchange visits as per contract
- b. Preparation time should remain intact

C. Inductee

1. Definition of Inductee

- a. New to the profession
- b. New to the district
- c. Long-term substitute
- d. Level/building changes of professional position

2. Condition of Participation

- a. Released time for exchange visits – as per contract
- b. Preparation time should remain intact

3. Training of Inductee – YEAR 1

1) District Level Orientation

- a. Review district-wide goals and objectives (Superintendent/Assistant to the Superintendent C& I) to include:
 - b. Comprehensive Plan
 - c. Professional Education and Growth Plan
 - d. Assessment Plan

2) Review PDE Professional Ethics Principles and Framework Guidelines

- a. Responsibility to the Profession
- b. Responsibility for Professional Competence
- c. Responsibility to Students
- d. Responsibility to the school Community
- e. Responsibility and Ethical Use of Technology

3) Review/Introduce PDE Culturally Relevant and Sustaining Education Program Framework

- a. Competency 1: Reflect on One’s Cultural Lens
- b. Competency 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System
- c. Competency 3: Design and Facilitate Culturally Relevant Learning that Brings Real-World

Experiences into Educational Spaces

- d. Competency 4: Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed
 - e. Competency 5: Promote Asset-based Perspectives about Differences
 - f. Competency 6: Collaborate with Families and Communities through Authentic Engagement Practices
 - g. Competency 7: Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families
 - h. Competency 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success
 - i. Competency 9: Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use
- 4) Act 13/Act 82 – Educator Effectiveness
 - 5) 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 District curricula
 - 6) District Technology (Network Administrator, if available)
 - 7) Student Management System (Sapphire) Training
 - 8) Review needs of special learners/ Special Education Plan (Assistant to the Superintendent Special Education)
 - 9) Review of Bargaining Unit Contract
 - 10) Discuss public relations and professional ethics as they relate to the educational process
 - a. Tenure procedures
 - b. Certification information
 - 11) Induction Plan (Chair) or Designee
 - Student Management System (Sapphire) Training
 - Information on benefits package (Business Office)- Individually scheduled
 - Payroll procedures (Business Office)- Individually scheduled
- b. Building Level Orientation – Year 1
 - (1) Present building/level goals and objectives, and general philosophy of the age level to which instruction will be provided and know the basic details and expectations related to school initiatives, practices and procedures.
 - (2) Review of student handbook and policies
 - (3) Review observation/evaluation process

- (4) Discuss grading and recording system
- (5) Present record keeping procedures
- (6) Discuss procedures and forms/ AESOP/Frontline for absence from school
- (7) Review non-instructional duties with Inductee
- (8) Review teaching schedule
- (9) Explain class rosters and/or resourced period assignments
- (10) Review curriculum guide, teacher handbook, and teacher plan book
- (11) Discuss methods of effective discipline and ways in which disciplinary referrals should be handled
- (12) Explain drop/ add procedures
- (13) Review material requisition procedures
- (14) Discuss lesson plans (include sample)
- (15) Explain activity account voucher and procedures
- (16) Discuss late pass, admittance and removal from class, and attendance procedures
- (17) Review Board Policy No. 218 - Student Discipline - Reasonable Physical Force
- (18) Explain forms relating to student services (i.e., student insurance, free/reduced lunch, etc.)
- (19) Discuss field trip procedures
- (20) Explain policy on unusual student behavior and services provided by school nurse
- (21) Present procedures needed for textbook requisitions and justification
- (22) Review teacher job description
- (23) Discuss needs of special learners (i.e., resource classes, enrichment, etc.)
- (24) Explain emergency procedures and evacuation policy
- (25) Explain parent/teacher conference, student/teacher conference, and incident documentation forms
- (26) Review PA State Assessment System
- (27) Provide information for group and individual student testing

4. Provisions for Inductee

- a. Attempts will be made to provide Act 48 credit, if possible
- b. Certificate of recognition upon completion of the two-year mentor program. (see Appendix I)

III. Program Evaluation

Evaluation of the program will be conducted by the Induction Council at the end of the school year with input from mentors and inductees.

Revised Induction Plan Prepared:

Revised – May 25, 2005

Revised – June 30, 2006

Revised – July, 2013

Revised- August 3, 2015

Revised – August 1, 2021

Revised August, 2023

Revised- March 2024

APPENDIX A

SELINGROVE AREA SCHOOL DISTRICT MENTOR APPLICATION

Name _____ Date _____, 20__

Present Building Assignment: _____

Present Grade/Subject Area Assignment: _____

Number of Years as an Educator: _____

Number of Years in the District: _____

Previous Teaching Assignments in SASD:	# of years

Previous Teaching Assignments in other districts:

Previous Teaching Assignments in Other Districts:	# of years

List three (3) individuals that you feel have a good understanding/knowledge of your teaching ability:

(a) Administrator _____

(b) Professional Staff Member _____

(c) Professional Staff Member _____

Please list any additional information which you feel will be helpful to the Induction Team as they consider your application for Mentor:

APPENDIX B

MENTOR APPLICATIONS ON FILE ARE UPDATED FREQUENTLY IN CONJUNCTION WITH STAFFING CHANGES AND IN REGARDS TO DISTRICT/BUILDING NEEDS. AN UPDATED LIST OF APPROVED MENTORS IS MAINTAINED BY THE COUNCIL AND RETAINED BY THE ASSISTANT SUPERINTENDENT'S OFFICE

Inductee Name:
Mentor Name:

APPENDIX C

YEAR 1: FIRST MARKING PERIOD INDUCTION PLAN MEETING LOG

Please note: Separate meeting logs should be maintained and submitted by the Mentor and Mentee

Date	Topics discussed
Questions / Concerns for the Induction Committee	

Electronic submission of the log and its contents verifies the information noted accurately reflects the meetings which took place as part of the Selinsgrove Area School District's Induction Plan.

