

COCALICO SD

800 4th Street

Induction Plan (Chapter 49) | 2021 - 2024

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

Cocalico School District
113361303
800 S. 4th Street , Denver, PA 17517

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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 |
|-------------------|---------------------------------|-----------------------|--------------------------|
| Dr. Beth Haldeman | Assistant to the Superintendent | Induction Coordinator | Administration Personnel |
| Scott Bennetch | High School Assistant Principal | Administration | Administration Personnel |

| Name | Title | Committee Role | Chosen/Appointed by |
|-------------------|-----------------------------------|-----------------------|----------------------------|
| Samantha Bensenig | Middle School Assistant Principal | Administration | Administration Personnel |
| Andria Weaver | Reamstown Elementary Principal | Administration | Administration Personnel |
| Susan Snyder | Adamstown Elementary Principal | Administration | Administration Personnel |
| Jill Lutz | Classroom Teacher | Teacher | Teacher |
| Erin Kregar | Spanish Teacher | Teacher | Teacher |
| Tanner Carmen | School Psychologist | Education Specialist | Education Specialist |
| Tamara Armstrong | Physical Education Teacher | Education Specialist | Education Specialist |
| Elise Clicquennoi | School Counselor | Education Specialist | Education Specialist |
| Robyn Reel | Classroom Teacher | Teacher | Teacher |
| Casey Quinto | Classroom Teacher | Teacher | Teacher |
| Erin Bastida | Classroom Teacher | Teacher | Teacher |
| Kelly Greene | Classroom Teacher | Teacher | Teacher |
| Katie Doughty | Classroom Teacher | Teacher | Teacher |
| Hollie Kemper | Special Education Teacher | Teacher | Teacher |

| Name | Title | Committee Role | Chosen/Appointed by |
|------------------|-----------------------------|------------------------|----------------------------|
| Matthew Horning | Classroom Teacher | Teacher | Teacher |
| Jennifer Kieffer | Classroom Teacher/ IT Coach | Teacher | Education Specialist |
| Terri Vrabel | Librarian | Educational Specialist | Education Specialist |

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 |
|---|--------|
| Are 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 identified and provided an induction experience? (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? (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

N/A

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

Mentors are chosen by each building's administrator, with criteria established in our Induction Plan, last revised in 2020. According to the handbook, the following is the criteria for selecting a mentor: five years of successful teaching experience within the district and an Instructional II Certificate, with exceptions to these criteria can be made at the discretion of the building principal with the agreement of the Induction Coordinator; as demonstrated through classroom implementation the knowledge of instructional methods, classroom management, and planning; skill in organization, interpersonal relationships, and leadership; and displays enthusiasm, a positive attitude, and a desire to serve. Further, building principals will match the mentor(s) to the inductee(s) and recommend that assignment to the Superintendent. The following considerations will be made as part of the selection process: proximity, grade level assignment, and/or subject area.

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) | No |
| 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

Local needs assessment tool, administered at the start of the assignment, 2 months into the assignment and at the conclusion of the assignment. There are no intermediate unit or national level surveys which are completed.

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**

Program Structure: The structure of the induction program includes a variety of face to face meetings with Central Office personnel, monthly mentor session with the administrator, and contacts with the mentor. A sample school year is as indicated below: Inductee Plan Yearly Timeline (subject to change)

1. June a. Principals select mentors b. Contact information sent
2. July a. Mentor/inductee meeting(s): up to 3 paid days can be used in the summer to get acquainted, set goals, determine needs, create plans, and conduct the "Needs Assessment" b. Inductees set up an initial meeting with principal
3. August a. Mentor/inductee meeting(s): up to 3 paid days can be used in the summer b. Principal establishes a Building Induction Team meeting schedule, communicated to all pertinent staff, prior to the start of school. c. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D) d. Completion/review of Needs Assessment Questionnaire (Appendix A) e. New teacher orientation day #1 - 8:00 a.m.-3:30 p.m. - inductee f. New teacher orientation day #2 - 8:00 a.m.-3:30 p.m. - inductee g. New teacher orientation day #3 - 8:00 a.m.-3:30 p.m. – inductee
4. September a. Mentor/inductee meeting(s) (as many as needed - minimum/weekly) b. Mentor orientation - 3:30-4:30 p.m. - Central Office to review program, expectations, timeline, activities, lesson mastery, professional areas c. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D) d. District Inductee Meeting- 3:30-4:30 p.m.- Central Office to review a topic of interest e. Site Visits/ Inductee Training- full day training
5. October a.

