

---

# Pennsylvania Department of Education

---



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## Teacher Induction Plan

February 27, 2007

**Entity:** Hatboro-Horsham SD

**Address:** 229 Meetinghouse Rd  
Horsham, PA 19044-2192

**Phone:** (215) 672-5660

**Contact Name:** William Lessa

**Teacher Induction Planning Participants**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Curtis Griffin	Hatboro-Horsham School District	School Central Office Administrator	District Professional Staff
Jackie Oliver	Pennypack Elementary School	Elementary School Teacher	Pennypack Professional Staff
Stephanie Green	Limekiln-Simmons Elementary School	Elementary School Teacher	Limekiln-Simmons Professional Staff
Melissa Leonard	Keith Valley Middle School	Special Education Representative	Keith Valley Professional Staff
Susan Casagrand	Hatboro-Horsham School District	School Central Office Administrator	District Professional Staff
Beth Gordon	Hatboro-Horsham School District	Special Education Representative	District Professional Staff
Luanne Fisher	Hatboro-Horsham School District	Business Representative	District Professional Staff
Dennis Williams	Hatboro-Horsham Senior High School	Building Principal	District Professional Staff
Kendall Glouner	Hatboro-Horsham School District	School Central Office Administrator	District Professional Staff

**Goals and Competencies**

- Ensure a successful start to the school year
- Facilitate a seamless transition into the teaching profession and the Hatboro-Horsham School District
- Enhance teachers' skills and performance
- Develop a working knowledge of department /or grade level, building, district and state procedures, policies and regulations
- Establish a culture of collaborative practice
- Create a culture of continuous professional learning
- Facilitate a culture of collective professional accountability
- Support positive teacher morale
- Put theory into practice
- Prevent teacher isolation
- Transmit the culture of the school system to teachers new to the Hatboro-Horsham School District
- Create strong working relationships between the inductee and the induction team, administration, professional staff, support staff, school directors, students and our community

**Assessment Processes**

The District Induction Team working in collaboration with administrators, teacher leaders and various individual responsibilities for district initiatives conducted multiple assessments of our new teachers' professional development needs. Data collection was conducted through surveys, focus groups, program

audits, curriculum and instructional program audits, analysis of student performance indicators and informal observations. This needs assessment process is an ongoing process. The following is a list of stakeholders, individuals, and groups that participated in the data collection process.

- Administrators
- Department Chairs
- Curriculum Coordinators
- New Teachers
- Safe Schools Committee
- Various Building Committees

### **Mentor Selection**

Mentor teaching is the process by which a practicing teacher, who has demonstrated commitment and competence, shares their expertise and training with new teachers. The Hatboro-Horsham School District will provide all new teachers including long term substitutes with a mentor for two years. Any long term substitute working for 45 days or longer will be provided a mentor. Mentors are selected by the building principal based on the needs of the new teacher and in consultation with the appropriate Assistant Superintendent, Department Chairs, Team Leaders and/or other appropriate teachers. Individuals selected as mentors are requested to commit to serving as the new teacher's mentor for two years. Mentors are compensated at \$1,000.00 per inductee per annum. Mentors providing services for more than one semester but less than the full year will be compensated at the full amount. Mentors providing service for 45 days or more but less than a semester will be compensated a \$500.00 per inductee.

### Teacher Mentor Preferred Qualifications

- An experienced teacher with no less than three years of successful teaching experience in the Hatboro-Horsham School District
- Must hold an instructional II certificate
- Works in the same building as the inductee if possible
- Have relevant experience in the same teaching field/area as the inductee
- Knowledge of district/school policies, procedures and resources
- Models continuous learning and reflection
- Is willing to maintain a two year-long commitment to his/her inductee(s)
- Show evidence of ongoing professional growth

### Teacher Mentor Preferred Qualities

- Shows a deep commitment to continuous learning and growing as professionals
- Knowledge of adult learning and development
- Coaching and conferencing skills
- Possess good communication and interpersonal skills
- Be able to demonstrate effective classroom management and discipline, is familiar with direct instruction as well as the use of centers and small groups; should work well with and have good communication skills with their peers
- Reflects positive peer relations
- Listening skills

- Effective problem solvers
- Shows ability to suspend judgment
- Shows sensitivity to the concerns of beginning teachers
- Ability to build trusting relationships
- Is enthusiastic and has a positive attitude
- Demonstrate flexibility

### **Activities and Topics**

The School District of Hatboro-Horsham has designed and implemented a two year induction program. The induction program provides each inductee with a mentor for two years and a series of structured activities to facilitate the successful transition into the teaching profession, construct an understanding of our culture, build relationships and expand pedagogical skills.

Purpose: The Hatboro-Horsham School District believes the classroom teacher is the most important element of the learning experience. We also recognize that new teachers to the Hatboro-Horsham School District have special needs that must be addressed to ensure their professional competence. The induction program and activities have been designed to support a successful transition into the teaching profession, construct an understanding of our culture, build relationships and expand pedagogical skills. Our teacher induction program is a process to help beginning teachers and teachers new to the Hatboro-Horsham School District to function more effectively during their first year and second year in the teaching profession.

### **Induction Program Organization**

Induction Council: The Induction Council consists of one assistant superintendent, and a minimum of two HHEA representatives.

District Induction Team: The District Induction Team consist of one assistant superintendent, one secondary principal or assistant principal, one elementary principal or assistant principal, Director of Human Resources, Director of Curriculum, Director of Special Education, Supervisor of Pupil Services, Director of Educational Technology and a minimum of three HHEA representatives representing elementary and secondary divisions.

Building Induction Team: Building Induction Teams consist of the building principal or assistant principal, mentors, inductees and other professional staff members as needed.