At the end of the first marking period:
SAVE the Induction Plan Log as a PDF file
EMAIL the PDF file to your building's Induction Committee Representative

Inductee Name:
Mentor Name:

APPENDIX C

YEAR 1: SECOND MARKING PERIOD INDUCTION PLAN MEETING LOG

Please note: Separate meeting logs should be maintained and submitted by the Mentor and Mentee

Date	Topics discussed
Questions / Concerns for the Induction Committee	

Electronic submission of the log and its contents verifies the information noted accurately reflects the meetings which took place as part of the Selinsgrove Area School District's Induction Plan.

At the end of the second marking period:
SAVE the Induction Plan Log as a PDF file
EMAIL the PDF file to your building's Induction Committee Representative

At the conclusion of the second marking period, a request for approval of bi-weekly meetings, if desired, for the remainder of the school year may be submitted. Agreement on bi-weekly meeting request must be acknowledged by Mentor and Inductee.

Inductee Name:
Mentor Name:

APPENDIX C

YEAR 1: THIRD MARKING PERIOD INDUCTION PLAN MEETING LOG

Please note: Separate meeting logs should be maintained and submitted by the Mentor and Mentee

Date	Topics discussed
Questions / Concerns for the Induction Committee	

Electronic submission of the log and its contents verifies the information noted accurately reflects the meetings which took place as part of the Selinsgrove Area School District's Induction Plan.

At the end of the third marking period:
SAVE the Induction Plan Log as a PDF file
EMAIL the PDF file to your building's Induction Committee Representative

A request for approval of bi-weekly meetings, if desired, for the remainder of the school year may be submitted. Agreement on bi-weekly meeting request must be acknowledged by Mentor and Inductee.

Inductee Name:
Mentor Name:

APPENDIX C

YEAR 1: FOURTH MARKING PERIOD INDUCTION PLAN MEETING LOG

Please note: Separate meeting logs should be maintained and submitted by the Mentor and Mentee

Date	Topics discussed
Questions / Concerns for the Induction Committee	

Electronic submission of the log and its contents verifies the information noted accurately reflects the meetings which took place as part of the Selinsgrove Area School District's Induction Plan.

**At the conclusion of the mentor meetings:
SAVE and EMAIL the Induction Plan Log as a PDF file
Mentor must submit Completed Checklist (Appendix D)
Original Copies of Appendix E – I Should Be Submitted**

Inductee Name:
Mentor Name:

APPENDIX C

YEAR 2: FIRST MARKING PERIOD INDUCTION PLAN MEETING LOG

Please note: Separate meeting logs should be maintained and submitted by the Mentor and Mentee

Date	Topics discussed
Questions / Concerns for the Induction Committee	

Electronic submission of the log and its contents verifies the information noted accurately reflects the meetings which took place as part of the Selinsgrove Area School District's Induction Plan.

At the end of the first marking period:
SAVE the Induction Plan Log as a PDF file
EMAIL the PDF file to your building's Induction Committee Representative

Inductee Name:
Mentor Name:

APPENDIX C

YEAR 2: SECOND MARKING PERIOD INDUCTION PLAN MEETING LOG

Please note: Separate meeting logs should be maintained and submitted by the Mentor and Mentee

Date	Topics discussed
Questions / Concerns for the Induction Committee	

Electronic submission of the log and its contents verifies the information noted accurately reflects the meetings which took place as part of the Selinsgrove Area School District's Induction Plan.

At the end of the second marking period:
SAVE the Induction Plan Log as a PDF file
EMAIL the PDF file to your building's Induction Committee Representative

At the conclusion of the second marking period, a request for approval of bi-weekly meetings, if desired, for the remainder of the school year may be submitted. Agreement on bi-weekly meeting request must be acknowledged by Mentor and Inductee.

Inductee Name:
Mentor Name:

APPENDIX C

YEAR 2: THIRD MARKING PERIOD INDUCTION PLAN MEETING LOG

Please note: Separate meeting logs should be maintained and submitted by the Mentor and Mentee

Date	Topics discussed
Questions / Concerns for the Induction Committee	

Electronic submission of the log and its contents verifies the information noted accurately reflects the meetings which took place as part of the Selinsgrove Area School District’s Induction Plan.

At the end of the third marking period:

SAVE the Induction Plan Log as a PDF file

EMAIL the PDF file to your building’s Induction Committee Representative

A request for approval of bi-weekly meetings, if desired, for the remainder of the school year may be submitted. Agreement on bi-weekly meeting request must be acknowledged by Mentor and Inductee.