District Inductee Meeting - Central Office - 3:30-4:30 p.m. b. Mentor/inductee meeting(s) (as many as needed - minimum/weekly) c. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D) d. Completion/review of Instruction Self Analysis (Appendix B) e. Site Visits/ Inductee Training- full day training f. Year Two Induction Meeting 6. November a. Mentor/inductee meeting(s) (as many as needed - minimum/weekly) b. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D) c. Site Visits/ Inductee Training- full day training 7. December a. District Inductee Meeting- 3:30-4:30 p.m.- Central Office to review a topic of interest b. Mentor/inductee meeting(s) (as many as needed - minimum/weekly) c. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D) 8. January a. Mentor/inductee meeting(s) (as many as needed - minimum/weekly) b. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D) c. District Mentor Meeting - Central Office - 3:30-4:30 p.m. (for new mentors) 9. February a. Mid-year Inductees Orientation Day – 8:00 a.m. – 12:00 p.m. b. Mentor/inductee meeting(s) (as many as needed - minimum/weekly) c. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D) d. District Inductee Meeting- 3:30-4:30 p.m.- Central Office to review a topic of interest e. Year Two Induction Meeting 10. March a. Mentor/inductee meeting(s) (as many as needed - minimum/weekly) b. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D) c. District Inductee Meeting- 3:30-4:30 p.m.- Central Office to review a topic of interest 11. April/May a. Mentor/inductee meeting(s) (as many as needed - minimum/weekly) b. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D) c. Mentor-inductee-principal program Appendices F, G, and H due to Central Office Content Included: 1. Content for Induction Coordinator a. District Curriculum Guidebook/curriculum processes b. Federal programs c. Intermediate Unit 13 services d. District support directors, curriculum directors, and area coordinators e. Special Education program overview f. Copyright policy g. Maintenance of certification h. Induction Plan - program overview i. Professional Education Plan - staff development options j. Benefits/financial information – Human Resources Department k. Evaluation/supervision – options l. Code of Professional Practice and Conduct for Educators m. Assessments and Progress Monitoring n. Instructional Practices o. Safe and Supportive Schools p. Standards/ Curriculum q. Technology Integration r. Progress Reports and Parent Teacher Conferencing s. Accommodations and Adaptations for Diverse Learners t. Data Informed Decision Making u. Materials and Resources for Instruction v. Classroom and student management w. Parental and/or community involvement 2. Content for Building Administrator (as applicable for each inductee)- copied from Appendix D a) “Teaching in Cocalico”- the power of a teacher, expectations, professionalism, interactions b) Building Induction Team – plans, location, and structure for the monthly meetings c) Duties and Responsibilities of Teachers (District Policy Manual) d) Teaching Assignment Schedule e) Building Tour f) Classroom Tour g) Faculty Handbook h) Student Handbook i) Foundational Technology Programs in the district (Schoolology, Powerschool) j) Class List Review (students with 504 plan, IEP’s) k) Travel Vouchers l) Faculty Meetings, Department/Grade Level