Mentor: Mentor teaching is the process by which a practicing teacher, who has demonstrated commitment and competence, shares their expertise and training with new teachers. The Hatboro-Horsham School District will provide all new teachers, including long term substitutes, with a mentor for two years. Any long term substitute working for 45 days or longer will be provided a mentor.

Inductee: An inductee is a newly hired contracted employee, or long term substitute employed for a minimum of 45 days. Teachers hired prior to the beginning of the school year will begin the induction process with the August Induction Academy. Individuals hired during the school year will begin the induction process immediately. The Induction Program is a two year program. Teachers hired during the

school year who have completed more than one semester of the Induction Program will move into the Year II Induction Program for the next school year. Teachers hired during the second semester, completing less than one full semester of the Induction Program will remain in the Year I program for the next school year. Exceptions to these guidelines will be determined by the Induction Council.

### **Roles and Responsibilities**

Induction Council: The role of the Induction Council is to monitor the implementation of the Teacher Induction Program, gather information, and make recommendations for change to the District's Induction Team on a yearly basis, and keep track of research pertinent to the Teacher Induction Program.

District Induction Team: The role of the District Induction Team is to develop and oversee the implementation of the district's induction program and to ensure that district and teacher needs are addressed and that the induction program is implemented consistently throughout the different buildings. The district induction team is also responsible for the development and implementation of the mentor training program prior to each school year.

Building Induction Team: The roles and expectations of the Building Induction Team are to:

- Take into consideration the needs of the inductee and the mentor teacher
- Promote a positive rapport among the inductee, the mentor teacher, and other members of the faculty
- Disseminate information regarding building policies and procedures to the inductee
- Provide school time for meetings of the inductee and mentor teachers; i.e., scheduling preparation periods and lunch periods together.
- Verify completion of the induction process
- Complete tasks and activities as designated by the induction program.

Building Principal or Assistant Principal: The roles and expectations of the building principal or an assistant principal are to:

- Oversee the implementation and coordination of the building induction team
- Mentor selection and assignment
- Building induction meetings
- Facilitation of peer observations
- Conduct informal classroom visitations
- Conduct formal classroom visitations
- Artifact collection and analysis

Mentor: The roles and expectations of the mentor are to:

- Work with the inductee to create a successful start to the school year
- Assist in facilitating a seamless transition into the teaching profession and the Hatboro-Horsham School District
- Transmit a working knowledge of department or grade level, building, district and state procedures, policies and regulations
- Establish a culture of collaborative practice
- Create a culture of continuous professional learning

- Facilitate a culture of collective professional accountability
- Support positive teacher morale
- Transmit the culture of the school system to teachers new to the Hatboro-Horsham School District
- Participate in the Induction Academy and Mentor Training
- Attend district mentor meetings
- Attend building induction meetings
- Complete tasks and activities as designated by the induction program such as structured monthly mentoring activities, peer observations, informal support, completion of evaluations and needs assessments, and required record keeping
- Work regularly and directly with the inductee in preparing lesson plans
- Create units of study or grade level goals for curriculum areas
- Engage in problem solving and facilitate the transition between teacher training and the realities of classroom instruction
- Meet with inductee on a regular basis to provide feedback, guidance, and support to the beginning teacher, as well as provide research-based support for instructional strategies, the development of classroom materials, "culture", and organization
- Provide non-evaluative relationship with their inductee because a supportive professional relationship between teachers and mentors is vital to success
- Help inductees identify most immediate and pressing needs
- Establish a supportive, non-evaluative relationship
- Serve as a liaison
- Promote professionalism and involvement in appropriate professional organizations
- Participate in other activities assigned by the Building Principal or Induction Council

Inductee: In order for the Induction Program to be a success, the inductee must take an active role in the induction process. The roles and expectations of the inductee are:

- Work with the District Induction Team, Building Induction Team and Mentor to create a successful start to the school year
- Create a seamless transition into the teaching profession and the Hatboro-Horsham School District
- Establish a culture of collaborative practice
- Create a culture of continuous professional learning
- Facilitate a culture of collective professional accountability
- Participate in the Induction Academy
- Attend district induction meetings
- Attend building induction meetings
- Work regularly with your mentor in preparing lesson plans; creating units of study or grade level goals for curriculum areas. Engage in problem solving and facilitate the transition between teacher training and the realities of classroom instruction
- Meet with your mentor on a regular basis to receive feedback, guidance, and support as a beginning teacher, as well as provide research-based support for instructional strategies, the development of classroom materials, "culture", and organization
- Participate in other activities assigned by the Building Principal or District Induction Team

Assistant Superintendent: The roles and expectations of the assistant superintendent are to:

- Provide training in the Code of Professional Practices and Conduct for Educators, prepared by the Pennsylvania Department of Education during the August Induction Academy or at the time of employment of the teacher.
- Collect and keep track of all forms.
- Recommend mentor teachers for employment to the Board of School Directors.
- Maintain funding in the budget for the Induction program expenses.
- Issue Certificates of Completion to the Superintendent for signature: one for personnel file and one for the teacher.
- Facilitating Induction Council and District Induction Team meetings

## Induction Topics

The following is a brief list of the topics to be addressed during the induction process. This list of topics is a dynamic list that is updated annually by the District Induction Team.