Inductee Name:
Mentor Name:

APPENDIX C

YEDAR 2: FOURTH MARKING PERIOD INDUCTION PLAN MEETING LOG

Please note: Separate meeting logs should be maintained and submitted by the Mentor and Mentee

Date	Topics discussed
Questions / Concerns for the Induction Committee	

Electronic submission of the log and its contents verifies the information noted accurately reflects the meetings which took place as part of the Selinsgrove Area School District's Induction Plan.

At the conclusion of the mentor meetings:
SAVE and EMAIL the Induction Plan Log as a PDF file
Mentor must submit Completed Checklist (Appendix D)
Original Copies of Appendix E – I Should Be Submitted

APPENDIX D

BEGINNING TEACHER INDUCTION CALENDAR

The Framework for Teaching (Danielson 2011) is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. The PA Educator Effectiveness System as well as the Selinsgrove Area School District Teacher Induction Program is predicated on the Framework for Teaching's 4 Domains:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

This induction calendar is built using the domains and components of the Framework for Teaching. It aligns with the Selinsgrove Area School District's Professional Growth & Evaluation Plan as well as the Pennsylvania Department of Education Teacher Effectiveness Initiative.

The following topics are to be discussed and documented during the regular meetings of the induction process. *As each area is discussed and logged, click the check-box next to the item to indicate its completion. The Mentor will send a PDF copy of the pair's current Appendix D checklist to his/her building's Induction Committee Representative at the conclusion of each marking period.*

YEAR 1: Prior to Start of School:

- Meet, welcome your inductee
 - Welcome inductee in a telephone call prior to school, share your contact information
 - Take inductee on tour of building
 - Introduce inductee to other staff

- Develop collegial relationship
 - Have coffee or lunch away from the building
 - Attend social gathering or meet in a social setting
 - Encourage inductee to take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie

- Participate in New Teacher Induction Day (Year 1)

YEAR 1: Getting to Know your School and Students

Meeting frequency: Once per week

Suggested timeline: Weeks 1-9 (First Marking Period)

4d Participating in a Professional Community

1b Demonstrating Knowledge of Students

- Review building-specific emergency procedures (including access to interconnected phone system)
- Continue to meet faculty and staff
- Review district website www.seal-pa.org (including Staff Gateway)
- Review student handbook
- Review teacher handbook
- Review school board policies (student and professional employees) found on website
- Discuss administration of beginning of year student procedures and fall benchmark assessments.
- Professional Development, In-service and Act 80 days

2a Creating an Environment of Respect and Rapport

2b Establishing a Culture for Learning

2c Managing Classroom Procedures

2d Managing Student Behavior

2e Organizing Physical Space

- Classroom management
- Discipline
- Student motivation and feedback

1a Demonstrating Knowledge of Content and Pedagogy

- Discuss Curriculum

1b Demonstrating Knowledge of Students

- Discuss strategies for working with ELLs
- Discuss strategies for working with students who have a learning disabilities
- Assigning challenging work to diverse student populations

1c Setting Instructional Outcomes

- Lesson plans

1d Demonstrating Knowledge of Resources

- Obtaining supplies
- Technology resources- AESOP, Sapphire attendance and gradebook setup.

1e Designing Coherent Instruction

- Discuss homework/ Make-up work policies

3d Using Assessment in Instruction

- Assessment Calendar

Assessment and Professionalism

4b Maintaining Accurate Records

- Keeping gradebook current

4c Communicating with Families

- Review grading process
- Report cards
- Review parent conferencing, contacts

2c Managing Classroom Procedures

- Managing instructional tasks, time management

4e Growing and Developing Professionally

- Share resources for professional development opportunities
 - Intermediate Units, PDE, PaTTAN and similar supporting agencies
 - Professional Education Associations
 - Local university, college courses
 - District staff development programs
 - (Optional) Plan to **Attend a conference** (see optional Conference Completion page)

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

- Data Analysis
- Data Teams and Data Liaison
- Formative Assessments
- PSSA/ Keystone Exams

- Informal discussions/ reflections of positives and areas for improvement

YEAR 1: Planning and Preparation

Suggested timeline: Weeks 10-18 (Second Marking Period)

1a Demonstrating Knowledge of Content and Pedagogy

- Knowledge of content and the structure of the discipline
 - Every discipline has a dominant structure, with smaller components or strands as well as central concepts and skills.
- Knowledge of prerequisite relationships
 - Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.
- Knowledge of content-related pedagogy
 - Different disciplines have “signature pedagogies” that have evolved over time and have been found to be most effective in teaching.
 - Indicators:
 - Lesson and unit plans that reflect important concepts in the discipline
 - Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
 - Clear and accurate classroom explanations
 - Accurate answers to student questions
 - Feedback to students that furthers learning
 - Interdisciplinary connections in plans and practice

1b Demonstrating Knowledge of Students

- Knowledge of child and adolescent development
 - Children learn differently at different stages of their lives.
- Knowledge of the learning process
 - Learning requires active intellectual engagement.
- Knowledge of students’ skills, knowledge, and language proficiency
 - Children’s lives beyond school influence their learning.
- Knowledge of students’ interest and cultural heritage

- Children’s backgrounds influence their learning.
- Knowledge of students’ special needs
 - Children do not all develop in a typical fashion.
 - Indicators:
 - Formal and informal information about students gathered by teacher for use in planning instruction
 - Student interests and needs learned and used by teacher in planning
 - Teacher participation in community cultural events
 - Teacher-designed opportunities for families to share heritage
 - Teacher-created database of students with special needs available for teacher use

