
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Teacher Induction Report **Tuesday, March 30, 2010** **(Last Approved: Tuesday, February 20, 2007)**

Entity: Hatboro-Horsham SD
Address: 229 Meetinghouse Rd
Horsham, PA 19044-2192
Phone: (215) 420-5003
Contact Name: Curtis Griffin

Teacher Induction Planning Participants

There are currently no participants selected for this plan report.

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

Provide in-classroom support for new teachers - Job Embedded.

Increase coordination, integration and efficiencies of the "New Teacher Induction Program" with district resources, initiatives and individual building induction activities.

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 is 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 Teachers
- District Induction Coaches/Mentors - TOA
- Literacy, Math and Science Coaches - TOA

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 one year. Any long term substitute working for a minimum of 45 days will be provided a mentor. Mentors are selected by the building principal based on the needs of the new teacher in consultation with the appropriate Assistant Superintendent, District Induction Coaches/Mentors, Department Chairs, Team Leaders and/or other appropriate teachers. Mentors are compensated at \$750.00 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 \$375.00 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
- 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 district will provide each inductee with a mentor for one year 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, the district induction coaches/mentors, 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, Assistant Director of Curriculum, Director of Special Education, Supervisor of Pupil Services, 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, the district induction coaches/mentors, 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 one year. Any long term substitute working for a minimum of 45 days 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 then 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 then 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

The District Induction Coaches/Mentors:

The role and responsibility of the district induction coaches/mentors is to provide technical assistance, training opportunities, documentation of progress, and mentoring for all mentors and new staff in the District. This position will seek to provide leadership in developing, achieving and maintaining quality educators, educational programs, and services to improve student achievement.

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.

21st Century Skills

Academic Standards

Acceptable Use Policy

Accommodations and Adaptations for Diverse Learners

Act 48 Requirements

Assessment — Classroom Procedures and Practices

Assessment Plan — Local & State

Assistance for Struggling Students

Attendance Procedures

AYP

Behavior Management Policies and Procedures

Budget Development Process

Building Goals
Building Procedures
Business Office Procedures
Cafeteria Services
Career Education to Work
Child Find Process
Classroom for the Future
Classroom Management
Code of Conduct — Extra Curricular and Co-Curricular
Code of Conduct — Student
Code of Professional Practices and Conduct for Educators
Copier Services
Crisis Plan
Curriculum & Planned Instruction
Curriculum Mapping
Differentiating Learning
District and Building AYP Report Cards
District Benefit Package
District Demographic Information
District Goals
District Philosophy
District Policies & Procedures
Educational Foundation
E-Metrics
End of year closing policies
ESL Programs
Establishing Rigorous Expectations for All Students
Establishing the Classroom Environment
E-tech Plan
Ethics
Evening Event Expectations

Exceptional Students
Expectations for Beginning Teachers
Extra Curricular Activities and Programs
Extra Duties
Field Trip Procedures
Goals and Initiatives
Grading Policy and Procedures
Graduation Requirements
Health Room Services for Students
HHEA, PSEA and NEA
Home-School Communication
Homework Procedures
How to Talk to Students
IEP Expectations
Inclusive Practices
Individual Academic Differences
Induction Plan
Induction Program
Instructional Best Practices
Instructional I and Instructional II Certification Procedures
Instructional Program
Intermediate Unit Services
Job Embedded Learning
Legal Issues
Lesson Plan Development
Literacy Coaches
Maintenance Services
Monitoring Student Learning
NCLB
Obtaining Supplies & Equipment
PA Instructional Standards

Parent & Community Involvement
Parent-Teacher Conferencing Techniques
Phone System
Professional Development Plan
Professional Dress
PSSA — Reading, Math, Writing and Science Assessments
PVAAS
Record Keeping
Report Cards and Progress Reports
Resource Acquisition
Safe School Issues
School Board Meetings and Process
School Board Members
School Calendar
Setting Appropriate Student Learning Expectations
Sexual Harassment
Special Education Referrals
Special Education/IEP
Standardized Testing
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
Supervision and Evaluation Process
Teacher Leadership Opportunities

Teacher Self-Image
 Teaching in the Block Schedule
 Team Goals and Activities
 Team Teaching Strategies
 Technology Integration
 Technology Services
 Technology Skill Development
 Tenure
 Using Data to Guide Instruction
 Utilization of Resources and Services

Academic Standards	Expectations for Beginning Teachers	Religious Holidays
Acceptable Use Policy	Extra Duties	Report Card Procedures
Accommodations and Adaptations for Diverse Learners	Field Trips	Resource Acquisition
Assessment — Classroom Procedures and Practices	Gifted Education	Responsibilities to PDE (Address changes, add-ons, Name Changes, etc.)
Assessment Plan — Local & State	Goals - District, Building, Grade Level, Team, Department, Etc.	Schedules — Individual, Building, etc.
Assistance for Struggling Students	Goals and Initiatives	School Calendar
Attendance Procedures	Grading Policy and Procedures	Setting Appropriate Student Learning Expectations
Behavior Management Policies and Procedures	Graduation Requirements	Sexual Harassment
Budget Development Process	Group Work and Cooperative Learning	Special Education Referrals
Building Procedures	HHEA, PSEA and NEA	Special Education/IEP
Business Office Procedures	Home-School Communication	Specific Instructional Program Training
Cafeteria Services	Homework Procedures	Strategic Plan
Calendars - District, School, Athletic	How to Talk to Students	Student and Teacher Relationships
Certification Responsibilities	IEP Expectations	Student Assistance Program
	Inclusive Practices	Student Information System —

Changing the Lesson on the Fly Individual Academic Differences PowerSchool

Character Education Program	Induction Plan	Student Motivation
Child Find Process	Instructional Best Practices	Student Records
Classroom Management	Instructional I and Instructional II Certification Procedures	Student Support Services
Code of Conduct — Extra Curricular and Co-Curricular	Instructional Program	Student Transportation Services
Code of Conduct — Student	Intermediate Unit Services	Substitute Procedures
Code of Professional Practices and Conduct for Educators	Interpersonal Skills	Supervision & Evaluation
Communication Skills	Legal Issues	Teaching in the Block Schedule
Community Orientation	Lesson Plan Development	Team Teaching Strategies
Confidentiality	Maintenance Services	Technology Integration
Copier Services	Measurable Annual Improvement Targets	Technology Services
Curriculum & Planned Instruction	Media Services and Procedures	Tenure
Curriculum Development Process	Monitoring Student Learning	Time Management Skills
Curriculum Mapping	NCLB	Unique District/School Programs and Activities
Differentiating Learning	Nursing Services and Procedures	Utilization of Multiple Instructional Strategies and Transitions
District Benefit Package	Obtaining Supplies & Equipment	
District Demographic Information	Opening School Procedures	Utilization of Resources and Services
District Philosophy	Opportunities for Professional Involvement	Working with students, parents and the community
District Policies & Procedures	Parent & Community Involvement	
Educational Foundation	Parent-Teacher Conferencing Techniques	
E-mail etiquette	Planning	
End of year closing policies	Professional Development Plan	
ESL Programs		

Establishing Rigorous
Expectations for All Students

Professional Dress

Project Based Learning

PSSA/Standardized Testing

Record Keeping

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/District Induction Coaches/Mentors and Building Administration: It is expected that the mentor/district induction coach/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 Mentors/District Induction Coaches/Mentors: 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, Central Office Administrators and District Induction Coaches/Mentors: 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.

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.

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 your 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 these 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 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 evaluate 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, district induction coaches/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.