- |  |   |   |
|--|---|---|
| • Academic Standards                                       | • Copier Services   | • How to Talk to Students                                       |
| • Acceptable Use Policy                                    | • Curriculum & Planned Instruction                                | • IEP Expectations  |
| • Accommodations and Adaptations for Diverse Learners      | • Curriculum Development Process                                  | • Inclusive Practices   |
| • Assessment – Classroom Procedures and Practices          | • Curriculum Mapping  | • Individual Academic Differences                               |
| • Assessment Plan – Local & State                          | • Differentiating Learning  | • Induction Plan  |
| • Assistance for Struggling Students                       | • District Benefit Package  | • Instructional Best Practices                                  |
| • Attendance Procedures                                    | • District Demographic Information                                | • Instructional I and Instructional II Certification Procedures |
| • Behavior Management Policies and Procedures              | • District Philosophy   | • Instructional Program   |
| • Budget Development Process                               | • District Policies & Procedures                                  | • Intermediate Unit Services                                    |
| • Building Procedures                                      | • Educational Foundation  | • Interpersonal Skills  |
| • Business Office Procedures                               | • E-mail etiquette  | • Legal Issues  |
| • Cafeteria Services                                       | • End of year closing policies                                    | • Lesson Plan Development                                       |
| • Calendars - District, School, Athletic                   | • ESL Programs  | • Maintenance Services  |
| • Certification Responsibilities                           | • Establishing Rigorous Expectations for All Students             | • Measurable Annual Improvement Targets                         |
| • Changing the Lesson on the Fly                           | • Expectations for Beginning Teachers                             | • Media Services and Procedures                                 |
| • Character Education Program                              | • Extra Duties  | • Monitoring Student Learning                                   |
| • Child Find Process                                       | • Field Trips   | • NCLB  |
| • Classroom Management                                     | • Gifted Education  | • Nursing Services and Procedures                               |
| • Code of Conduct – Extra Curricular and Co-Curricular     | • Goals - District, Building, Grade Level, Team, Department, Etc. | • Obtaining Supplies & Equipment                                |
| • Code of Conduct – Student                                | • Goals and Initiatives   | • Opening School Procedures                                     |
| • Code of Professional Practices and Conduct for Educators | • Grading Policy and Procedures                                   | • Opportunities for Professional Involvement                    |
| • Communication Skills                                     | • Graduation Requirements   | • Parent & Community Involvement                                |
| • Community Orientation                                    | • Group Work and Cooperative Learning                             | • Parent-Teacher Conferencing Techniques                        |
| • Confidentiality  | • HHEA, PSEA and NEA  | • Planning  |
|  | • Home-School Communication                                       | • Professional Development Plan                                 |
|  | • Homework Procedures   | • Professional Dress  |

- Project Based Learning
- PSSA/Standardized Testing
- Record Keeping
- Religious Holidays
- Report Card Procedures
- Resource Acquisition
- Responsibilities to PDE (Address changes, add-ons, Name Changes, etc.)
- Schedules – Individual, Building, etc.
- School Calendar
- Setting Appropriate Student Learning Expectations
- Sexual Harassment
- Special Education Referrals
- Special Education/IEP
- Specific Instructional Program Training
- Strategic Plan
- Student and Teacher Relationships
- Student Assistance Program
- Student Information System – PowerSchool
- Student Motivation
- Student Records
- Student Support Services
- Student Transportation Services
- Substitute Procedures
- Supervision & Evaluation
- Teaching in the Block Schedule
- Team Teaching Strategies
- Technology Integration
- Technology Services
- Technology Skill Development
- Tenure
- Time Management Skills
- Unique District/School Programs and Activities
- Utilization of Multiple Instructional Strategies and Transitions
- Utilization of Resources and Services
- Working with students, parents and the community

### **Overview of Year I Activities**

Four-Day Pre-Service Induction Training – “A Successful Beginning”: The district’s Induction Team conducts four days of training for our new teachers and mentors. The topics covered during this training include: Introduction and Team Building, Introduction Program Overview, Code of Conduct, District Tour, Mentor Training, Technology Training, Year I and Year II Sharing Session, Classroom Management Training, Division Level Induction Training, Inductee and Mentor Work Sessions, Classroom Preparation, Special Services, HHEA Introduction. The Induction Academy is typically scheduled one week before all of the professional staff is required to report.

After School Technology Training Sessions – Student Information System: Year I Inductees will receive a two hour training session during the 2nd or 3rd week of school to finalize setup of Grade Book and Attendance Package components and Parent Access.

District Level Induction Meetings (3 Per Year): The district induction team will conduct three induction meetings during the course of the school year. Typically these will be held in October, January and May. The focus of these meetings range in topics from the Harassment Policy, Instructional Strategies, PSEA, current inductee needs, etc.

District Induction Program Celebration (1 Per Year): At the end of the school year the district Induction Team will conduct a celebration, inviting district administrators, school board members, new teachers and mentors to celebrate the successful completion of the school year.

District Level Mentor Meetings (3 Per Year): The focus of these meetings will be to address the needs of our mentors and to assist them in addressing their inductee needs. Typically these meetings will be held one each semester.

District Level All Day Workshops for Inductee (2 Per Year) – “Classroom Management: The Year I inductees will participate in two workshops focusing on classroom management. One workshop will

occur in the first semester and one during the second semester. These workshops are typically scheduled in November and December and January and February.

Mentor Training Workshop: Training will be provided to mentors focusing on adult learning theory, building effective mentor/inductee relationships, tools for mentors and an overview and expectations of the induction program.

Monthly Building Induction Meetings: The building principal or assistant principal will conduct a monthly induction meeting to cover building related induction topics.

Ongoing Informal and Formal Support by the Mentor and Building Administration: It is expected that the mentor will touch base with their inductee on a daily basis at the beginning of the school year, maybe less frequent as the year moves forward, and that the building administrator will be available to assist the inductee with any challenges they are confronted with on a daily basis.

Peer Observations by Mentor of Inductee: It is the expectation that the mentors will observe their inductee in their classroom environment a minimum of two times. It is our hope that the mentor will have additional opportunities, but the building principal will facilitate coverage to allow the mentor to visit the inductee's classroom a minimum of two times.

