

CRESTWOOD SCHOOL DISTRICT

INDUCTION PLAN

INTRODUCTION

The Crestwood School District's main function is to provide the highest quality of education possible for all its students. In keeping with this philosophy the new Teacher Induction Plan plays a key role in developing instructional skills for new professional staff members. Induction is defined as "planned experiences, activities, and studies to increase the beginning teacher's knowledge and improve his/her teaching skills." The Induction Plan is designed to provide each new staff member with a support system which includes the help of experienced support teachers, administrators, and other personnel. This plan is developed to meet the requirements of Chapter 49, Title 22, of the PA School Code, Sec. 49.16.

GOALS

The goals of the Crestwood School District Induction Program:

- To provide continued support and assistance to the newly hired teacher in order to reduce and eliminate common problems
- To give the new teacher an explanation of the operating procedures of his/her school and those of the district
- To explain to the teacher the priority of needing to develop the knowledge and skills required for outstanding teaching
- To provide opportunities for new teachers to reflect on their instruction in a supportive, collegial and non-threatening environment
- To impart the educational philosophies of the Crestwood School District to the new teachers

OBJECTIVES

- To provide a building orientation program through which the inductee becomes familiar with District and building policies, procedures, and resources
- To select a mentor teacher to act as a model for the inductee
- To provide training for the inductee (by the mentor teacher) in instructional skills and District goals as they relate to curriculum, classroom management, communication, interpersonal and decision-making skills, and the **Code of Professional Practice and Conduct for Educators**
- To provide guidelines through which the new staff member can assess the effectiveness of his/her instructional skills
- To have resources readily available for the self-improvement of new staff members

The objectives will be met through the cooperation of the mentor, the inductee, Building Principal, and Superintendent.

THE MENTOR TEACHER

A beginning teacher clearly has a lot to learn, and a veteran teacher has a wealth of experience to offer. The Induction Program is designed to pair, for a period of one year, an experienced teacher with a teacher new to the profession or a long term substitute (at least 89 days). The mentor helps the new teacher function effectively, grow professionally and face the “unknown” with confidence. The experienced teacher is encouraged to share his/her expertise acquired over years of successful teaching in the District.

Teachers with at least five years of successful training may volunteer to serve as Mentor teachers. The Mentor teacher will typically serve one year.

The professional Development Committee recognizes that not every teacher needs the same level of support. For example, if the District hired a tenured teacher, it would not anticipate the need for a mentor teacher for two years. In these cases there would be an abbreviated Teacher Induction Plan initiated to accommodate an orientation of a more administrative nature.

A. Mentor Teacher Selection

The qualifications of a mentor are:

- To have five years experience in the District
- To hold an Instructional II Certificate
- To be respected by his/her professional colleagues
- To demonstrate a knowledge of instructional and classroom management techniques
- To have a positive attitude toward the teaching profession

B. Selection Procedure

- The building Principal will be asked to submit a list of willing and qualified nominees to the Superintendent
- The Superintendent will select the mentor from the names submitted based upon the criteria and background needs of the inductee

C. Mentor Training

Mentors will be knowledgeable of:

- The Crestwood School District Policies
- The curriculum of the CSD
- Areas of concern of new teachers
- Classroom management procedures
- Communication and interpersonal skills
- Problem-solving and decision-making skills

D. Role of Mentor

It shall be the mentor's role to:

- Communicate clearly with the new teacher and provide support in order to make the teacher more effective and help to insure the inductee's success
- Build trust, be positive and non-judgmental. Confidence and trust are essential to the success of the mentor program
- Approach the induction process with an open mind and cooperative spirit. A mentor needs to be eager and anxious to provide positive feedback
- Suggest ideas to improve classroom techniques. The mentor helps new teachers to more accurately analyze their own effectiveness
- Suggest ways to communicate with parents
- Help the new teacher in all aspects of teaching, including teaching strategies, lesson planning, classroom management, technology, student assessment, and building/district procedures
- Function as a role model. The mentor demonstrates specific strategies and practices, as well as an overall professional approach to teaching

E. Mentor's Responsibilities

At the beginning of the school year, the mentor will accomplish the following:

- Answer **Essential Questions for the New Teachers** (see attached Form A)
- Conduct a tour of the school
- Show the new teacher where to obtain his/her teaching materials and supplies
- Review discipline procedures
- Review building procedures, forms, and processes, attendance, bussing, lunch, etc.
- Demonstrate the types of technology available and how to reserve time for using the computer lab
- Review the support services that are available (School Counselor, Student Assistance Program, Instructional Support/Child Study Team, Nurse, etc.)
- Introduce the new teacher to other teachers and to building support staff
- Meet with the inductee a minimum of once each week for the first month and as needed thereafter

During the school year the Mentor teacher will accomplish the following:

- Maintain a **Mentor Log** (Form B)
- Complete **Mentor Checklist** (Form C)
- Complete **Sign-off Sheet** (Form F)
- Assure that the objectives of the Teacher Induction Plan have been met

F. Mentor Stipend

The Mentor teacher will be compensated as follows:

Payment will be made as per contract (full stipend for a full year; ½ stipend for ½ year)

Payment will be included in the final check in June

ROLE OF THE ADMINISTRATORS

A. It shall be the Superintendent's responsibility to:

- Act as a liaison between the District and the state and as the overseer within the District
- Select Mentor teachers from a list provided by each building administrator
- See that the District-wide induction process is completed yearly
- Evaluate the induction process at the end of each school year
- Submit reports to the PDE as required

B. It shall be the building administrators responsibility to:

- Provide a building orientation program to inductees and mentors
- Provide each inductee with a copy of the **Code of Professional Practice and Conduct for Educators**. In-service training concerning the Code will be held during the orientation program for inductees and mentors or at the building administrator's discretion
- Meet monthly or as needed with mentor teachers and inductees
- Recommend to the Superintendent that a replacement be assigned in the event of a personality conflict between the mentor teacher and the inductee
- Maintain the documentation necessary to certify the successful completion of each teacher's induction program

ROLE OF THE INDUCTEE

An inductee is defined as an individual who is new to the teaching profession, new to the District or a long term substitute (45+ days).

A. The responsibilities of the inductee are to:

- Participate in the CSD induction program
- Complete **Essential Questions for New Teachers** (Form A)
- Work cooperatively with his/her mentor teacher
- Communicate concerns and needs to his/her mentor teacher
- Complete the end-of-the-year induction program evaluation (Form D)

B. Training Program

1. The inductee shall be informed of:

- a. Educational offerings
- b. Health services
- c. Guidance services
- d. Library and media resources
- e. District remedial services
- f. Special Ed. services
- g. Services of outside agencies

2. On the administrative level, the inductee will be introduced to:
 - a. The philosophy, policies, regulations, and employee benefits as stated in the Policy Handbook
 - b. Goals of the District

3. On the building level, the inductee will become familiar with:
 - a. The use of regulations of the building
 - b. The requisition procedures
 - c. Parent/Teacher relationships
 - d. Scheduling
 - e. Substitute policies
 - f. Standardizing testing
 - g. Student grading
 - h. Teacher evaluation
 - i. Discipline Code
 - j. Staff development programs

4. On the classroom level, the inductee will focus upon:
 - a. Knowing the subject areas he/she teaches and understanding how they relate to other subjects
 - b. Knowing how to teach his/her subject(s) to students
 - c. Structuring a classroom and students conduct in order to have a successful classroom
 - d. Understand ways to assess student progress on a regular basis
 - e. Planning lessons in a logical sequence
 - f. Implementing a variety of teaching strategies that result in high achievement
 - g. Using technology available to assist with instruction

5. On the community and faculty level, the inductee will:
 - a. Become acquainted with the local businesses, housing, industry, medical and recreational facilities
 - b. Be informed about the community and its organizations
 - c. Be introduced to the faculty and support staff
 - d. Be encouraged to participate in school projects

Criteria for the Completion of the Induction Program

The Induction Program is complete with the:

- Completion of the **Induction Plan Log** (Form B)
- Sign-off signed by Mentor teacher, Building Principal, and Superintendent
- Forwarding of the list of persons successfully completing the Induction Program to the PDE, by the Superintendent

Evaluation

The evaluation of the CSD Induction Program will include:

- An evaluation of the Induction Program by the Mentor teacher (Form C)
- Completion of the Inductee Checklist (Form D)
- Completion of the Mentor teacher Checklist (Form E)

Timeline for Implementation of the Content of the Teacher Induction Program

The Teacher Induction Program will be implemented as follows:

- A. The opening in-service of each school year shall include:
 - Assignments of Mentor teachers
 - A meeting with Inductees and Mentor teachers
 - Completion of the **Essential Questions for New Teachers Form**
- B. During the first month of school the inductee will:
 - Meet with the Principal and the Mentor teacher
 - Attend meetings with the Mentor teacher
- C. Meetings of the Inductee and Mentor teacher will be kept in a **Mentor Log** (Form B)
- D. The last week of the school year a sign-off sheet will be completed by the Mentor teacher, Building Principal, and the Superintendent indicating that the CSD Induction Plan has been completed by the Inductee (Form F)
- E. The Mentor teacher and Inductee will complete **Mentor** and **Inductee Checklists** (Forms C and D), and the **Inductee Evaluation of Program** (Form E), the last week of the school year

CRESTWOOD SCHOOL DISTRICT

New Teacher Induction Program

ESSENTIAL QUESTIONS FOR NEW TEACHERS (Form A)

Question	Notes
1. What are the school rules for student conduct?	
2. What are the District's grading policies and procedures?	
3. What is the District's homework policy?	
4. What is the process for calling in sick?	
5. When is the Principal available and how do I make arrangements to meet him/her?	
6. What times of the day is my Mentor available to meet with me?	
7. How and for what reasons are students referred to the Prin. or Ass't Prin., nurse, guidance counselor?	
8. How are students dismissed from class and at the end of the day?	
9. What is the policy regarding making up work after an excused absence?	
10. What resources are available for students with severe learning or behavior issues?	
11. What are the policies regarding detention or suspension of students?	
12. What additional supplies and materials are available and what are the procedures for obtaining these?	
13. How can I identify any special needs students in my class(es) and can I learn about their needs? Will they be leaving during the class for special services?	
14. What are the procedures for making copies of instructional materials?	
15. What custodial services are available and what should I do if I have a need or problem?	
16. What is the procedure during fire drills, bad weather drills, evacuation procedures, and what is the exit route for my room?	

Crestwood School District
Induction Plan (Form B)

Mentor Log:

Mentor	Inductee
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Date: _____

Activities/Topics Discussed:

Date: _____

Activities/Topics Discussed:

Date: _____

Activities/Topics Discussed:

Date: _____

Activities/Topics Discussed:

Crestwood School District
Induction Plan (Form C)

Mentor Checklist:

Inductee's Name: _____

YES

NO

- | | | | |
|-------|-------|----|---|
| _____ | _____ | 1. | Did you attend the training session for inductees? |
| _____ | _____ | 2. | Was a mentor assigned to you this year? |
| _____ | _____ | 3. | Have you met with your mentor for a minimum of once a week for the first month and as needed thereafter? |
| _____ | _____ | 4. | Did your assigned mentor discuss the procedures and standards of practice that are applicable in your assigned area of service? |
| _____ | _____ | 5. | Did you feel the induction program was beneficial to you? |

Comments:

6. Suggestions for the future: _____

Mentor's Signature

Crestwood School District
Induction Plan (Form D)

Inductee Checklist:

Mentor's Name: _____

YES

NO

- | | | | |
|-------|-------|----|---|
| _____ | _____ | 1. | Did you attend the training session for inductees? |
| _____ | _____ | 2. | Was a mentor assigned to you this year? |
| _____ | _____ | 3. | Have you met with your mentor for a minimum of once a week for the first month and as needed thereafter? |
| _____ | _____ | 4. | Did your assigned mentor discuss the procedures and standards of practice that are applicable in your assigned area of service? |
| _____ | _____ | 5. | Did you feel the induction program was beneficial to you? |

Comments:

6. Suggestions for the future: _____

Inductee's Signature

CRESTWOOD SCHOOL DISTRICT

INDUCTION PLAN (Form E)

Inductee Evaluation of the Program

1. Did this program provide the support you needed to make the transition to the CSD? Explain.

2. What things would you suggest be added to aid an incoming teacher?

3. What changes in the program would you recommend?

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

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Provided guidance and assistance in instructional skills	_____	_____	_____
Provided orientation pertaining to curriculum and classroom management and organization.	_____	_____	_____
Provided orientation to District policies and procedures.	_____	_____	_____
Provided a support system for the inductee through use of a mentor teacher.	_____	_____	_____

5. Additional Comments:

_____ Date

_____ Name

Crestwood School District
Induction Plan (Form F)

Sign-off Sheet

This certifies that _____ (inductee) has completed the requirements Crestwood School District Induction Program.

Mentor: _____

Bldg. Administrator: _____

Superintendent: _____

Date: _____