1c Setting Instructional Outcomes

- Value, sequence, and alignment
 - Students must be able to build their understanding of important ideas from concept to concept.
- Clarity
 - Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.
- Balance
 - Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.
- Suitability for diverse students
 - Outcomes must be appropriate for all students in the class.
 - Indicators:
 - Outcomes of a challenging cognitive level
 - Statements of student learning, not student activity
 - Outcomes central to the discipline and related to those in other disciplines
 - Assessment of student attainment
 - Outcomes differentiated for students of varied ability

1d Demonstrating Knowledge of Resources

- Resources for classroom use
 - Materials align with learning outcomes.
 - Resources to extend content knowledge and pedagogy
 - Materials are available to further teachers’ professional knowledge.
 - Resources for students
 - Materials are appropriately challenging.
 - Indicators:
 - District-provided materials
 - A range of texts
 - Guest speakers
 - Internet resources
 - Materials provided by professional organizations
 - Teachers participating in continuing professional education courses or professional groups
 - Community resources

1e Designing Coherent Instruction

- Learning activities
 - Instruction is designed to engage students and advance their learning through the content.
- Instructional materials and resources
 - Materials and resources are appropriate to the learning needs of the students.
- Instructional groups
 - Groups are intentionally organized to support student learning.

Lesson and unit structure

- Organization is clear and sequenced to advance students' learning.
 - Indicators:
 - Lessons that support instructional outcomes and reflect important concepts
 - Instructional maps that indicate relationships to prior learning
 - Activities that represent high-level thinking
 - Opportunities for student choice
 - The use of varied resources
 - Thoughtfully planned learning groups
 - Structured lesson plans

1f Designing Student Assessments

Congruence with instructional outcomes

- Assessments must match learning expectations.

Criteria and standards

- Expectations must be clearly defined.

Design of formative assessments

- Assessments for learning must be planned as part of the instructional process.

Use for planning

- Results of assessment guide future planning.
 - Indicators:
 - Lesson plans indicating correspondence between assessments and instructional outcomes
 - Assessment types suitable to the style of outcome
 - Variety of performance opportunities for students
 - Modified assessments available for individual students as needed
 - Expectations clearly written, with descriptors for each level of performance
 - Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

Requisitions for following school year

Schedule observation and feedback of mentee

Informal discussions/ reflections of positives and areas for improvement

YEAR 1: Instruction

Suggested timeline: Weeks 19-27 (Third Marking Period)

3a Communicating With Students

Expectations for learning

- The goals for learning are communicated clearly to students. Even if goals are not conveyed at the outset of a lesson (for example, an inquiry-based lesson in science), by the end of the lesson students are clear about what they have been learning.

Directions and procedures

- Students are clear about what they are expected to do during a lesson, particularly if they are working independently or with classmates, without direct teacher supervision. The directions for the lesson activities may be provided orally, in writing, or in some combination of the two.

Explanations of content

- Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are

clear, with appropriate scaffolding, and, when opportunity arises, anticipate possible student misconceptions.

Use of oral and written language

- For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.
 - Indicators:
 - Clarity of the purpose of the lesson
 - Clear directions and procedures specific to the lesson activities
 - Absence of content errors and clear explanations of concepts
 - Students comprehension of content
 - Correct and imaginative use of language

3b Using Questioning and Discussion Techniques

Quality of questions/prompts

- Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and provide students with sufficient time to think about their response to reflect on the comments of their classmates, and to deepen their understanding.
- Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This strategy may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

- Effective teachers promote learning through discussion. Some teachers report, "We discussed x" when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher.

Student participation

- In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.
 - Indicators:
 - Questions of high cognitive challenge, formulated by both students and teacher
 - Questions with multiple correct answers, or multiple approaches even when there is a single correct response
 - Effective use of student responses and ideas
 - Discussion in which the teacher steps out of the central, mediating role
 - High levels of student participation in discussion

3c Engaging Students in Learning

Activities and assignments

- The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that both emphasizes depth over breadth and that may allow students to exercise some choice.

Grouping of students

- How students are grouped for instruction is one of the many decisions teachers make every day. There are many options: students of similar background and skill may be clustered together, or the more advanced

students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups or to form them randomly.

Instructional materials and resources

- The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Although some teachers are obliged to use a school or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

Structure and pacing

- No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of students' learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.
 - Indicators:
 - Activities aligned with the goals of the lesson
 - Student enthusiasm, interest, thinking, problem-solving, etc.
 - Learning tasks that require high-level student thinking and are aligned with lesson objectives
 - Students highly motivated to work on all tasks and persistent even when the tasks are challenging
 - Students actively “working,” rather than watching while their teacher “works”
 - Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

3d Using Assessment in Instruction

Assessment criteria

- It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.

Monitoring of student learning

- A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort but one planned carefully in advance. Even after careful planning, however, the teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

- Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing about how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive and provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

- The culmination of students' assuming responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and they have been taught the skills of checking their work against clear criteria.
 - Indicators:
 - Teacher paying close attention to evidence of student understanding
 - Teacher posing specifically created questions to elicit evidence of student understanding
 - Teacher circulating to monitor student learning and to offer feedback
 - Students assessing their own work against established criteria

3e Demonstrating Flexibility and Responsiveness

Lesson adjustment

- Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher's store of alternate instructional strategies and his or her confidence to make a shift when needed.