Peer Observations by Inductee of Mentor and Other Teachers: It is the expectation that the inductees will observe their mentor at least once and another teacher at least once. It is our hope that the inductee will have additional opportunities to observe their mentor and/or other teachers, however, the building principal will facilitate the opportunity for two peer observations, one with the mentor and one with another teacher within the inductee's building.

Informal Classroom Visitations by Building and Central Office Administrators: It is the expectation that the building principal or assistant principals will visit the inductee's classroom every single week during the school year. Some of these visitations will be drop by visitations, other will be more formal visitations. It is also the expectation that during the first semester, a central office administrator will visit each inductee's classroom twice and at least once during the second semester.

Structured Monthly Mentoring Activities – “Monthly Induction Calendar”: Each month, the district induction team will provide to the mentors and inductees a monthly induction calendar of activities for the inductees and the mentors to complete

Structured Reflection Activities: Several times during the school year inductees will be asked to reflect on a series of topics ranging from instruction and classroom management to student/teacher relationship development. These reflection activities will be completed by the inductee and submitted to the building principal.

Monthly Induction and Mentor Log: It is the expectation that at the end of each month the inductee and mentor will complete a log of the activities that they engaged in during the month and submit the log to the building principal for review. The principal will then forward the log to the Assistant Superintendent who will maintain the log in the induction file.

Formal Supervision and Evaluation Process:

- 2 – Formal Evaluations and Follow Up Conferences
- 4 – Clinical Observations with 4 Reflective Conferences
- 1 – Cycle of Walk Through Observation with 1 Reflective Conference
- Classroom Visitations
- PDE-427 Artifact Portfolio with Monthly Conferences
- Informal and Formal data collection aligned with Hatboro-Horsham’s Evaluation Report, Pennsylvania School Code and Pennsylvania Code of Conduct

Hatboro-Horsham Professional Development Activities: Hatboro-Horsham School District provides, during the course of the school year, numerous professional development activities both on in-service days and after school. It is the expectation that the inductee will engage in these professional development activities.

Self-Selected Professional Development Activities: During the course of the school year inductees, as well as other professional staff members, will have the opportunity to attend workshops and conferences outside the district. We encourage our Year I and Year II inductees to engage in these activities that are appropriate and available to them.

Artifact Collection and Analysis by Building and Central Office Administrators: During the course of the induction program building principals and central office administrators will be asking inductees to submit, for review and analysis, various documents that show examples of quality of education that is occurring within the inductee’s classroom. The building principal or a central office administrator that collects this documentation will provide feedback to the inductee. Artifacts to be collected are: Lesson Plans, Unit Plans, Student Work, Assessments, Assignments, Teacher Resource Documents, Student Records, Grade Books, Progress Reports, Report Cards, Teaching and Learning Reflections, Professional Development Documentation, Parent/Teacher Conference Reports, etc:

Ongoing Needs Analysis and Program Evaluation Activities: During the course of the school year the induction team will collect information from the inductees to verify if their needs are being met. At the conclusion of the school year, principals, inductees and mentors are required to submit an evaluation of the induction program.

Formal Record Keeping Activities: Building administrators are requested to maintain a listing of building level induction activities and meeting agendas. Inductees and mentors are requested to maintain a log of their activities. The Assistant Superintendent will maintain copies of all of the agendas and presentations that occurred during the course of the school year. At the conclusion of the induction process, the Assistant Superintendent will see that the inductee receives a certificate of completion of the induction program. A copy of this certificate will be included in the inductees professional personnel file.

**Overview of Year II Actives**

Summer Induction Academy (2 Days): The Induction Council will conduct a Year II Induction Academy. The topics for the Year II Induction Academy are: Year II Program Overview, Review of Certification and Tenure Requirements, District's PDE 427 Portfolio, and Differentiated Instruction.

District Level Induction Meetings (2 Per Year): The district induction team will conduct two district level induction meetings. The agenda for these meetings will be based on the induction cohorts needs.

District Induction Program Celebration (1 Per Year): At the end of the school year the district Induction Team will conduct a celebration, inviting district administrators, school board members, new teachers and mentors to celebrate the successful completion of the school year.

District Level Mentor Meetings (2 Per Year): The focus of these meetings will be to address the needs of our mentors and to assist them in addressing their inductee needs.

District Level All Day Workshops for Inductee – “Differentiated Instruction”: The Year II Inductees will participate in two workshops focusing on “Differentiated Instruction”. One workshop will occur in the first semester and one during the second semester.

After School Technology Training for Inductees (6 Hours): Inductees will select a total of 6 hours of technology workshops to attend. These workshops can be training provided by the district or those provided by the Montgomery County Intermediate Unit.

Self Directed Study Groups - “Differentiated Instruction” (6 Hours): During the summer academy, the Year II inductees will be assigned to a “Differentiated Instruction” study group. Inductees will be expected to meet with their study groups between each of the Differentiated Instruction workshop sessions and engage in various study group activities. The study group process is aligned with the district's Differentiated Supervision Study Group component.

Mentor Training Workshop: Training will be provided to mentors focusing on adult learning theory, building effective mentor/inductee relationships, tools for mentors and an overview and expectations of the induction program.

Peer Observations by Mentor of Inductee: It is the expectation that the mentors will observe their inductee in their classroom environment a minimum of two times. It is our hope that the mentor will have additional opportunities, but the building principal will facilitate coverage to allow the mentor to visit the inductee's classroom a minimum of two times.

Peer Observations by Inductee of Mentor and Other Teachers: It is the expectation that the inductees will observe their mentor at least once and another teacher at least once. It is our hope that the inductee will have additional opportunities to observe their mentor and/or other teachers, however, the building principal will facilitate the opportunity for two peer observations, one with the mentor and one with another teacher within the inductee's building.

