

NORTHEAST BRADFORD SD

526 Panther Lane

Induction Plan (Chapter 49) | 2023 - 2026

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Northeast Bradford School District

117083004

526 Panther Lane , Rome, PA 18837

Matthew Holmes

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Matthew Holmes

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Matthew Holmes	Superintendent	Administrator	Administration Personnel
Amy Brown	HS Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Nicole LaBarre	ES Principal	Administrator	Administration Personnel
Larry Otis	Health/Phys ED	Teacher	Teacher
Melissa Finch	ELA	Teacher	Teacher
Amey Johnson	Library/Social Studies	Teacher	Teacher
Mary Ann Uhouse	2nd Grade Teacher	Teacher	Teacher
Jennifer Neuber	Emotional Support	Teacher	Teacher
Kelsey Morariu	Teacher	Teacher	Teacher

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

OTHER

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED

CHARACTERISTICS.

The district maintains a list of certifications of all teachers and engages in regular conversations to ensure the mentor is qualified for the position

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

The program is a 3-year program that assigns an inductee with a qualified mentor. The induction program requires monitoring of instruction and pedagogy. The mentor program allows for meetings weekly between the mentor and inductee but the schedule allows these to be more frequent if needed. The delivery format is a mix between in person and online submitted work.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 1 Summer

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

Year 1 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 1 Spring, Year 1 Fall

Selected Danielson Framework(s)

Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

Year 2 Summer, Year 2 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 3 Fall, Year 1 Summer

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 2 Spring, Year 2 Winter, Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

Year 3 Fall, Year 2 Fall, Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

Year 2 Spring, Year 1 Spring, Year 3 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 1 Winter

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 2 Winter, Year 2 Fall, Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

Year 3 Winter, Year 2 Winter, Year 1 Winter

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 1 Fall

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

Year 2 Fall, Year 3 Fall, Year 1 Fall

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)

Timeline

Year 2 Spring, Year 3 Spring, Year 3 Winter, Year 2 Winter, Year 1 Winter, Year 1 Spring

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

The district has been committed to working on a comprehensive educator induction program over the last three years. The current program will be evaluated through several methods. First, a survey will be sent out at the end of each year to the mentors and the new inductees in order to identify the strengths or concerns with the program. The district will also continue to utilize the PLC model for inductees and mentors as a place for periodic discussion on the effectiveness of the program, the current research on induction programs, and the changes needed to meet the needs of all new staff. The district will also complete a review of resources each summer to ensure adequate resources are being provided to the mentor and the inductee. Finally, through the educator effectiveness system, the district will continue to evaluate the mentor and inductee formally and informally to ensure effectiveness.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation

Completion

Mentor documents his/her inductee's involvement in the program.

Yes

A designated administrator receives, evaluates, and archives all mentor records.

Yes

School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

Yes

Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

Yes

Confirm that all first-year teachers are required to participate in the induction program.

Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Matthew Holmes
Educator Induction Plan Coordinator

02/09/2024
Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Matthew Holmes
Chief School Administrator

02/09/2024
Date

NORTHEAST BRADFORD

SCHOOL DISTRICT



EDUCATOR

INDUCTION

PLAN

(2024)

CONGRATULATIONS!

**The Administration Team of Northeast Bradford School District
congratulates you and welcomes you in joining the
Northeast Bradford School District.**

Dear New Teacher,

CONGRATULATIONS on becoming a teacher. Nothing could be more rewarding than making a difference in the lives of young people. You get to spend your days with future scientists, actors, computer technicians, plumbers, electricians, and maybe even a future president!

It can be exhilarating and awe-inspiring. It can also be a bit overwhelming, especially during your first few years of teaching. In order to help ensure a successful experience for you and your students, the Northeast Bradford School District has instituted a comprehensive three-year Induction Program. During this induction program, you will be paired with a Mentor. We know how important it will be for you to share your successes and your challenges with someone who has "been there". Throughout the coming years, feel free to ask this person about any aspect of teaching...and share your ideas, too! A collaborative relationship will help you grow as professionals.

Enclosed you will find more information about how the Induction Program has been designed to support you in your efforts to be the best teacher you can be.

The Northeast Bradford School District welcomes you and extends its best wishes as you embark on this New and exciting journey!