Response to students

- Occasionally during a lesson an unexpected event will occur which presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

- Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.
 - Indicators:
 - Incorporation of student interests and events of the day into a lesson
 - Visible adjustment in the face of student lack of understanding
 - Teacher seizes a teachable moment

Informal discussions/ reflections of positives and areas for improvement

YEAR 1: Domain 4: Professional Responsibilities

Suggested timeline: Weeks 28-36 (Fourth Marking Period)

4a Reflecting on Teaching

Accuracy

- As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

- In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.
 - Indicators:
 - Accurate reflections on a lesson
 - Citations of adjustments to practice, drawing on a repertoire of strategies

4b Maintaining Accurate Records

Student completion of assignments

- Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.

Student progress in learning

- In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.

Non-instructional records

- Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.
 - Indicators:
 - Routines and systems that track student completion of assignments
 - Systems of information regarding student progress against instructional outcomes
 - Processes of maintaining accurate non-instructional records

4c Communicating with Families

Information about the instructional program

- Frequent information is provided to families, as appropriate, about the instructional program

Information about individual students

- Frequent information is provided to families, as appropriate, about students' individual progress

Engagement of families in the instructional program

- Successful and frequent engagement opportunities are offered to families so that they can participate in the learning activities.
 - Indicators:
 - Frequent and culturally appropriate information sent home regarding the instructional program and student progress
 - Two-way communication between the teacher and families
 - Frequent opportunities for families to engage in the learning process

4d Participating in a Professional Community

Relationships with colleagues

- Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

- Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

- Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

- Teachers contribute to and support larger school and district projects designed to improve the professional community.
 - Indicators:
 - Regular teacher participation with colleagues to share and plan for student success
 - Regular teacher participation in professional courses or communities that emphasize improving practice
 - Regular teacher participation in school initiatives
 - Regular teacher participation and support of community initiatives

4e Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill

- Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

- Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

- Teachers are active in professional organizations so that they can continually improve their personal practice and provide leadership and support to colleagues.
 - Indicators:
 - Frequent attendance of courses and workshops; regular academic reading
 - Participation in learning networks with colleagues; regular sharing of feedback
 - Participation in professional organizations supporting academic inquiry

4f Showing Professionalism

Integrity and ethical conduct

- Teachers act with integrity and honesty.

Service to students

- Teachers put students first in all considerations of their practice.

Advocacy

- Teachers support their students’ best interests, even in the face of traditional practice or beliefs.
- Decision making
 - Teachers solve problems with students’ needs as a priority.
- Compliance with school and district regulations

Teachers adhere to policies and procedures.

 - Indicators:
 - Teacher has a reputation as someone who can be trusted and often being sought as a sounding board
 - Teacher frequently verbalizes/ demonstrates during committee or planning work that students are the highest priority
 - Teacher supports students, even in the face of difficult situations or conflicting policies
 - Teacher challenges existing practice in order to put students first
 - Teacher consistently fulfills school district mandates regarding policies and procedures
- (Optional) Conference completion page
- Informal discussions/ reflections of positives and areas for improvement

YEAR 2: REVIEW and REFLECT Getting to Know Your Students

Meeting frequency: Once Every Three Weeks

Suggested timeline: Weeks 1-9 (First Marking Period)

4d Participating in a Professional Community

1b Demonstrating Knowledge of Students

- Review building-specific emergency procedures (including access to interconnected phone system)
- Continue to meet faculty and staff
- Review district website www.seal-pa.org (including Staff Gateway)
- Review student handbook
- Review teacher handbook
- Review school board policies (student and professional employees) found on website
- Discuss administration of beginning of year student procedures and fall benchmark assessments.
- Professional Development, In-service and Act 80 days *2a Creating an Environment of Respect and Rapport*

2b Establishing a Culture for Learning

2c Managing Classroom Procedures

2d Managing Student Behavior

2e Organizing Physical Space

- Classroom management
- Discipline
- Student motivation and feedback

1a Demonstrating Knowledge of Content and Pedagogy

- Discuss Curriculum
- 1b Demonstrating Knowledge of Students*
 - Discuss strategies for working with ELLs
 - Discuss strategies for working with students who have a learning disabilities
 - Assigning challenging work to diverse student populations

1c Setting Instructional Outcomes

- Lesson plans

1d Demonstrating Knowledge of Resources

- Obtaining supplies
- Technology resources- AESOP, Sappihre attendance and gradebook setup.

1e Designing Coherent Instruction

- Discuss homework/ Make-up work policies

3d Using Assessment in Instruction

- Assessment Calendar

Assessment and Professionalism

4b Maintaining Accurate Records

- Keeping gradebook current

4c Communicating with Families

- Review grading process
- Report cards
- Review parent conferencing, contacts

2c Managing Classroom Procedures

- Managing instructional tasks, time management

4e Growing and Developing Professionally

- Share resources for professional development opportunities
 - Intermediate Units, PDE, PaTTAN and similar supporting agencies
 - Professional Education Associations
 - Local university, college courses
 - District staff development programs
 - (Optional) Plan to **Attend a conference** (see optional Conference Completion page)

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

- Data Analysis
- Data Teams and Data Liaison
- Formative Assessments
- PSSA/ Keystone Exams