Informal Classroom Visitations by Building and Central Office Administrators: It is the expectation that the building principal or assistant principals will visit the inductee's classroom every single week during

the school year. Some of these visitations will be drop by visitations, other will be more formal visitations. It is also the expectation that during the first semester, a central office administrator will visit each inductee's classroom twice and at least once during the second semester.

Mentor Training Workshop: Training will be provided to mentors focusing on adult learning theory, building effective mentor/inductee relationships, tools for mentors and an overview and expectations of the induction program.

Structured Monthly Mentoring Activities – “Monthly Induction Calendar”: Each month, the district induction team will provide to the mentors and inductees a monthly induction calendar of activities for the inductees and the mentors to complete

Structured Reflection Activities: Several times during the school year inductees will be asked to reflect on a series of topics ranging from instruction and classroom management to student/teacher relationship development. These reflection activities will be completed by the inductee and submitted to the building principal.

Monthly Induction and Mentor Log: It is the expectation that at the end of each month the inductee and mentor will complete a log of the activities that they engaged in during the month and submit the log to the building principal for review. The principal will then forward the log to the Assistant Superintendent who will maintain the log in the induction file.

Monthly Building Induction Meetings: The building principal or assistant principal will conduct a monthly induction meeting to cover building related induction topics.

Ongoing Informal and Formal Support by the Mentor and Building Administration: It is expected that the mentor will touch base with their inductee on a daily basis at the beginning of the school year, maybe less frequent as the year moves forward, and that the building administrator mentor will be available to assist the inductee with any challenges they are confronted with on a daily basis.

Hatboro-Horsham Professional Development Activities: Hatboro-Horsham School District provides, during the course of the school year, numerous professional development activities both on in-service days and after school. It is the expectation that the inductee will engage in these professional development activities.

Formal Supervision and Evaluation Process:

- 2 – Formal Evaluations and Follow Up Conferences
- 4 – Clinical Observations with 4 Reflective Conferences
- 1 – Cycle of Walk Through Observation with 1 Reflective Conference
- Classroom Visitations
- PDE-427 Artifact Portfolio with Monthly Conferences
- Informal and Formal data collection aligned with Hatboro-Horsham's Evaluation Report, Pennsylvania School Code and Pennsylvania Code of Conduct

Monthly PDE 427 Portfolio Assessments: The Hatboro-Horsham School District has developed a process for inductees to collect artifacts related to PDE 427 Evaluation. It is the expectation that on a

monthly basis Year II inductees will identify a particular artifact, place it in their portfolio, and meet with the building principal to review and discuss the artifact.

Self-Selected Professional Development Activities: During the course of the school year inductees, as well as other professional staff members, will have the opportunity to attend workshops and conferences outside the district. We encourage our Year I and Year II inductees to engage in these activities that are appropriate and available to them.

Artifact Collection and Analysis by Building and Central Office Administrators: During the course of the induction program building principals and central office administrators will be asking inductees to submit, for review and analysis, various documents that show examples of quality of education that is occurring within the inductee's classroom. The building principal or a central office administrator that collects this documentation will provide feedback to the inductee. Artifacts to be collected are: Lesson Plans, Unit Plans, Student Work, Assessments, Assignments, Teacher Resource Documents, Student Records, Grade Books, Progress Reports, Report Cards, Teaching and Learning Reflections, Professional Development Documentation, Parent/Teacher Conference Reports, etc:

Ongoing Needs Analysis and Program Evaluation Activities: During the course of the school year the induction team will collect information from the inductees to verify if their needs are being met. At the conclusion of the school year, principals, inductees and mentors are required to submit an evaluation of the induction program.

Formal Record Keeping Activities: Building administrators are requested to maintain a listing of building level induction activities and meeting agendas. Inductees and mentors are requested to maintain a log of their activities. The Assistant Superintendent will maintain copies of all of the agendas and presentations that occurred during the course of the school year. At the conclusion of the induction process, the Assistant Superintendent will see that the inductee receives a certificate of completion of the induction program. A copy of this certificate will be included in the inductees professional personnel file.

## **Year I Induction Calendar By Month**

### August

#### Induction Team

- Conduct Four Day Pre-Service Academy

#### Principal

- Attend Pre-Service Academy
- Facilitate Building Level Training Components
- Complete Monthly Induction Calendar
- Review Inductee's Lesson Plans and Provide Feedback
- Visit Inductee's Classroom

#### Mentor

- Attend 2 Days of Induction Academy
- Mentor Training
- Inductee/Mentor Work Session

- Classroom and Instruction Preparation
- Complete Monthly Induction Calendar
- Maintain Induction Log

#### Inductee

- Attend Four Day Pre-Service Academy
- Classroom and Instruction Preparation
- Submit lesson plans for the first day and first week of school to the building principal
- Complete Monthly Induction Calendar
- Maintain Induction Log

### September

#### Induction Team

- Conduct a two-hour After School PowerSchool Training Session

#### Principal

- Facilitate Mentor Peer Observation
- Four Informal Classroom Visitations
- Conduct Building Induction Meeting
- Complete Monthly Induction Calendar
- Collect and Review Artifacts if Appropriate

#### Mentor

- Conduct Inductee/Mentor Meetings
- Peer Observation of Inductee
- Attend Building Induction Meeting if Requested
- Complete Monthly Induction Calendar
- Maintain Induction Log

#### Inductee

- Attend a PowerSchool Training Session
- Attend Building Induction Meeting
- Conduct Inductee/Mentor Meetings
- Submit Artifacts as Requested by  
Principal
- Complete Monthly Induction Calendar
- Maintain Induction Log

### October

#### Induction Team

- Conduct District Induction Meeting: PSEA & HHEA
- Conduct District Mentor Meeting

#### Principal

- Conduct Three Informal Classroom Visitations
- Conduct One Formal Teacher Observation
- Conduct Building Induction Meeting
- Complete Monthly Induction Calendar
- Collect and Review Artifacts if Appropriate

