

FOREST AREA SCHOOL DISTRICT

TEACHER INDUCTION PLAN



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Act 48 Committee

Board Approved:
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Introduction

The Forest Area School District has a commitment for supporting inductees with becoming familiar with administrative/board policies, instructional procedures that promote student achievement of the academic standards, and classroom management techniques. All first year teachers and long-term substitutes of more than 45 days, must participate in the induction program. A mentoring program, inservice programs, and professional development programs as described in the Act 48 Plan will be conducted to assist new/beginning employees. This plan is developed to meet the requirements of Chapter 49 Certification of Professional Development.

Goals of Teacher Induction Plan

- I. To promote the personal well being of the beginning teacher through peer support groups and management techniques.
- II. To increase student learning and achievement of the academic standards through the improvement of effective teaching behaviors and instructional strategies of beginning teachers.
- III. To promote the socialization of entry year teachers into the school culture.
- IV. Identify, select and train mentor teachers.
- V. Monitor and evaluate the induction program.

Induction Team Membership

The induction team will include the superintendent, building principal, mentor teacher, and inductee. Other school employees will be asked to take part in the induction program as needed. Members of the district-wide professional development committee will design and evaluate the induction program.

Mentor Teachers

Mentor teachers must be recommended by their building principal and approved by the superintendent. Mentor teachers will be tenured teachers who have outstanding work performance. Mentor teachers will be selected because they have the following qualities:

- The mentor is committed to the role of mentoring and agrees to participate in mentor training or to document previous related experience.
- The mentor will have similar certification and teaching assignments.
- The mentor is skilled at providing instructional support.
- The mentor has demonstrated the ability to work effectively with students and other adults.
- The mentor is a model of continuous learning and reflection.
- The mentor communicates hope and optimism.
- The mentor must be skilled in the teaching process, observation and conferencing.

- All mentor teachers must be able to model effective classroom management, communication skills, and be willing to devote the time required to each inductee.
- Mentors must be willing to attend all induction meetings and activities.
- The mentor should possess a knowledge of all LEA policies and resources.

Induction Team Roles/Responsibilities

District Superintendent/Director of Curriculum and Technology

- Coordinate induction program activities through the building principals.
- Approve mentor teacher selections.
- Monitor/evaluate induction plan.
- Coordinate induction team recognition activities.
- Meet with the inductees at least twice during the process and more if needed.

Building Principals

- Participate in all induction program activities.
- Recommend mentor teachers to the Superintendent.
- Ask mentor teachers to participate in the program.
- Schedule appropriate meetings with mentor teachers and/or inductees.
- Monitor the mentor teacher/inductee relationship.
- Update the superintendent of all induction program activities.
- Meet with inductees at least once per quarter formally or informally.

Mentor Teachers

- Attend all teacher induction program activities.
- Establish a positive relationship with the assigned inductee.
- Schedule contact meetings with inductees as follows:
 - First month – two times each week
 - Balance of the year – one time each week.
- Complete and maintain a log or journal that documents conferences and other professional development activities.
- Maintain confidentiality of the mentor-inductee relationship.
- Use the peer coaching process to complete a minimum of four preconferences, classroom observations, and postconferences.
- Provide opportunities for inductees to observe mentors and/or other staff.
- Encourage and support the inductee to develop competency in the following areas:
 - student achievement of the academic standards,
 - district policies and procedures,
 - curriculum, developmentally appropriate instructional strategies,
 - classroom management,
 - parent/community relations,

- and effective instructional practices.

Inductees

- Attend all teacher induction program activities.
- Establish a positive working relationship with the assigned teachers.
- Participate in the peer coaching process – observation of mentor teacher’s classes and/or others as agreed upon by the mentor teacher and the inductee and mentor teacher observing inductee teacher classes.
- Participate and attend professional education development as designated in the Forest Area School’s Professional Education Plan.
- Seek help and support beyond what is provided in the induction program by reaching out to the mentor, the principal and/or the Superintendent.