- Informal discussions/ reflections of positives and areas for improvement

YEAR 2: REVIEW and REFLECT Planning and Preparation

Suggested timeline: Weeks 10-18 (Second Marking Period)

1a Demonstrating Knowledge of Content and Pedagogy

- Knowledge of content and the structure of the discipline
 - Every discipline has a dominant structure, with smaller components or strands as well as central concepts and skills.
- Knowledge of prerequisite relationships

- Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

- Different disciplines have “signature pedagogies” that have evolved over time and have been found to be most effective in teaching.
 - Indicators:
 - Lesson and unit plans that reflect important concepts in the discipline
 - Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
 - Clear and accurate classroom explanations
 - Accurate answers to student questions
 - Feedback to students that furthers learning
 - Interdisciplinary connections in plans and practice

1b Demonstrating Knowledge of Students

Knowledge of child and adolescent development

- Children learn differently at different stages of their lives.

Knowledge of the learning process

- Learning requires active intellectual engagement.

Knowledge of students’ skills, knowledge, and language proficiency

- Children’s lives beyond school influence their learning.

Knowledge of students’ interest and cultural heritage

- Children’s backgrounds influence their learning.

Knowledge of students’ special needs

- Children do not all develop in a typical fashion.
 - Indicators:
 - Formal and informal information about students gathered by teacher for use in planning instruction
 - Student interests and needs learned and used by teacher in planning
 - Teacher participation in community cultural events
 - Teacher-designed opportunities for families to share heritage
 - Teacher-created database of students with special needs available for teacher use

1c Setting Instructional Outcomes

Value, sequence, and alignment

- Students must be able to build their understanding of important ideas from concept to concept.

Clarity

- Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance

- Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students

- Outcomes must be appropriate for all students in the class.
 - Indicators:
 - Outcomes of a challenging cognitive level
 - Statements of student learning, not student activity
 - Outcomes central to the discipline and related to those in other disciplines
 - Assessment of student attainment
 - Outcomes differentiated for students of varied ability

1d Demonstrating Knowledge of Resources

Resources for classroom use

- Materials align with learning outcomes.
- Resources to extend content knowledge and pedagogy
- Materials are available to further teachers' professional knowledge.
- Resources for students
- Materials are appropriately challenging.
 - Indicators:
 - District-provided materials
 - A range of texts
 - Guest speakers
 - Internet resources
 - Materials provided by professional organizations
 - Teachers participating in continuing professional education courses or professional groups
 - Community resources

1e Designing Coherent Instruction

- Learning activities
 - Instruction is designed to engage students and advance their learning through the content.
- Instructional materials and resources
 - Materials and resources are appropriate to the learning needs of the students.
- Instructional groups
 - Groups are intentionally organized to support student learning.
- Lesson and unit structure
 - Organization is clear and sequenced to advance students' learning.
 - Indicators:
 - Lessons that support instructional outcomes and reflect important concepts
 - Instructional maps that indicate relationships to prior learning
 - Activities that represent high-level thinking
 - Opportunities for student choice
 - The use of varied resources
 - Thoughtfully planned learning groups
 - Structured lesson plans

1f Designing Student Assessments

- Congruence with instructional outcomes
 - Assessments must match learning expectations.
- Criteria and standards
 - Expectations must be clearly defined.
- Design of formative assessments
 - Assessments for learning must be planned as part of the instructional process.
- Use for planning
 - Results of assessment guide future planning.
 - Indicators:
 - Lesson plans indicating correspondence between assessments and instructional outcomes
 - Assessment types suitable to the style of outcome
 - Variety of performance opportunities for students
 - Modified assessments available for individual students as needed
 - Expectations clearly written, with descriptors for each level of performance
 - Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction
- Requisitions for following school year
- Schedule observation and feedback of mentee

- Informal discussions/ reflections of positives and areas for improvement

YEAR 2: REVIEW and REFLECT: Instruction

Suggested timeline: Weeks 19-27 (Third Marking Period)

3a Communicating With Students

- Expectations for learning
 - The goals for learning are communicated clearly to students. Even if goals are not conveyed at the outset of a lesson (for example, an inquiry-based lesson in science), by the end of the lesson students are clear about what they have been learning.
- Directions and procedures
 - Students are clear about what they are expected to do during a lesson, particularly if they are working independently or with classmates, without direct teacher supervision. The directions for the lesson activities may be provided orally, in writing, or in some combination of the two.
- Explanations of content
 - Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, when opportunity arises, anticipate possible student misconceptions.
- Use of oral and written language
 - For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.
 - Indicators:
 - Clarity of the purpose of the lesson
 - Clear directions and procedures specific to the lesson activities
 - Absence of content errors and clear explanations of concepts
 - Students comprehension of content
 - Correct and imaginative use of language

3b Using Questioning and Discussion Techniques

- Quality of questions/prompts
 - Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and provide students with sufficient time to think about their response to reflect on the comments of their classmates, and to deepen their understanding.
 - Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This strategy may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.
- Discussion techniques
 - Effective teachers promote learning through discussion. Some teachers report, "We discussed x" when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher.
- Student participation

- In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.
 - Indicators:
 - Questions of high cognitive challenge, formulated by both students and teacher
 - Questions with multiple correct answers, or multiple approaches even when there is a single correct response
 - Effective use of student responses and ideas
 - Discussion in which the teacher steps out of the central, mediating role
 - High levels of student participation in discussion

3c Engaging Students in Learning

Activities and assignments

- The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that both emphasizes depth over breadth and that may allow students to exercise some choice.

