TEACHER INDUCTION PLAN

Ephrata Mennonite School

1. INTRODUCTION

The purpose of this plan is to facilitate the entry of new teachers into the classroom and the teaching profession. This will be accomplished through

* the one-to-one voluntary assignment of current experienced staff as mentors to new teachers.
* conferences and observations between the mentor teacher and inductee.
* planned orientation and workshop experiences.
* school-wide staff professional development.

These contacts will address policies, instructional methods, the Danielson framework, resources, and student-staff-parent relations. The teacher induction program shall be at least one year in length.

1. TEACHER INDUCTION PLAN (TIP) GOALS, COMPETENCIES, AND OBJECTIVES

The goal of the induction program is to provide learning opportunities which orient and assist newly selected teachers to become effective educators within the context of the Danielson Framework.

1. Objectives for new teachers:
2. To become deeply acquainted with the student body, the greater school community, and its supporting churches and parent communities
3. To develop effective teaching practices, as described by the Danielson Framework, which result in increased levels of student learning
4. To learn to use support structures within the school, including ongoing professional development and feedback from school leadership, for skill development, problem solving, information sharing and formation of an Anabaptist world view
5. To learn to utilize the PA Standards Aligned System (SAS)
6. Objectives for the school:
7. To increase the competence of beginning teachers through the development of their professional skills and personal dispositions
8. To assure student learning in a positive classroom environment during the induction process
9. To utilize the expertise and experience of effective teachers in supporting the development of new teachers
10. To increase the retention of effective teachers in the profession
11. To introduce inductees to the Pennsylvania Standards Aligned System (PA SAS) and guide their use of it
12. Competencies for Inductees
13. Specific teacher competencies to be taught, modeled, and measured using the Danielson Framework
14. Building knowledge of the SAS and its use
15. Curriculum Coordinator will acquaint inductees with the SAS and its features and uses
16. Sections of the SAS will be featured in professional development activities and in conferences of the mentor and inductee
17. NEEDS ASSESSMENT AND PROFESSIONAL DEVELOPMENT

The needs of the inductees shall be assessed by use of the survey “TEACHER INDUCTION PLAN NEEDS ASSESSMENT” (see p. 9) which the inductees shall submit prior to beginning the induction program. The induction team will consider input from this survey, feedback from the previous years’ program, evaluations from mentor teachers, and input from other experienced teachers in the development of the activities and supports for inductees. The team will gather data from standardized test scores, formative assessments, and instructional models to give inductees information and training on educational activities and initiatives to assist in increasing student achievement. Learning from the Danielson Framework will be incorporated in professional development activities throughout the school year to help inductees in planning, instructing, and using data for becoming effective and fulfilled teachers.

1. Structure of the program
2. Gathering and collation of data, needs survey, assessment information
3. Observations and conferencing of inductee and mentor
4. Administrator evaluations of inductees
5. Presentation of school-wide professional development activities
6. Presentation of inductee workshops to meet requested and observed needs
7. Support of inductees by induction team, mentors, and school-staff
8. Evaluation of program
9. Content of the program
10. Focus on Danielson Framework and diving deep into the components
11. Use of PA SAS portal
12. Building community in the school through staff meetings and conferences
13. Support of mentors in conferencing and advising
14. Delivery and time frame
15. Professional development (PD) activities led by administrator
16. SAS portal introduction and use led by Curriculum Coordinator
17. Collaboration of inductee and mentor teacher, led by mentor teacher and supported by administrator
18. Weekly meetings in 1st quarter; monthly meetings thereafter
19. Quarterly observations
20. Professional development activities for inductees as needed
21. RESPONSIBILITIES OF INDUCTEES, MENTORS, AND ADMINISTRATION

Inductees are first year teachers, teachers new to EMS with fewer than three years teaching experience, long-term substitutes (at least one semester), and teachers hired after the beginning of the school year. The school administration is responsible for the selection of mentor teachers, assigning mentors to inductees, establishing the program, assisting in the development of workshops and topics of study, and evaluating the program.

1. Responsibilities for Inductees
2. Attend Orientation activities with a disposition that is willing to learn
3. Scheduled prior to the first teacher day at the start of a new school year
4. Orientation activities will include the following:
5. Unpacking the Danielson Framework for instruction and providing opportunities to practice the skills described therein
6. Providing training around curricula implementation and use
7. Based on the assessment of the Induction Team, other support, such as is described below, may be offered

* Unique opportunities within the Christian school for expressing faith
* Orientation to the parent and church communities
* Policies, guidelines and practices of the school
* Contract information and staff policies
* Instructional resources in the school and community
* Teacher evaluation procedures
* First-day student hints
* Lesson planning tips
* Student evaluation
* Special area personnel
* Field trip procedures
* Class schedules
* Chapel
* Non-classroom teacher duties
* Inter-faculty/staff relationships