Meetings m) Lesson Plan Format/Expectations/Examples n) Substitutes – plans, requests, etc. o) Supplies, requisitions, general ordering procedures- how to access needed supplies p) Introduce Grading Practices and Policies – district expectations – record keeping q) Introduce Classroom Behavior Management Plan – expectations, written plans r) Completion of Needs Assessment Questionnaire (Appendix A) s) Inductee Portfolio- review expectations (1 artifact/ month to review at the inductee i) meeting) t) Review topics related to non-teaching professionals u) Inductee Portfolio Artifact sharing v) Lesson Plan sharing w) Standards for Cocalico (overview of the community, culture, tone of the district) x) Supports to Teachers/Students – building level – SAP/MTSS, School Counselor, Principal, Nurse, Instructional Technology Specialist, BTC, Librarian, Special Education Teachers, ESL, CTC offerings, Alternative Education Placement y) Calendar for Year – Key items, timeline - overview z) Review Grading Practices and Policies – district expectations – record keeping aa) Use of mentor/ inductee days bb) MyLearningPlan- use, purpose, login cc) Supervision & Evaluation – supervision handbook, observation and evaluation process dd) Danielson’s domains, the rubric and examples of each level ee) Paras, Tutors, Volunteers – practices and procedures ff) Parent Communication – Expectations for Parent Contacts gg) Homework Expectations – assigning, collecting, checking hh) General Professional Etiquette for meeting participation, cancellations, etc. ii) Crisis Response Plans and Procedures (fire drills, lock down, evacuation drill) jj) Creating Safe and Supportive Schools- share building practices kk) Curriculum Council – contacts, committees, departments, general organization ll) Supervision & Evaluation – SLO writing, PVAAS attributions mm) Special Programs (IU13 classrooms, ESL, Gifted) nn) Budget (process, request for supplies) oo) Retention Practices pp) Instructional II process/ Graduate courses qq) Mandated Reporting- setting up a CYA account, when to report, definitions rr) Use of technology to increase student engagement, instruction and assessment ss) Data Informed Decision Making tt) Parent/Teacher Conferences – Expectations, preparation, timelines uu) Report Cards/Progress Reporting – Record keeping vv) Assessment Techniques – Review samples/variety ww) Student Records/Cumulative Files – Official Records xx) PTA/Parent Advisory Organizations yy) Summer Academy Proposals zz) Facility Use Information aaa) All-Hazards Plan bbb) Local Assessment Plan Review ccc) Inductee Portfolio Artifact sharing ddd) Referral Process for Various Areas – (i.e. MDE/IEP or SAP/MTSS) eee) Professional Libraries, Access PA, Electronic Data Searches – resources for graduate work fff) Review Grading Practices, Related Software, Final Grade Set-up ggg) Homelessness/ McKinney-Vento Act hhh) Equity in Education iii) Review use of mentor/ inductee days jjj) Overview of the Cocalico area (key businesses, agencies, community supports) kkk) Suicide Prevention ll) Trauma Informed Practices mmm) Professional Organizations – (i.e. ASCD, Subject Areas, etc.) nnn) Professional Teacher Contract – Administrative Review of Contents ooo) Cocalico School District Policy Manual – contents/locations ppp) Cocalico School Board – Meeting Information qq) Hiring Processes/ Vacancies in the district rrr) Workshop/Conference Request Procedures sss) Summer Inservice Procedure – requests, trade-off vs. inservice days, summer academy tt) Professional Education Committee uuu) Curriculum Guidebook Information (i.e. highlights including the Textbook selection process, Curriculum cycle chart) vvv) Work Life Balance,

EAP Program www) 339 Career Reporting xxx) End of Year Procedures/Requirements for the district and building yyy) Induction Programs – End of year Forms/Appendices