Grouping of students

- How students are grouped for instruction is one of the many decisions teachers make every day. There are many options: students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups or to form them randomly.

Instructional materials and resources

- The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Although some teachers are obliged to use a school or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

Structure and pacing

- No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of students' learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.
 - Indicators:
 - Activities aligned with the goals of the lesson
 - Student enthusiasm, interest, thinking, problem-solving, etc.
 - Learning tasks that require high-level student thinking and are aligned with lesson objectives
 - Students highly motivated to work on all tasks and persistent even when the tasks are challenging
 - Students actively “working,” rather than watching while their teacher “works”
 - Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

3d Using Assessment in Instruction

Assessment criteria

- It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.

Monitoring of student learning

- A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort but one planned carefully in advance. Even after careful planning, however, the teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

- Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing about how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive and provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

- The culmination of students' assuming responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and they have been taught the skills of checking their work against clear criteria.
 - Indicators:
 - Teacher paying close attention to evidence of student understanding
 - Teacher posing specifically created questions to elicit evidence of student understanding
 - Teacher circulating to monitor student learning and to offer feedback
 - Students assessing their own work against established criteria

3e Demonstrating Flexibility and Responsiveness

Lesson adjustment

- Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher's store of alternate instructional strategies and his or her confidence to make a shift when needed.

Response to students

- Occasionally during a lesson an unexpected event will occur which presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

- Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.
 - Indicators:
 - Incorporation of student interests and events of the day into a lesson
 - Visible adjustment in the face of student lack of understanding
 - Teacher seizes a teachable moment

Informal discussions/ reflections of positives and areas for improvement

YEAR 2: REVIEW and REFLECT: Professional Responsibilities

Suggested timeline: Weeks 28-36 (Fourth Marking Period)

4a Reflecting on Teaching

Accuracy

- As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

- In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.
 - Indicators:
 - Accurate reflections on a lesson
 - Citations of adjustments to practice, drawing on a repertoire of strategies

4b Maintaining Accurate Records

- Student completion of assignments
 - Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.
- Student progress in learning
 - In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.
- Non-instructional records
 - Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.
 - Indicators:
 - Routines and systems that track student completion of assignments
 - Systems of information regarding student progress against instructional outcomes
 - Processes of maintaining accurate non-instructional records

4c Communicating with Families

- Information about the instructional program
 - Frequent information is provided to families, as appropriate, about the instructional program
- Information about individual students
 - Frequent information is provided to families, as appropriate, about students' individual progress

- Engagement of families in the instructional program
 - Successful and frequent engagement opportunities are offered to families so that they can participate in the learning activities.
 - Indicators:
 - Frequent and culturally appropriate information sent home regarding the instructional program and student progress
 - Two-way communication between the teacher and families
 - Frequent opportunities for families to engage in the learning process

4d Participating in a Professional Community

- Relationships with colleagues
 - Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success.
- Involvement in a culture of professional inquiry
 - Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.
- Service to the school
 - Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.
- Participation in school and district projects
 - Teachers contribute to and support larger school and district projects designed to improve the professional community.
 - Indicators:
 - Regular teacher participation with colleagues to share and plan for student success
 - Regular teacher participation in professional courses or communities that emphasize improving practice
 - Regular teacher participation in school initiatives
 - Regular teacher participation and support of community initiatives

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
 - Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.
- Receptivity to feedback from colleagues
 - Teachers actively pursue networks that provide collegial support and feedback.
- Service to the profession
 - Teachers are active in professional organizations so that they can continually improve their personal practice and provide leadership and support to colleagues.
 - Indicators:
 - Frequent attendance of courses and workshops; regular academic reading
 - Participation in learning networks with colleagues; regular sharing of feedback
 - Participation in professional organizations supporting academic inquiry

4f Showing Professionalism

- Integrity and ethical conduct
 - Teachers act with integrity and honesty.
- Service to students
 - Teachers put students first in all considerations of their practice.
- Advocacy
 - Teachers support their students' best interests, even in the face of traditional practice or beliefs.
- Decision making
 - Teachers solve problems with students' needs as a priority.
- Compliance with school and district regulations

Teachers adhere to policies and procedures.

 - Indicators:
 - Teacher has a reputation as someone who can be trusted and often being sought as a sounding board
 - Teacher frequently verbalizes/ demonstrates during committee or planning work that students are the highest priority
 - Teacher supports students, even in the face of difficult situations or conflicting policies
 - Teacher challenges existing practice in order to put students first
 - Teacher consistently fulfills school district mandates regarding policies and procedures
- (Optional) Conference completion page
- Informal discussions/ reflections of positives and areas for improvement

APPENDIX E

YEAR 1 EVALUATION – BEGINNING TEACHER INDUCTEE

To be completed by Inductee

Name:

Teaching Assignment:

Date:

1. Did the Induction Plan provide the support you needed to make the transition to a professional teaching position in the Selinsgrove Area School District?

Please give some details.