Evaluation and Revision

The Superintendent, principals, mentor teachers and any inductees will meet at the end of the year to evaluate the effectiveness of the Induction Plan. If there are no inductees that year, no meeting will be necessary. This evaluation will be used to make refinements to the program and improve the experience of all future participants.

YEAR 1 - Learning About Forest Area School District

Your mentor will talk to you and may answer a lot of your questions about these items. However, we want to be sure that you are meeting the people here that you need to know and having an opportunity to ask questions of the people who work with these topics every day. This is a list of people to visit and topics to ask them about. Feel free to ask the people you visit about their other areas of responsibility or any other questions that you have. The time frames are suggested and the mentor should feel free to alter them if there is something that the inductee needs to know sooner rather than later.

August

Mentor Meeting

Inductee Introduction to:

- Code of Professional Practice and Conduct for Educators/Professional Ethics (4f)
- Employee Assistance Program (EAP)
- Act 13 - Educator Effectiveness (4e)
- Assessments and Progress Monitoring (4b)
- Instructional Practices (1a)
- Safe and Supportive Schools/CR-SE (2a)
- Standards/Curriculum (1a)

- Technology for Instruction (1a)
- Progress Reports/Parent Teacher Conferencing (4c)
- Accommodations and adaptations for diverse learners (3e)
- Data Informed Decision Making (4b, 3d)
- Materials and Resources for Instruction (1a)
- Classroom and Student Management (2a, 2b, 2c, 2d, 2e)
- Parental and/or Community Involvement (4c)
- Induction Program with Mentors (4e, 4d)

September

- PA Code of Conduct/Professional Ethics -Superintendent (4f)
- Faculty Handbook - Superintendent (4f)
- Classroom Management - Principal
 - referral procedures (2d)
 - time management (4e)
 - lesson plans (1e)
 - record keeping (4b)
 - attendance procedures (4b)
 - communicating with students (3a)
- Instruction - Principal
 - student grading and evaluation (1f)
 - questioning techniques (3b)
 - grouping techniques (3c)
 - test score interpretation/data planning (3d)
- Discipline -Principal
 - behavior modification -Principal (2d)
 - classroom rules - Principal (2c)
 - classroom transitions - Principal (2c)
 - conflict management - Principal (2a)
 - student reward systems-Principal (2b)
 - assertive discipline - Principal (2d)
- Curriculum - Director of Curriculum
 - planned instruction documents (1a)
 - homework (1f)
 - online resources available to staff (1d)
- Technology - Network Administrator
 - password resets (2e)
 - unblocking sites (1e)

October

- School Community Relations - Mentor
 - Involving parents (4c)
 - school business partnerships

- managing a conflict with parents (4c)
- parent-teacher conferences (4c)
- field trips (1c)
- Evaluation Process - Principal (4d, 4a, 3e)
- Student Activities and Activities Accounts - Account Custodians
- Requests for supplies - Building Secretary (2c)
- Classroom celebrations - Nurse (2b)

November

- Emergency Procedures - Luke/Ernie
 - ALICE Training
 - Building Emergency Plans
 - Navigate
- Staff Attendance - Kathy Wells
 - Snow Days (4f)
 - Sick/Personal Day procedures (4f)

December/January

- Student Supports (2a)
 - SAP --School Counselor
 - Mental Health - School Counselor
 - Demographics - School Counselor
 - Guidance - School Counselor
 - Library - Librarian
 - Health Office - Nurse
- School Community - Head Teacher
 - Events/Assemblies (2a)
 - Co-curricular lessons (3c)
 - Collaborative projects (3c)
- Business Office - Business Manager
 - Budgeting - Business Manager (1d)
 - Payroll - Payroll & Benefits Clerk
 - Benefits - Payroll & Benefits Clerk
- Employee Supports - Payroll & Benefits Clerk
 - EAP
 - Outside agencies