INTRODUCTION

Educator quality is the largest single factor that influences student learning. Therefore, a high quality educator induction program is an essential first step to facilitate entry into the education profession and the teaching of Pennsylvania's high academic standards. Support for new teachers increases retention rates and those who participate in intensive induction programs are more likely to:

Use instructional practices that improve student achievement;

Assign challenging work to diverse student populations;

Use standards-based curriculum frameworks; and accomplish the goals of the curriculum.

(Pennsylvania Department of Education Educator Induction Plan Guidelines, 2013)

Northeast Bradford School District has a commitment to helping new educators become familiar with best practice, procedures, policies, and responsibilities during their first three years.

New educators included in this plan are:

New Northeast Bradford School District professional employees

Long-term substitutes who are contracted for more than 91 days

Other professional employees with special circumstances who request or are requested to participate

GOALS AND COMPETENCIES OF INDUCTION PLAN

Goals

Familiarize the inductee with the district's mission and vision

Familiarize the inductee with school district policies and practices (Teacher Handbook, Student Handbook, School Board Policies) and to integrate him or her into the social system of the school and the community

Provide an opportunity for the inductee to analyze and reflect on his or her teaching with coaching from veteran teachers

Support the development of the inductee's professional knowledge and skills

Provide continued assistance for challenges that face a new educator

Cultivate a professional attitude toward teaching and learning, and working with others, such as students, parents, and colleagues

Cultivate collaborative relationships among professionals

Provide an overview of professional practice within the context of the Danielson Framework for Teaching

Provide professional development experiences that facilitate a successful transition into the district's educational program

Competencies

Develop a working knowledge of the Standards Aligned System and use PDE's SAS web portal as a tool

Use research-based classroom management strategies

Use standards-based instructional planning and implementation

Use standards-aligned teaching strategies

Use differentiated instruction and supports for struggling students

Use instruction for diverse learners in inclusive settings, including ELLs and students with IEPs

Create and analyze student formative and summative assessments

Complete quarterly report cards

Use data-informed decision making by analyzing results of benchmark assessments, diagnostic assessments, and progress monitoring

Write student learning objectives

Promote further inquiry by asking open-ended questions and utilizing open-ended tasks
Use differentiated teaching and learning strategies that support higher order thinking skills and development of metacognitive skills

ASSESSMENT PROCESSES

The District Induction Team working in collaboration with administrators and teacher leaders conducts multiple assessments of our new teachers' professional development needs. Data collection is conducted through surveys, curriculum and instructional program audits, analysis of student performance indicators, regular meetings with the principal, and informal observations. This needs assessment process is an ongoing process.

Monitoring and Evaluation of the Induction Program

- Each mentor and inductee will complete the mentor/inductee checklist
- Reflections will be given to the principal to review
- NEBSD induction plan will be reviewed at the end of each year

INDUCTION PLAN COMMITTEE

Name	Title/Assignment	Selected By
Matthew Holmes	Superintendent	Superintendent
Dr. Amy Brown	High School Principal	Superintendent
Mary Ann Uhouse	Elementary Teacher	Teachers
Jennifer Neuber	Elementary Teacher	Teachers
Larry Otis	High School Teacher	Teachers
Melissa Finch	High School Teacher	Teachers
Amey Johnson	High School Teacher	Teachers
Kelsey Morariu	High School Teacher	Teachers

INDUCTION ORIENTATION PROGRAM

An orientation program will be presented by the district staff prior to the beginning of each school year in August. A similar type program will be presented to any newly-hired inductee throughout the school year by the Induction Plan Coordinator to ensure the continuity of the program. Some of the topics that will familiarize inductees with Northeast Bradford School District may include:

Induction Plan	Property & Building Layouts	Bus Tour through geography of SD
Salary and Benefits	Professional Bargaining Unit	Professional Code of Conduct
District Calendar	Building Calendar	Professional Calendar
HIPPA/FERPA	Resources	Supplies
Homework Policy	Lessons Plans	Substitute Request Procedure
Copying/Laminating Procedures	School District Website Navigation	Common Technology: Google Docs
School Board Policies	Teacher & Student Handbooks	Classroom Management Strategies
Professionalism	Technology Procedure & Passwords	Schedules
Student Arrival/Dismissal Procedures	First Day Procedures	Teacher Duties
Leaves of Absence	Personal/Professional Days	Grading Procedures
Emergency Procedures	School Closing	Act 48, Instructional I, Instructional II, Tenure
Student Information System	Internet/Social Media	Staff Introductions

MENTORS

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor, and mentoring provides an opportunity for leadership. Mentors also gain from this experience because it can refine their skills and enhance professional growth.