2. What items would you suggest the District add to the plan which would help a new teacher?

3. What items would you suggest the District drop from the plan?

4. To what extent were the following objectives met by the plan?

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
* Improvement of teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX E

YEAR 2 EVALUATION – BEGINNING TEACHER INDUCTEE

To be completed by Inductee

Name:

Teaching Assignment:

Date:

1. Did the Induction Plan provide the support you needed to make the transition to a professional teaching position in the Selinsgrove Area School District?

Please give some details.

2. What items would you suggest the District add to the plan which would help a new teacher?

3. What items would you suggest the District drop from the plan?

4. To what extent were the following objectives met by the plan?

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
* Improvement of teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX F

Year 1: EVALUATION – MENTOR

To be completed by Mentor

Name:

Teaching Assignment:

Date:

1. Do you feel this plan helped provide adequate support to the Inductee?

Please explain.

2. What items would you suggest be added to the plan to aid the new teacher?

3. What items in the plan should be dropped because they are of little or no value to new teachers?

4. To what extent were the following objectives met by the plan?

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
* Improvement of teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX F

Year 2: EVALUATION – MENTOR

To be completed by Mentor

Name:

Teaching Assignment:

Date:

1. Do you feel this plan helped provide adequate support to the Inductee?

Please explain.

2. What items would you suggest be added to the plan to aid the new teacher?

3. What items in the plan should be dropped because they are of little or no value to new teachers?

4. To what extent were the following objectives met by the plan?

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
* Improvement of teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Adjustment to student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional APPENDIX G

***Optional CONFERENCE REQUIREMENT COMPLETED
(Beginning Teacher)***

Inductee: _____

This certifies that the above named inductee has successfully completed the *optional* conference attendance requirement of one day for the Selinsgrove Area School District’s Beginning Teacher Induction Plan.

Inductee

Date

Mentor

Date

District Induction Council Chairperson

Date

APPENDIX H
MENTEE OBSERVATION COMPLETED
(Beginning Teacher)

Inductee: _____

Mentor: _____

This certifies that the above named Inductee has been observed actively instructing students by the above named Mentor. Completion of this form verifies that the above named individuals participated in a post-observation conference which consisted of meaningful reflection and provided constructive feedback for the improvement of instruction.

Date of observation: _____ Class period/ time: _____

Lesson title: _____

Inductee Date

Mentor Date

APPENDIX I

**YEAR 1 and 2: PLAN COMPLETED
(Beginning Teacher)**

Inductee: _____

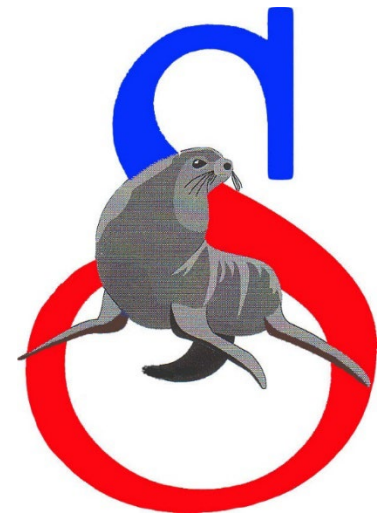
This certifies that the above-named inductee has successfully completed the YEAR 1 requirements of Selinsgrove Area School District's Beginning Teacher Induction Plan. After all signatures have been obtained, this form will become part of the employee's permanent file in the Superintendent's office.

Superintendent

Mentor

District Induction Council Chairperson

Date



APPENDIX J

BEGINNING TEACHER MENTOR CONTRACT

I, _____, agree to be a Mentor for the 20____ - 20____ school year (Two Years). I agree to follow all the guidelines as outlined in the Induction Plan and as presented at the Opening Session.

Requirements are as follows:*

- Attend New Teacher Induction Day – (Year 1 Only) _____ (5%)
- Meet with Inductee regarding Professional Development conference requirements _____ (10%)
- Meet with Inductee at least once per week (*during year one*) of the **first marking period** _____ (10%)
- Complete and submit **first quarterly log** and checklist in timely fashion _____ (10%)
- Meet with Inductee at least once per week (*during year one*) of the **second marking period** _____ (10%)
- Complete and submit **second quarterly log** and checklist in a timely fashion _____ (10%)
- Meet with Inductee at least once per week (*during year one*) of the **third marking period** _____ (10%)
- Complete and submit **third quarterly log** and checklist in a timely fashion _____ (10%)
- Meet with Inductee at least once per week (*during year one*) of the **fourth marking period** _____ (10%)
- Complete and submit **fourth quarterly log** and completed checklist in a timely fashion _____ (10%)
- Complete and submit final forms in a timely fashion _____ (5%)

*If unable to complete any assignment, Mentor must advise Induction Committee Chairperson prior to due date.

*During Year 2 of the induction process mentors and mentees will meet at least once every three weeks (or more frequently as needed)

I am aware that if I do not follow said guidelines and complete the required work, as outlined in the Induction Plan, I will not receive full compensation.

Complete: 20% of requirements = 20% compensation, or \$100.00
 50% of requirement = 50% compensation, or \$250.00
 80% of requirements = 80% compensation, or \$400.00
 100% of requirements = 100% compensation, or \$513.00

The above figures are based on a full-year contract with an Inductee. If you are not a Mentor for a full year, or you are sharing a position with another Mentor, then your pay will be pro-rated.

Print Name _____

Signature _____ Date _____

Chair Signature _____ Date _____