**Mentor**

- Attend District Mentor Meeting
- Conduct Inductee/Mentor Meetings
- Attend Building Induction Meeting if Requested
- Complete Monthly Induction Calendar
- Maintain Induction Log

**Inductee**

- Attend District Induction Meeting
- Attend Building Induction Meeting
- Conduct regular Inductee/Mentor Meetings
- Submit Artifacts as Requested by Principal
- Complete Monthly Induction Calendar
- Maintain Induction Log

November**Induction Team**

- Conduct First Marking Period Needs Assessment for Principals, Mentors and Inductees

**Principal**

- Facilitate Peer Observations
- Conduct Four Informal Classroom Visitations
- Conduct Building Induction Meeting
- Complete Monthly Induction Calendar
- Collect and Review Artifacts if Appropriate

**Mentor**

- Conduct Inductee/Mentor Meetings
- Attend Building Induction Meeting if Requested
- Complete Monthly Induction Calendar
- Maintain Induction Log

**Inductee**

- Observe a Peer
- Attend Building Induction Meeting
- Conduct regular Inductee/Mentor Meetings
- Submit Artifacts as Requested by Principal
- Complete Monthly Induction Calendar
- Maintain Induction Log

December**Induction Team**

- Conduct District All Day Induction Training – Classroom Management

**Principal**

- Conduct Three Informal Classroom Visitations
- Conduct One Formal Teacher Observation
- Complete Monthly Induction Calendar
- Collect and Review Artifacts if Appropriate

**Mentor**

- Conduct Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Maintain Induction Log

**Inductee**

- Attend District Induction Training
- Conduct regular Inductee/Mentor Meetings
- Submit Artifacts as Requested by Principal
- Complete Monthly Induction Calendar
- Maintain Induction Log

January**Induction Team**

- Conduct Mid-Year Needs Assessment for Principals, Mentors, Inductees
- Conduct District Induction Meeting
- Conduct District Mentor Meeting

**Principal**

- Facilitate Peer Observations
- Conduct Three Informal Classroom Visitations
- Conduct Evaluation Conference
- Complete Monthly Induction Calendar
- Complete Mid-Year Needs Assessment
- Collect and Review Artifacts if Appropriate

**Mentor**

- Conduct Inductee/Mentor Meetings
- Peer Observation of Inductee
- Attend District Mentor Meeting
- Complete Monthly Induction Calendar
- Complete Mid-Year Needs Assessment
- Maintain Induction Log

**Inductee**

- Attend District Induction Meeting
- Conduct regular Inductee/Mentor Meetings
- Complete Mid-Year Needs Assessment
- Submit Artifacts as Requested by Principal
- Complete Monthly Induction Calendar
- Maintain Induction Log

February**Induction Team**

- Conduct District All Day Induction Training – Classroom Management

**Principal**

- Conduct Three Informal Classroom Visitations
- Conduct One Formal Teacher Observation

- Complete Monthly Induction Calendar
- Collect and Review Artifacts if Appropriate

Mentor

- Conduct Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Maintain Induction Log

Inductee

- Attend District Induction Training
- Conduct regular Inductee/Mentor Meetings
- Submit Artifacts as Requested by Principal
- Complete Monthly Induction Calendar
- Maintain Induction Log

March

Induction Team

Principal

- Conduct Three Informal Classroom Visitations
- Conduct One Formal Teacher Observation
- Conduct Building Induction Meeting
- Complete Monthly Induction Calendar
- Collect and Review Artifacts if Appropriate

Mentor

- Conduct Inductee/Mentor Meetings
- Attend Building Induction Meeting if Requested
- Complete Monthly Induction Calendar
- Maintain Induction Log

Inductee

- Attend Building Induction Meeting
- Conduct regular Inductee/Mentor Meetings
- Submit Artifacts as Requested by Principal
- Complete Monthly Induction Calendar
- Maintain Induction Log

April

Induction Team

Principal

- Facilitate Peer Observations
- Conduct Two Informal Classroom Visitations
- Conduct Building Induction Meeting
- Complete Monthly Induction Calendar
- Collect and Review Artifacts if Appropriate

Mentor

- Conduct Inductee/Mentor Meetings
- Attend Building Induction Meeting if Requested

- Complete Monthly Induction Calendar
- Maintain Induction Log

#### Inductee

- Observe a Peer
- Attend Building Induction Meeting
- Conduct regular Inductee/Mentor Meetings
- Submit Artifacts as Requested by Principal
- Complete Monthly Induction Calendar
- Maintain Induction Log

#### May

#### Induction Team

- Conduct End of Year Needs Assessment for Principals, Mentors, Inductees and Induction Program Evaluation
- Stage Induction Celebration

#### Principal

- Conduct Evaluation Conference
- Complete Monthly Induction Calendar
- Complete End of Year Needs Assessment for Principals, Mentors, Inductees and Induction Program Evaluation
- Collect and Review Artifacts if Appropriate

#### Mentor

- Conduct Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Complete End of Year Needs Assessment for Principals, Mentors, Inductees and Induction Program Evaluation
- Maintain Induction Log

#### Inductee

- Conduct regular Inductee/Mentor Meetings
- Submit Artifacts as Requested by Principal
- Complete Monthly Induction Calendar
- Maintain Induction Log
- Complete End of Year Needs Assessment for Principals, Mentors, Inductees and Induction Program Evaluation

### **Year I Induction Academy Schedule**

#### Day 1

- Light Refreshments
- Introduction & Team Building
- Induction Program Overview
- Code of Conduct
- Lunch BBQ
- District Tour
- Mentor Training
- Year II Program Overview
- Mentor Training

Day 2

- Light Refreshments
- Technology Training
- Year I Induction Discussions
- Year I & II Discussions
- Lunch
- Classroom Management Workshop