Criteria for Mentor Selection:

- Tenured professional with similar certification and assignment, and/or as assigned by district administration
- Exemplary professional who demonstrates effective instructional strategies
- Positive professional attitude
- Models continuous learning and reflection
- Knowledge of district/school policies, procedures, and resources
- Ability to work effectively with students and adults
- Willingness to accept additional responsibility
- Willingness to commit time, effort, and energy to working with the inductee
- Mentor training or previous experience
- Compatible schedules so the mentor and inductee can meet regularly
- Training in use and application of the Standards Aligned System
- Understanding of the levels of Bloom's Taxonomy and Webb's Depth of Knowledge
- Understanding of the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
- Differentiated learning that supports higher order thinking skills and development of metacognitive skills
- Developing good assessments that are based on standards and eligible content
- Data analysis training (Pennsylvania Value Added Assessment System-PVAAS)
- Ability to write student learning objectives

Mentor Membership

The mentors will be trained during the orientation session.

Induction Team Membership

Superintendent; Building Principal
Mentor; Inductee

ROLES AND RESPONSIBILITIES

Superintendent

- Speak at Induction Orientation
- Oversee the end-of-year evaluation

Building Principal

- Organize building orientation activities
- Provide opportunities for professional development
- Create and support a culture of teaching and learning that supports professional collaboration among new and veteran teachers
- Design appropriate schedules to support new teachers as they develop professional skills
- Acquire and provide appropriate resources to support educator induction activities
- Periodically evaluating non-tenured teachers using the Educator Effectiveness System
- Facilitate activities to enhance the relationship between mentors and inductees
- Accept the confidential relationship between mentors and inductees
- Identify and select highly qualified mentors

Induction Plan Coordinator/Assigned Administrator

- Schedule and implement an appropriate Induction Program, designed and directed by the Induction Plan Committee
- Chair the Induction Plan Committee
- Oversee the Induction Program
- Maintain adequate record keeping of Induction Program activities and participating educators
- With the administrative team, coordinate and oversee selection of mentors and assignment of inductees
- Provide training for new mentors

PROFESSIONAL DEVELOPMENT ACTIVITIES AND TOPICS

The Induction Program will include professional development activities and topics that focus on and are in accordance with the National Board for Professional Teaching Standards Five Core Propositions and the domains and components of the Danielson Framework for Teaching.

National Board for Professional Teaching Standards

Five Core Propositions

Proposition 1

Teachers Are Committed to Students and Their Learning

Accomplished teachers base their practice on the fundamental belief that all students can learn and meet high expectations.

Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

Accomplished teachers are dedicated to acquainting students with the social, cultural, ethical, and physical worlds in which we live, and they use the subjects they teach as an introduction to those realms.

Proposition 2

Proposition 3

Teachers Are Responsible for Managing and Monitoring Student Learning

Accomplished teachers maintain high expectations for all students. They view themselves as facilitators of student learning, helping children and young adults reach their fullest potential. To achieve that goal, educators create vibrant, productive workspaces for their students, adjusting and improving organizational structures as needed while establishing effective ways to monitor and manage traditional and nontraditional learning environments.

Teachers Think Systematically About Their Practice and Learn from Experience

Accomplished educators seek to expand their repertoires, deepen their knowledge and skills, and become wiser in rendering judgments. They remain inventive in their teaching, recognizing the need to welcome new findings and extend their learning as professionals. Accomplished teachers are ready to incorporate ideas and methods developed by other educators to support their instructional goals—namely, the advancement of student learning and the improvement of their practice. What exemplifies excellence, then, is a reverence for the craft, a recognition of its complexities, and a commitment to lifelong learning and reflection.

Proposition 4

Proposition 5

Teachers Are Members of Learning Communities

Accomplished teachers reach beyond the boundaries of their individual classrooms to engage wider communities of learning.