1. Participate in Professional Development sessions
2. Four to five sessions during the first three months
3. Meet with mentor, seek help, apply constructive feedback
4. Do peer inter-visitation with other teachers and receive feedback from mentor visitation
5. Keep records of induction activities
6. Mentor Teachers
7. Selection and assignment by administration
8. Criteria for selecting mentor teacher
9. Is willing to serve as a mentor
10. Has at least two years’ experience in teaching at EMS and demonstrates effective teaching practices as described by the Danielson Framework
11. Shows evidence of an active pursuit of professional development opportunities
12. Is assigned to a similar teaching level (elementary, middle school, high school) whenever possible
13. Exhibits positive and enthusiastic relations with students and parents
14. Displays a willingness to complete necessary training and to invest necessary time and effort in the mentor role
15. Qualities desired in mentor teachers
16. Preparatory qualities
17. Ability to plan, implement and evaluate activities
18. Knowledge and application of curriculum
19. Knowledge and application of student evaluation methods and techniques
20. Belief in student ability to succeed
21. Commitment to setting high expectations for students
22. Competence to teach at various student ability levels
23. Organizational strengths in classroom management
24. Knows school policies, procedures and resources
25. Commitment to following Jesus Christ
26. Instructional qualities
27. Demonstrated positive impact on student learning
28. Knowledge and application of effective teaching techniques
29. Awareness and appreciation for a variety of teaching and models
30. Emphasis on positive feedback to students
31. Knowledge and application of questioning techniques
32. Enthusiasm for content and instructional process
33. Ability in written and oral expression
34. Ability to integrate Biblical truth with general curriculum content
35. Understanding of levels of learning and instructional strategies
36. Knows how to develop effective assessments
37. Knowledge of and use of Standards Aligned System
38. Personal dispositions
39. A willingness to take ownership of student learning
40. Commitment to continuous learning and growing as professionals
41. Commitment to the idea of experienced teachers helping beginning teachers
42. Respect for colleagues and school
43. Ability to work with other teachers and build trusting relationships
44. Interest in current literature and research in education
45. Flexibility and adaptability to change
46. Ability to share current experiences, ideas, and concerns
47. Willingness to expend effort and energy beyond the typical school day
48. Exhibiting a maturing relationship with Christ
49. Support for Inductees
50. Give instructional support in classroom management, lesson planning and implementation, use of standards in planning and teaching, differentiated instruction and supports, instruction of diverse learners (ELLs and students with IEPs), making data-informed decisions
51. Give professional support in school policies and procedures, assessments and evaluations, professional development, and being an effective teacher
52. Give personal support in staff relationships, encouragement, and assistance in using available resources and supports
53. Administrator Responsibilities
54. Organize orientation to building, staff, policies, procedures, and students
55. Facilitate relationship of mentor/mentee
56. Ensure reasonable and supportive working conditions
57. Using the Danielson Framework, conduct formal evaluations of inductees, ten times per year
58. Review records of completion of program and give certificates of completion to inductees
59. Choose from the following list and develop and present workshop topics that are aligned to the Danielson Framework domains (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities) and components, unpacking one component at a time:

Effective teaching practices

Developing effective instructional outcomes

Developing rigorous learning activities

Building standards-based units and lessons

Curriculum implementation and modification

Formative and summative assessment and evaluation

Effective classroom management procedures

Parent-community relations

Teaching diverse learners in inclusive settings

Supports for students

Motivating students

1. Provide professional development opportunities for inductees and mentors through workshops designed to address the following areas
2. Identification of effective teaching practices and techniques
3. Development of classroom observation skills
4. Developing planning and conferencing skills
5. Development of general counseling and coaching skills applicable to adult learners
6. Providing a culture of teaching and learning which supports collaboration and develops relationships among all teachers
7. Design schedules for supporting new teachers as they develop skills
8. Ensure needed resources for the support of the induction activities
9. Present professional development opportunities through inductee and mentor workshops, all-school in-service meetings, one-on-one observation and conferencing
10. Use of various teaching strategies and methods
11. Modeling
12. Classroom observations
13. Peer conferencing
14. Use of charts, slides, professional reading, group interactions
15. Support the conferencing and observation responsibilities of the mentors
16. Mentor teachers will set informal conferencing times with the inductees to meet minimum requirements of approximately 30 minutes weekly for the first quarter and monthly for the remainder of the year.
17. Mentor teachers will observe their inductee’s instruction once each marking period, be visited at least once by their inductee, and inductee will visit a minimum of two other teachers throughout the course of the year.
18. Compensation
19. The school provides compensation to mentors in recognition of the time and effort invested in the teacher induction program. Mentors receive a stipend for each full year of active participation as a mentor. A mentor withdrawing from the program at the mid-point of a year shall receive one-half the full year’s stipend.
20. Evaluation
21. The administration shall review the year’s program at the close of each school year and shall assess the program by
22. Utilizing individual written inductee and mentor evaluations
23. Administrator evaluations of inductees based on Danielson Framework or rubrics
24. Considering input of induction team members
25. Results of standardized tests taken by students of inductees shall be used to inform further induction activities, such as PD sessions, revisiting of the Danielson Framework, or discussion of instruction and assessment
26. Administration will evaluate the TIP annually and revise as needed
27. The Operations Manager is responsible for the maintenance of records of completion for the inductees and induction plan and will keep those in the personnel files.
28. Administration and the induction team will review the TIP every six years.