Day 3

- Light Refreshments
- Division Level Induction
- Activities & Training
- Lunch
- Inductee/Mentor Work Session

Day 4 - Non Special Education Teachers

- Special Service Overview
- Library/Building Information
- HHEA Lunch
- Reflection and Evaluation
- Building Resources & Classroom Prep

Day 4 - Special Education Teachers

- Special Education Training
- HHEA Lunch
- Reflection and Evaluation
- Building Resources & Classroom Prep

**Year II Induction Calendar By Month**August

## Induction Team

- Conduct Two Day Pre-Service Academy
- Conduct Year 2 Mentor Training

## Principal

- Visit Inductee's Classroom
- Complete Monthly Induction Calendar

## Mentor

- Conduct Inductee/Mentor Meeting
- Complete Monthly Induction Calendar
- Attend District Mentor Training
- Maintain Induction Log

## Inductee

- Attend Two Day Pre-Service Academy
- Conduct Inductee/Mentor Meetings

- Complete Monthly Induction Calendar
- Maintain Induction Log

### September

#### Induction Team

##### Principal

- Conduct Building Induction Meeting
- Conduct One Informal Classroom Visitation
- Conduct One Formal Teacher Observation
- Complete Monthly Induction Calendar

##### Mentor

- Attend Building Induction Meeting if Requested
- Conduct Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Maintain Induction Log

##### Inductee

- Attend Building Induction Meeting if Requested
- Conduct Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Maintain Induction Log

### October

#### Induction Team

##### Principal

- Facilitate Mentor Peer Observation
- Conduct Two Informal Classroom Visitations
- Conduct Individual PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar

##### Mentor

- Conduct Inductee/Mentor Meetings
- Conduct Peer Observation of Inductee
- Complete Monthly Induction Calendar
- Maintain Induction Log

##### Inductee

- Conduct regular Inductee/Mentor Meetings
- Engage In Self Directed Professional Development Activity (Study Group or Technology Training)
- Conduct PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar
- Maintain Induction Log

### November

#### Induction Team

##### Principal

- Conduct One Informal Classroom Visitation

- Conduct One Formal Teacher Observation
- Conduct Individual PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar

## Mentor

- Conduct Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Maintain Induction Log

## Inductee

- Conduct regular Inductee/Mentor Meetings
- Engage In Self Directed Professional Development Activity (Study Group or Technology Training)
- Conduct PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar
- Maintain Induction Log

December

## Induction Team

- Conduct Differentiated Instruction Workshop

## Principal

- Facilitate Inductee Peer Observations
- Conduct Two Informal Classroom Visitation
- Conduct Individual PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar

## Mentor

- Conduct Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Maintain Induction Log

## Inductee

- Conduct Peer Observation
- Conduct regular Inductee/Mentor Meetings
- Attend Differentiated Instruction Workshop
- Conduct PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar
- Maintain Induction Log

January

## Induction Team

- Conduct Mid-Year Needs Assessment for Principals, Mentors, Inductees

## Principal

- Conduct Two Informal Classroom Visitations
- Conduct Evaluation Conference
- Complete Mid-Year Needs Assessment
- Complete Monthly Induction Calendar

## Mentor

- Conduct Inductee/Mentor Meetings

- Complete Monthly Induction Calendar
- Complete Mid-Year Needs Assessment
- Maintain Induction Log

#### Inductee

- Conduct regular Inductee/Mentor Meetings
- Engage In Self Directed Professional Development Activity (Study Group or Technology Training)
- Complete Mid-Year Needs Assessment
- Complete Monthly Induction Calendar
- Maintain Induction Log

### February

#### Induction Team

- Conduct District Year II Induction Meeting
- Conduct District Year II Induction – Mentor Meeting
- Conduct Differentiated Instruction Workshop

#### Principal

- Conduct One Informal Classroom Visitation
- Conduct One Formal Teacher Observation
- Conduct Individual PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar

#### Mentor

- Attend District Induction Meeting
- Conduct Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Maintain Induction Log

#### Inductee

- Attend District Induction Meeting
- Conduct regular Inductee/Mentor Meetings
- Attend Differentiated Instruction Workshop
- Conduct PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar
- Maintain Induction Log

### March

#### Induction Team

#### Principal

- Conduct One Informal Classroom Visitation
- Conduct One Formal Teacher Observation
- Conduct Individual PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar

#### Mentor

- Conduct Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Maintain Induction Log

## Inductee

- Conduct regular Inductee/Mentor Meetings
- Engage In Self Directed Professional Development Activity (Study Group or Technology Training)
- Conduct PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar
- Maintain Induction Log

April

## Induction Team

## Principal

- Conduct One Informal Classroom Visitation
- Conduct Individual PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar

## Mentor

- Conduct Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Maintain Induction Log

## Inductee

- Conduct regular Inductee/Mentor Meetings
- Engage In Self Directed Professional Development Activity (Study Group or Technology Training)
- Conduct PDE 427 Portfolio Conference
- Complete Monthly Induction Calendar
- Maintain Induction Log

May

## Induction Team

- Conduct End of Year Needs Assessment for Principals, Mentors, Inductees and Induction Program Evaluation
- Stage Induction Celebration

## Principal

- Conduct Evaluation Conference
- Complete Monthly Induction Calendar
- Complete End of Year Induction Program Evaluation
- Attend Induction Celebration

## Mentor

- Conduct Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Maintain Induction Log
- Complete End of Year Induction Program Evaluation

## Inductee

- Conduct regular Inductee/Mentor Meetings
- Complete Monthly Induction Calendar
- Maintain Induction Log
- Complete End of Year Induction Program Evaluation

## Year II Induction Academy Schedule

### Day 1

- Light Refreshments
- Year II Program Overview
- Mentor Training
- Certification Information
- PDE427 Portfolio
- Year I & Year II Discussion
- Lunch
- Year II Building Level Meetings
- Inductee & Mentor Work Sessio

### Day 2

- Light Refreshments
- Differentiated Instruction Workshop
- Lunch
- Differentiated Instruction Workshop

## Monthly Induction Calendar

The concept of the “Monthly Induction Calendar” was copied from Paula Rutherford’s book 21st Century Mentor’s Handbook, Creating a Culture for Learning. The School District of Hatboro-Horsham provides a copy of this text to all of our mentors. The Induction Council has utilized Rutherford’s “Mentoring Calendar Categories as a structure to frame the content and activities of our induction program. The following is an excerpt from her text provides a brief definition of each category.