Danielson Framework for Teaching

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

Component 1c: Setting Instructional Outcomes

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

Component 1d: Demonstrating Knowledge of Resources

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Component 1e: Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: Designing Student Assessments

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interactions with other students

Component 2b: Establishing a Culture for Learning

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

Component 2c: Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Component 2e: Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction

Component 3a: Communicating with Students

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

Component 3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

Component 3e: Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

Component 4b: Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

Component 4c: Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Component 4d: Participating in a Professional Community

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Component 4e: Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Component 4f: Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

Yearly Requirements (3 Years)

The new educator will be required to complete certain activities in each year of the induction program. These activities include:

- Orientation sessions in year one
- Yearly needs assessments
- Yearly checklist of topics addressed
- Quarterly reflections in all three years
- Participation in professional development opportunities/professional learning opportunities
- Peer observations at least once per semester
- Documentation of home/school connections
- Attendance of at least 1 school board meeting per year (Optional)
- Evidence of standards-driven/data-driven instruction
- Evidence of collaborative practices

A timeline of some the activities is outlined in the tables below:

Year 1

The first year of the Induction Program will focus on practical skills and information necessary to first year educators including professional standards and practices.

ACTIVITY/REQUIREMENT	DUE DATE(S)
Orientation Sessions	Prior to the start of school
Quarter 1 Reflection	End of Quarter 1
Semester 1 Peer Observation	End of Semester 1
Quarter 2 Reflection	End of Quarter 2
Quarter 3 Reflection	End of Quarter 3
Quarter 4 Reflection	End of Quarter 4
Semester 2 Peer Observation	End of Semester 2
Year 1 Mentor/Admin Needs Analysis	Last Teacher Day

Year 2

The second year of the Induction Program will focus on the art and science of teaching and polishing classroom management skills.

ACTIVITY/REQUIREMENT	DUE DATE(S)
Quarter 1 Reflection	End of Quarter 1
Quarter 2 Reflection	End of Quarter 2
Semester 1 Peer Observation	End of Semester 1
Quarter 3 Reflection	End of Quarter 3
Quarter 4 Reflection	End of Quarter 4
Semester 2 Peer Observation	End of Semester 2
Year 2 Mentor/Admin Needs Analysis	Last Teacher Day

Year 3

The third year of the Induction Program will focus on a deeper understanding of instructional strategies and ongoing professional development that is based on the assessed needs of students.

ACTIVITY/REQUIREMENT	DUE DATE(S)
Quarter 1 Reflection	End of Quarter 1
Quarter 2 Reflection	End of Quarter 2
Semester 1 Peer Observation	End of Semester 1
Quarter 3 Reflection	End of Quarter 3
Quarter 4 Reflection	End of Quarter 4
Semester 2 Peer Observation	End of Semester 2
Year 3 Mentor/Admin Needs Analysis	End of 4 th Quarter

Northeast Bradford School District New Teacher Induction Forms

Northeast Bradford School District Inductee Needs Assessment

Inductee _____

School Year _____

After discussion with your Mentor, please circle three specific items from each of the Four Domains of Teaching to be addressed by you and your Mentor during this year.

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>Component 1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>Component 1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>Component 1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>Component 1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>Component 1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>Component 1f: Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p style="text-align: center;">Domain 2: The Classroom Environment</p> <p>Component 2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with other students <p>Component 2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work <p>Component 2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals <p>Component 2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>Component 2e: Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
<p style="text-align: center;">Domain 3: Instruction</p> <p>Component 3a: Communicating with Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>Component 3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>Component 3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>Component 3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>Component 3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 	<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>Component 4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>Component 4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>Component 4c: Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>Component 4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects <p>Component 4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>Component 4f: Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy

- Decision making
- Compliance with school and district regulations

Northeast Bradford School District Checklist of Induction Topics Addressed (Optional)

Inductee _____ Mentor _____ Date _____

Topics preceded by the mentor's initials indicate the areas addressed by the Inductee and Mentor this year.

<p>Domain 1: Planning and Preparation</p> <p>Component 1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>Component 1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>Component 1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>Component 1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>Component 1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>Component 1f: Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>Domain 2: The Classroom Environment</p> <p>Component 2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with other students <p>Component 2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work <p>Component 2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals <p>Component 2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>Component 2e: Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
<p>Domain 3: Instruction</p> <p>Component 3a: Communicating with Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>Component 3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>Component 3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>Component 3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>Component 3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment 	<p>Domain 4: Professional Responsibilities</p> <p>Component 4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>Component 4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>Component 4c: Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>Component 4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects <p>Component 4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>Component 4f: Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct

<ul style="list-style-type: none"> • Response to students • Persistence 	<ul style="list-style-type: none"> • Service to students • Advocacy • Decision making • Compliance with school and district regulations
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Northeast Bradford School District
Induction Yearly Completion Document
 (To be completed by the Mentor at the end of each of the 3 years)

Building _____ Year: 1 2 3

Mentor _____

Inductee _____

Please initial next to all requirements that have been completed this year.