3. Content for Mentor (as applicable for each inductee)
 - a. Curriculum materials (planned courses, standards, eligible content)
 - b. Instruction (differentiated instruction, teaching strategies, etc.)
 - c. Assessment (formal: Keystones, CDTs, PSSA, DIBELS, PSSA, etc; informal: tests, quizzes, checks for understanding, etc.)
 - d. Building tour
4. Room Preparation
 - a. Materials
 - b. Bulletin boards
 - c. Arrangement of furniture
 - d. Special problems/conditions
5. Record-Keeping Forms/Procedures
 - a. Attendance procedures
 - b. Supply requisitions
 - c. Lesson plans and grading procedures
 - d. Field trip permission slips
 - e. Use of paraprofessionals/parent volunteers
 - f. Pass system
 - g. Supports to address student needs
 - h. Conference forms
 - i. Photocopy/workroom
 - j. Emergency call lists, School Messenger
 - k. Class schedules and transition times
 - l. All other pertinent forms
6. Classroom management procedures
 - a. Holding students accountable
 - b. Developing student responsibilities
 - c. Reviewing completed work
 - d. Monitoring seatwork
 - e. Providing differentiated instruction (i.e., level of materials, adapting assignments, flexible groupings)
 - f. Using consequences: positive reinforcers, negative reinforcers
 - g. Establishing classroom practices
 - h. Providing immediate feedback
 - i. Monitoring student progress
 - j. Motivating students
 - k. Following district discipline policy
 - l. Following district grading policy
 - m. Communicating with parents – behavior, academic, developmental patterns
 - n. Observing established emergency procedures
7. Teaching Processes
 - a. Developing successful experiences for all students.
 - b. Demonstrating sound instructional practices based on learning theory and current research.
 - c. Grouping students and activities to accommodate learning styles, interests, and skill needs.
 - d. Demonstrating creativity in motivating students to attend to daily lessons.
 - e. Reviewing prior learning while defining purposes and objectives of new lesson.
 - f. Relating new learning to past and future lessons.
 - g. Demonstrating a variety of teaching techniques and materials.
 - h. Making smooth, logical transitions and deals effectively with unanticipated situations.
 - i. Summarizing the lesson for all learners.
 - j. Reviewing assignments, responding effectively to students' questions, and suggesting optional resources.
 - k. Eliciting active participation by all students.
 - l. Balancing participation: teacher/student and student/teacher.
 - m. Encouraging independent thinking and learning.
 - n. Teaching and modeling discussion debates, and roles in group processes.
 - o. Addressing questions of varying levels; encouraging students to generate their own questions.
 - p. Demonstrating inter-relationships among content areas.
 - q. Illustrating subject matter knowledge by using a variety of different materials and citing a range of pertinent anecdotes.
 - r. Effective use and integration of technology.
 - s. Maximizing student engagement during the lesson.
 - t. Foundational technology programs (Schoology, Seesaw, Powerschool).
8. Assessments
 - a. Employing authentic assessments, some of which include performance assessment.
 - b. Calibrating assessments according to student population, time and resources, and school district standards.
 - c. Developing intellectually engaging assessments that promote vigorous habits of mind.
 - d. Creating assessments requiring depth and breadth of student understanding.
 - e. Using ongoing feedback to move students toward self-assessment.
 - f. Reviewing and utilizing local assessment plan.
 - g. Employing rubrics (or other clearly articulated feedback systems) that are shared with

students beforehand. 9. Professionalism a. Developing student/school/community relations. b. Developing inductee/support teacher communication plans, patterns, and expectations. c. Understanding professional role and appearances. d. Demonstrating parent/teacher communication skills. Meeting Frequency: Mentors and inductees meet at least monthly with the administrator. See above for a sample timeline. Delivery Format: Mentor meetings occur in a face to face manner, and in a small group by building. All other sessions with Central Office administrators, including the three days of New Teacher Orientation, also occur face to face. During school trainings are differentiated according to level (elementary, content area, secondary) and content area when appropriate.

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 |
|---|----------------------------|
| 4f: Showing Professionalism 4e: Growing and Developing Professionally 4d: Participating in a Professional Community | Year 1 Fall, Year 1 Summer |

ASSESSMENTS AND PROGRESS MONITORING

| Selected Danielson Framework(s) | Timeline |
|--|----------------------------|
| 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 3d: Using Assessment in Instruction | Year 1 Fall, Year 1 Winter |

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of
Content and Pedagogy

1e: Designing Coherent Instruction

3b: Using Questioning and Discussion
Techniques

3c: Engaging Students in Learning

Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2a: Creating and Environment of
Respect and Rapport

2d: Managing Student Behavior

Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

4e: Growing and Developing Professionally

Year 1 Fall, Year 1 Winter, Year 1 Summer

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4b: Maintaining Accurate Records

Year 1 Fall, Year 1 Winter

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

4c: Communicating with Families

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

Year 1 Fall, Year 1 Summer

1c: Setting Instructional Outcomes

2a: Creating and Environment of Respect and Rapport

2b: Establishing a Culture for Learning

3e: Demonstrating Flexibility and Responsiveness

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes

Year 1 Fall

1e: Designing Coherent Instruction

Selected Danielson Framework(s)

Timeline

3e: Demonstrating Flexibility and Responsiveness

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior
2b: Establishing a Culture for Learning
2a: Creating and Environment of Respect and Rapport

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4d: Participating in a Professional
Community

Year 1 Fall, Year 1 Summer

4c: Communicating with Families
2a: Creating and Environment of
Respect and Rapport

OTHER

Selected Danielson Framework(s)**Timeline**

4a: Reflecting on Teaching

Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer

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

After each induction and mentoring session, surveys are completed in Schoology or via paper/ pencil. These results inform our workshops for the school year, and future new teacher sessions. These evaluations are also reviewed by the Induction Coordinator, administrative team and the Professional Education Committee. Based on feedback from those surveys, analysis of activities and resources used in the program and other qualitative measures such as interviews and observation notes, adjustments were made to the Induction Plan. This revised plan has been approved by the Cocalico school board as part of this Comprehensive Plan.