February

- Special Education - Special Ed Coordinator
 - Role of the Special Ed teachers (4d)
 - IEPs (4d, 3e)
 - Progress Monitoring (1f)
 - Gifted (4d, 3e)

- Role of the IU (1d)
- Retention of Students (1b)

March

- Custodial - Head Custodian (2e)
 - Keys and Fobs
 - Preparing the Room for Cleaning at the End of the Day
 - Preparing the Room for Cleaning at the End of the Year
 - Maintenance Requests

April

- Board Policies and Procedures - Superintendent
- Grants - Superintendent (1d)
- Tuition Reimbursement - Superintendent

May

- Complete any visits that have not yet been made.
- Complete and submit paperwork.

YEAR 2

During the second year of the Induction Plan new teachers will meet with administrators and mentors quarterly. More meetings will be arranged as necessary. An agenda for each meeting will be determined based upon the needs of each teacher as self-reported or reported by the mentor or administrator. This will be an opportunity for individualized discussion and instruction.

Forest Area Mentor Teacher Project Log

Mentor:

Inductee:

Building:

Enter dates of contacts, professional development activities, and observations.

Date	Activity	Comments
	Orientation Meeting	
	Observation #1	
	Observation #2	
	Observation #3	
	Observation #4	

This certifies that the above inductee satisfactorily completed the Forest Area School Districts teacher induction requirements.

Building Principal

District Superintendent

Teacher Induction Program Assessment

(Please complete and submit this form at the end of Year 1)

Mentor:

Inductee:

Building:

How helpful was the Induction Program in supporting you for each of the following items?

	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL AT ALL	I WOULD LIKE TO LEARN MORE ABOUT THIS ^{41a}
1a Demonstrating Knowledge of Content and Pedagogy				
1b. Demonstrating knowledge of Students				
1c. Selecting Instructional Outcomes				
1d. Demonstrating Knowledge of Resources				
1e. Designing Student Assessments				
	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL AT ALL	I WOULD LIKE TO LEARN MORE ABOUT THIS ^{41a}
2a. Creating a Climate of Respect and Rapport				
2b. Creating a Culture for Learning				
2c. Managing Classroom Procedures				
2d. Managing Student Behavior Expectations				
2e. Organizing the Physical Space Safety and Accessibility				
	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL AT ALL	I WOULD LIKE TO LEARN MORE ABOUT THIS ^{41a}
3a. Communicating with Students				
3b. Using Questioning Techniques				
3c. Engaging Students in Learning Activities and Assignments				

3d. Assessing Student Learning Assessment Criteria				
3e. Demonstrating Flexibility and Responsiveness				
	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL AT ALL	I WOULD LIKE TO LEARN MORE ABOUT THIS^{41a}
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Participating in a Professional Community				
4e. Growing and Developing Professionally				
4f. Showing Professionalism				

If there are items not listed on the chart that you would like to discuss, please list them here:

Please list any changes to the Induction Program that you would recommend for the future.

Please list at least one goal you would like to focus on for year 2 of the Induction Program.

Teacher Induction Program Assessment

(Please complete this form quarterly and submit at the end of Year 2)

Mentor:

Inductee:

Building:

Goal: _____

Quarter 1

Quarter 1 Progress Update:

Quarter 1 other items for discussion:

Quarter 2

Quarter 2 Progress Update:

Quarter 2 other items for discussion:

Quarter3

Quarter 3 Progress Update:

Quarter 3 other items for discussion:

Quarter 4

Quarter 4 Progress Update:

Quarter 4 other items for discussion:

End of Year

End of year goal results summary:

End of year other item for discussion:

CERTIFICATE OF COMPLETION



THIS CERTIFICATE IS PROUDLY PRESENTED TO

THIS CERTIFICATE IS PRESENTED IN RECOGNITION OF SUCCESSFUL COMPLETION OF THE
FOREST AREA SCHOOL DISTRICT TEACHER INDUCTION PROGRAM.

DATE



SIGNATURE