TEACHER INDUCTION PLAN NEEDS ASSESSMENT

We want to support and help you as a new employee to develop your professional skills as an educator. Please indicate by use of a check mark which of the following areas you would like to receive information about or assistance with as you begin your new assignment.

**BEFORE SCHOOL STARTS**

\_\_\_\_\_ Information about the community

School Policies and Procedures

\_\_\_\_\_ Handbook

\_\_\_\_\_ Schedule for the year

\_\_\_\_\_ School information system

\_\_\_\_\_ Grading/report cards

Utilization of Data

\_\_\_\_\_ Standardized tests

\_\_\_\_\_ Formative assessments

\_\_\_\_\_ Using data to inform instruction

Curriculum

\_\_\_\_\_ Goals

\_\_\_\_\_ Guides/courses of study

\_\_\_\_\_ Textbooks/resource material

\_\_\_\_\_ Use of PA Standards Aligned System

Classroom Management

\_\_\_\_\_ Whole group instruction

\_\_\_\_\_ Individual instruction

\_\_\_\_\_ Special educational needs

\_\_\_\_\_ Planning for the first day

Characteristics of School Community

\_\_\_\_\_ Demography

\_\_\_\_\_ Social structure

\_\_\_\_\_ Religion/values

\_\_\_\_\_ Home/School communication

\_\_\_\_\_ PTF meetings

\_\_\_\_\_ Handling parent complaints

\_\_\_\_\_ Community resources

Characteristics of a professional teacher

\_\_\_\_\_ Confidentiality

\_\_\_\_\_ Support of school

\_\_\_\_\_ Academic freedom/responsibility

Student support services

\_\_\_\_\_ Guidance

\_\_\_\_\_ Psychological services

\_\_\_\_\_ Learning disability/resource room

\_\_\_\_\_ Gifted

\_\_\_\_\_ Intermediate unit services

Pedagogical

\_\_\_\_\_ Using questions and discussion

\_\_\_\_\_ Engaging students

\_\_\_\_\_ Using assessments

**Danielson Framework**

Domain 1 Planning and Preparation

\_\_\_\_\_ 1a: Knowledge of Content and Pedagogy

\_\_\_\_\_ 1b: Knowledge of Students

\_\_\_\_\_ 1c: Instructional Outcomes

\_\_\_\_\_ 1d: Knowledge of Resources

\_\_\_\_\_ 1e: Designing Instruction

\_\_\_\_\_ 1f: Designing Assessments

Domain 2 Culture of Learning

\_\_\_\_\_ 2a: Environment of Respect and Rapport

\_\_\_\_\_ 2b: Culture for Learning

\_\_\_\_\_ 2c: Classroom Procedures

\_\_\_\_\_ 2d: Managing Student Behavior

\_\_\_\_\_ 2e: Organizing Physical Space

Domain 3 Instruction

\_\_\_\_\_ 3a: Communicating with Students

\_\_\_\_\_ 3b: Questioning and Discussion

\_\_\_\_\_ 3c: Engaging Students in Learning

\_\_\_\_\_ 3d: Using Assessment in Instruction

\_\_\_\_\_ 3e: Flexibility and Responsiveness

Domain 4 Professional Responsibilities

\_\_\_\_\_ 4a: Reflecting on Teaching

\_\_\_\_\_ 4b: Maintaining Records

\_\_\_\_\_ 4c: Communicating with Families

\_\_\_\_\_ 4d: Professional Community

\_\_\_\_\_ 4e: Growing Professionally

\_\_\_\_\_ 4f: Showing Professionalism

**END OF 1ST TERM/AS APPROPRIATE**

\_\_\_\_\_ Parent-Teacher Conferences

\_\_\_\_\_ Promotion/retention

\_\_\_\_\_ Standardized testing

\_\_\_\_\_ Time management

\_\_\_\_\_ Individual differences

\_\_\_\_\_ Work load

**END OF SCHOOL YEAR**

\_\_\_\_\_ Year-end procedures

\_\_\_\_\_ Planning for next year

\_\_\_\_\_ Materials acquisition

\_\_\_\_\_ Evaluation

Signature of Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_