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 focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Dr. Beth A. Haldeman
Educator Induction Plan Coordinator

12/22/2020
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](#).

Superintendent/Chief Executive Officer

Date



***COCALICO SCHOOL
DISTRICT***

INDUCTION PLAN

**COCALICO SCHOOL DISTRICT
INDUCTION PLAN**

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COCALICO SCHOOL DISTRICT INDUCTION PLAN

Standard #1 - The purpose of the plan

The Cocalico School District is committed to preparing students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at the highest levels possible. To provide effective planned instruction designed to address the Pennsylvania Standards set forth in the Chapter 4 regulations, it is necessary to attract, select, train, and maintain the best and most talented educators available to the district for teaching positions.

The purpose of the New Teacher Induction Plan is to support an orderly and productive passage of the first year teacher or new teacher to the district, through their initial teaching experience in the Cocalico School District. First year teachers must be afforded the opportunity to develop their talents by receiving guidance, direction, and assistance through designated mentors and a formal induction process. The primary goal of the plan is to help new teachers understand and fulfill their roles in accomplishing all the academic standards set forth by the state and district.

The district Professional Education Committee established under the requirements of Act 48 (April 2000) will serve as the induction council and be responsible for the development and operation of the induction program (PDE, May 2002; Updated Professional Education Guidelines 2013). The induction program will meet all the requirements contained in the Chapter 4 - Strategic Planning Guidelines.

It is the intent of the committee that this plan be modified as needed when new ideas and research are presented, previewed, and determined to be helpful to the purpose of the plan.

The following items serve as the major objectives for the one-year induction program:

1. To improve teacher performance by providing training to the inductees in the areas of classroom management skills and curriculum, instruction, and assessment.
2. To increase the retention of new teachers and to promote the personal and professional well being of new professional staff by providing a formal support system for the inductees through mentors and building induction teams.
3. To offer guidance and professional direction to inductees in relating to students, parents, colleagues, non-professionals, and the over-all school community.
4. To provide a structure through which the inductees may become familiar with district and building policies, procedures, resources, and culture.

Standard #2 - The plan is based on an assessment of needs.

It is recognized that new teachers need ideas about instruction, personal and emotional support, advice on teaching resources and materials, information on school policies and procedures, and ideas for additional techniques for classroom management. Each inductee comes to the district with a unique and varying degree of need. Therefore, through self-assessments, checklists, monthly building induction team meetings, frequent formal and informal mentor meetings, interviews, and classroom observations individual needs will be assessed, identified, and

addressed for each inductee. Samples of these documents are included in the appendices (Appendix A, B).

Standard #3 - The plan complies with regulations.

This plan complies with all the requirements contained within the following documents:

- Chapter 4 - Academic Standards 4.13.C.7
- Chapter 49.16
- Induction and Professional Development Guidelines (PDE Updated 2013)

The plan outlines the following:

1. All first year teachers and new teachers to Cocalico, including LTSs (90 days or more) and STSs (45- 89 days) are to receive mentors.
2. All inductees are a part of a building induction team.
3. The district maintains proper records and documentation to verify the activities and completion of the induction program.
4. The Code of Professional Practice and Conduct for Educators (22 Pa Code 235) is presented to inductees during the induction program.
5. The Cocalico School Board will review and approve the Induction Program Plan, even though approval is not mandated.

Standard #4 - The design and content of the program are described.