Recommendations for each month are organized into eight categories which capture the potential challenges and concerns of teachers new to a school or district. The categories are as follows:

**Personal:** This section addresses life beyond the work place as well as creating a welcoming work environment where new teachers feel a part of both the learning community and the social fabric of the school

**Professional:** This section addresses both the professional development and learning that teachers continue throughout their careers and the human resource issues of contracts, finances, benefits, etc.

**Curriculum, Instruction, and Assessment:** This section addresses the daunting task of knowing what students are supposed to know and know how to do as a result of the instruction program designed and implemented by their teachers

**Organizational Systems:** This section addresses systems for organizing professional papers, instructional materials, student materials, and the classroom

**Students:** This section addresses systems for getting to know the students as learners and as people for building a learning community, and for developing a repertoire of ways to deal with unmet expectations that are not grounded in compliance and control but rather in increasing student learning

**Colleagues:** This section addresses issues of collegial collaboration including working with the administrative staff, teaching staff, and support staff in professional and productive ways in the interest of student learning

**School and School System:** This section addresses the policies and procedures written and unwritten for the operation of the organization

**Parents and Community:** This section addresses the need to work collaboratively and proactively with parents as partners in their children's education

## **Monthly Induction Calendar Example**

### **August Induction Calendar**

#### **Personal**

- Share as many forms of personal contact as you are willing to share.
- If the new teacher is moving into the area, provide information and assistance in identifying shopping areas, recreational facilities, restaurants, etc.
- Review last year's yearbook with your inductee.
- Do a Who's Who of staff members in you department, grade level, team, building etc.

#### **Professional**

- Review Induction Program and explain what the inductee can expect from you.
- Complete the Inductee Needs Assessment
- Discuss Professional Dress
- Review Payroll and Benefits from your perspective and check for understanding if needed direct inductee for additional information.

#### **Curriculum, Instruction and Assessment**

- Provide an overview of the curriculum and Instructional Resources
- Provide copies of curriculum and instruction resources if available such as "curriculum guides" or "curriculum maps" .
- Make sure the inductee has appropriate instructional materials for students
- Assist the inductee in preparing lesson plans for the first week of school.

#### **Organizational Systems**

- Review grading procedures and systems.
- Discuss your classroom organization and assist the inductee in developing their system.
- Explain procedures for attendance, e-mail, voice mail, discipline, restroom use, hall passes, recess, lunch, fire drills, etc.
- Check classroom for furniture and supplies, verify that the inductee has appropriate resources.
- Ensure Inductee has the appropriate district, building, department, etc, calendars and important dates. Review theses calendars with the Inductee and identify important dates.
- Discuss computer access/availability for teacher use and student use
- Discuss A-V equipment needs and how to make requests

**Students**

- Review confidentiality!!!
- Check class lists and schedules.
- Explore how to establish and implement procedures and routines with students.
- Discuss how to build a learning community in the classroom.
- Discuss how to build relationships with students.
- Review IEP and 504 information

**Colleagues**

- Introduce the inductee to faculty and staff.

**School and School Systems**

- Provide an overview of procedures and policies. Review the district handbook and building handbooks with the Inductee.
- Take a tour of your building with your mentor. Some of the areas you may wish to tour might include:
  - Teacher restrooms
  - Teacher faculty room/lounge
  - Teacher cafeteria area/student cafeteria
  - “Special Areas.” Office/Library/Guidance/Nurse
  - Teacher parking
- Discuss “start” and “end” time for teachers and availability of weekend access
- Learn how to use “copy center” for copying and how to use the building copier for immediate copy needs
- Discuss with mentor any “special schedules” that occur the first week of school

**Parents and Community**

- Discuss the importance of parent-teacher communication.
- Review your procedures for communicating with parents.
- Discuss Back-To-School Night Expectations
- Discuss the different resources available for communicating.
- Review how you respond to a challenging parent early in the school term.
- Discuss parent communication for the first week of school.

**Evaluation and Monitoring**

The District Induction Team shall evaluate of the induction program at the end of the first semester and at the close of the school year. The following data sets will be utilized to evaluation the Induction Program: Induction Program Surveys (January & April), Specific Workshop Evaluations (technology, classroom management, and differentiated instruction), Analysis of Monthly Logs, Academy Evaluation, and Informal Data Collected by Induction Team Members and Administrators. The evaluation process will be utilized to revise Induction Program components for the second semester and enhance the Induction Program for the next school year.

**Participation and Completion**

Inductees, mentors, principals, assistant superintendent will maintain a log of conferences, meetings, and other activities related to the New Teacher Induction Program. Individual participating in induction meetings and activities are required to sign the sign in sheet for each meeting and activity. The sign in sheets will be sent to the office of the assistant superintendent to be kept on file with other professional development records. Inductees, mentors, principals and assistant superintendent shall submit completed logs to the Assistant Superintendent on a monthly basis. The superintendent through the Personnel Department shall keep on file the names of those individuals who have completed the induction program and provide written verification to the inductee.