- _____ Orientation sessions in year one
- _____ Yearly needs assessments
- _____ Yearly checklist of topics addressed
- _____ Quarterly reflections
- _____ Participation in professional development (Comply)
opportunities/professional learning opportunities
- _____ Minimum 2 peer observations
- _____ Documentation of home/school connections
- _____ Attendance of at least 1 school board meeting per year (Optional/Recommended)
- _____ Evidence of standards-driven/data-driven instruction
- _____ Evidence of collaborative practices

This certifies that the above named inductee participated in and successfully completed the requirements of year ____ of the Teacher Induction Program during the _____ school year.

 Superintendent's Signature

 Mentor's Signature

 Principal's Signature

Northeast Bradford School District Teacher Induction Reflection

Sample Topics

Inductee _____ Mentor _____

Month/Quarter _____

Please attach a written reflection, based on one or more of these questions:

Classroom Culture

- How are the relationships that I have with my students helping or hindering their ability to learn?
- How could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?
- How is my demeanor and attitude towards my class affecting student learning?
- Am I excited to go to work today? Why or why not? Are my students excited to come to my class today? Why or why not? How much do my feelings impact their feelings?
- What have I done to learn about my students on a personal level?

Curriculum and Instruction

- How does my grade book accurately reflect student learning?
- What choices have I given my students lately?
- What do my assessments really reflect: learning, or merely task completion or memorization skills? How can I make my assessments more meaningful?
- What evidence do I have that my students are learning?
- What are the best ways for me to determine whether my students have accomplished my goals?
- What types of student work will best demonstrate successful use and application of skills?
- How can I provide constructive feedback so that students improve on what they do over time?
- What new strategies have I tried lately that might benefit a student I am struggling with?
- In what ways am I challenging students who are clearly being successful in my classroom?
- What do I do when students experience difficulty learning in my classroom? What new strategies have I tried, or could I try that might benefit a student who is struggling?

Professionalism

- How do my actions as a teacher show my belief that all students can learn at a high level? What improvements can I make in this area?
- How do my actions as a teacher show that I take pride in my work? What improvements can I make in this area?
- How are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning? What improvements can I make in this area?

- How are the relationships I have with my student's parents conducive to improving learning? What improvements can I make in this area?

**Northeast Bradford School District
Teacher Induction Reflection
Action Steps**

Please record notes as you discuss your reflection with your mentor.

Please record actions planned as a result of the reflection and discussion.

Principal Signature _____ Date _____

Inductee Signature _____ Date _____

Mentor Signature _____ Date _____

Northeast Bradford School District Peer Observation Reflection

*Please attach a written reflection of the lesson and questions that you may still have about the focus areas. This reflection will be based on the questions that your mentor has preselected.

Please record notes as you discuss your reflection with your mentor and the teacher observed.

Please record actions planned as a result of the reflection and discussion.

Principal Signature _____ Date _____

Inductee Signature _____ Date _____

Mentor Signature _____ Date _____

**Northeast Bradford School District
Evaluation of Induction Program**

(To be filled out by inductee at the end of year 3)

1. Did this program provide the support that you needed to make the transition to Northeast Bradford School District? 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?

	Excellent	Good	Fair
Improvement of teaching skills	_____	_____	_____
Adjustment to district and building	_____	_____	_____
Standards and methods of operation	_____	_____	_____
Adjustment to student needs	_____	_____	_____
Professional Development	_____	_____	_____

Inductee's Signature _____

Date _____

Educator Induction Plan Statement of Assurance

Educator Induction Committee and Coordinator

We (the undersigned) hereby certify that the Educator Induction Plan for _____ School District/School Entity has been duly reviewed and endorsed by our Educator Induction Plan Committee as required by the Pennsylvania Department of Education.

Educator Induction Plan Committee Participant Signatures	Membership Category (selected by peers)	Vote: Agree with plan design	Vote: Disagree with plan design	Comments:
	Superintendent			
	Principal			
	Teacher			
	Teacher			
	Teacher			
	Teacher			
	Teacher			
	Teacher			

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Signature

Educator Induction Plan Coordinator

Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Signature

Superintendent or Chief Administrative Officer

Date

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

Signature

President of the Board of School Directors

Date