A. Roles

1. Superintendent
 - a. Selects an induction coordinator.
 - b. Verifies the completion of the Induction Program for inductees to the PDE on the Application for Professional Personnel Certificate (Form PDE-4511).
 - c. Approves the mentors.
 - d. Assures the development of an induction plan for the district.
2. Induction Coordinator
 - a. Coordinates and oversees the operation and review of the Induction Program within the district.
 - b. Reviews building induction team progress reports and creates orientation experiences throughout the year.
 - c. Collects all documentation for completion of the Induction Program (Appendix C, D, E, F, G, H).
 - d. Completes End-of-year Checklist (Appendix E).
3. Building Administrator
 - a. Reviews criteria for mentor selection.
 - b. Recommends mentors to Superintendent.

- c. Communicates mentor selection to the Superintendent and Assistant Superintendent for Curriculum and Instruction.
 - d. Provides necessary orientation to mentors along with the Induction Coordinator.
 - e. Provides one or more orientation sessions for inductees before school begins.
 - f. Establishes a building Induction Team meeting schedule, communicated to all pertinent staff, prior to the start of school.
 - g. Meets no less than monthly with mentors and inductees (building induction team meeting) as a collective group to monitor inductee progress and provide assistance as needed. This activity may require time beyond the regular school day.
 - h. Documents a checklist of monthly discussion topics and submits to the Induction Coordinator (Appendix D).
 - i. Certifies to the Superintendent successful completion of each inductee's plan through monthly reports to the Induction Coordinator (Appendix D).
 - j. Monitors the relationship between mentors and inductees. In the event of a personality conflict between the mentor and the inductee, the principal shall be responsible to recommend to the Superintendent that a replacement be assigned.
 - k. Facilitates additional meetings between the mentor(s), inductee(s) and/or other staff members as needed.
 - l. Arranges for one to two meetings, among those who completed the Induction Program the year prior, as a time for collaboration, sharing, and support.
4. Mentor
- a. Participates in mentor orientation/training sessions provided by the district.
 - b. Administers needs assessment questionnaire to inductee (Appendices A, B – A is initial, B is later – 2 months into assignment).
 - c. Meets with inductee prior to the opening of the school year as possible.
 - d. Meets no less than monthly with Building Induction Team (inductee, mentor, and principal), following the pre-determined schedule.
 - e. Carries out responsibilities assigned to mentor within the program.
 - f. Provides support, leadership, and encouragement.
 - g. Orients the inductee to special district programs and instructional processes.
 - h. On at least one occasion, observes in the inductee's classroom and engages inductee in reflective conversation about instruction.
 - i. Maintains an ongoing checklist of activities completed by the inductee (Appendix F).
 - j. Submits the proper paperwork to the Induction Coordinator at the conclusion of the mentor's term (Appendices F, H)
5. Inductee
- a. Completes needs assessments, Appendices A and B. A is completed at the start of the assignment, B is completed approximately 2 months into assignment.
 - b. Participates in district planned orientation and induction program activities (i.e., new teacher orientation days, after-school inductee district meetings),

unless an exception is granted by the Assistant to the Superintendent for Curriculum and Instruction and building administrator.

- c. Participates in all scheduled "Building Induction Team" meetings.
 - d. Maintains a Inductee portfolio, with elements shared each month.
 - e. Meets regularly with mentor.
 - f. Displays a willingness to learn and grow professionally.
6. Professional Education Committee
- a. Serves as the induction council for the district.
 - b. Reviews all evaluations provided by participants of the induction process (Appendices C, G, H).
 - c. Evaluates the impact of the Induction Program.
 - d. Monitors and modifies the Induction Plan as needed to enhance program effectiveness.

B. Processes

1. Selection of Mentors

a. Criteria

- i. Preferred five years of successful teaching experience within the district and an Instructional II Certificate. Exceptions to these criteria can be made at the discretion of the building principal with the agreement of the Induction Coordinator.
- ii. Preference is also given to those who share similar grade levels, subjects, and teaching styles, as compared to the inductee.
- iii. Demonstrates through classroom implementation the knowledge of instructional methods, classroom management, and planning.
- iv. Possesses skill in organization, interpersonal relationships, and leadership.
- v. Displays enthusiasm, a positive attitude, and a desire to serve. It should be understood that additional time is required to become a mentor.
- vi. Consideration will be given to potential mentors' additional district or building responsibilities, to help ensure adequate time can be devoted to the needs of the inductee.
- vii. Should the mentor assignment be divided among two staff, the building principal should ensure equity among each mentor (for example, one of the two mentors could attend every other Building Induction Team meeting).

b. Procedure

- i. Building principals will match the mentor(s) to the inductee(s) and recommend that assignment to the Superintendent. The following considerations will be made as part of the selection process: proximity, grade level assignment, and/or subject area.
- ii. If the potential mentor declines, another mentor will be selected.
- iii. The principal will gain approval for the mentor from the Superintendent and will communicate the mentor selection to the Superintendent and Assistant Superintendent for Curriculum and Instruction.

c. Orientation

- i. The mentor will receive orientation for the overall District Induction Plan and for the program content designed for inductees.

- ii. The building principal and the Induction Coordinator will share primary responsibility for mentor training.
 - iii. Two to three days will be established prior to the start of school for the purpose of inductee orientation to the district.
 - d. Compensation
 - i. Each mentor will receive a supplemental contract for each inductee with a point value of 4 based on the school district's supplemental contract guide.
 - ii. In addition, time will be provided and approved through the building principal for the mentor and inductee to work together. (Up to 5 days total.)
 - iii. Each mentor and inductee will be reimbursed for summer inservice days at the approved inservice pay rate (up to 3 days from the total of 5 can be used during the summer).
- 2. Building Induction Teams
 - a. Membership
 - i. Principal (chairperson)
 - ii. Inductee
 - iii. Mentor
 - b. Expectations
 - i. Meet monthly as a collective group to address group/individual needs
 - ii. Review monthly Inductee Portfolio artifact(s).
 - iii. Assess development and progress of inductees
 - iv. Provide Induction Coordinator with documentation of meetings
- 3. Other activities within the program
 - a. Two to three summer district orientation days for inductees prior to school (used as trade-off days)
 - b. Two or three summer in-service pay days to meet with mentor
 - c. Two or three released days (substitute days) for mentor and inductee to meet during the school year for extended planning and conferencing.
 - i. A portion of one of the released days during the school year should be devoted to classroom visits. Examples may include: mentor observes inductee, inductee observes mentor, or inductee observes others in his/her same and different grades or departments.
 - ii. These released days may also be used by the inductee with or without the mentor to attend workshops.
 - d. b and c may not exceed a total of five days for the school year.
 - e. When requesting a substitute in the AESOP system for released days, inductees should select "staff development" as the reason for the absence. The mentor should select "Related to Supplemental Duty".
 - f. The building principal will arrange for one to two meetings, among those who completed the Induction Program the year prior, as a time for collaboration, sharing, and support.

C. Program Completion Verification

1. Building Induction Team reports from building administrators (Appendix D)
2. Completion checklists from mentors and inductees (Appendix F)
3. Letter from Induction Coordinator to personnel file
4. Certificate of completion

D. Content of the Program

1. Content for Induction Coordinator
 - a. District Curriculum Guidebook/curriculum processes
 - b. Federal programs
 - c. Intermediate Unit 13 services
 - d. District support directors, curriculum directors, and area coordinators
 - e. Special Education program overview
 - f. Copyright policy
 - g. Maintenance of certification
 - h. Induction Plan - program overview
 - i. Professional Education Plan - staff development options
 - j. Benefits/financial information – Human Resources Department
 - k. Evaluation/supervision – options
 - l. Code of Professional Practice and Conduct for Educators
 - m. Assessments and Progress Monitoring
 - n. Instructional Practices
 - o. Safe and Supportive Schools
 - p. Standards/ Curriculum
 - q. Technology Integration
 - r. Progress Reports and Parent Teacher Conferencing
 - s. Accommodations and Adaptations for Diverse Learners
 - t. Data Informed Decision Making
 - u. Materials and Resources for Instruction
 - v. Classroom and student management
 - w. Parental and/or community involvement
2. Content for Building Administrator (as applicable for each inductee)- see Appendix D
 - a) “Teaching in Cocalico”- the power of a teacher, expectations, professionalism, interactions
 - b) Building Induction Team – plans, location, and structure for the monthly meetings
 - c) Duties and Responsibilities of Teachers (District Policy Manual)
 - d) Teaching Assignment Schedule
 - e) Building Tour
 - f) Classroom Tour
 - g) Faculty Handbook
 - h) Student Handbook
 - i) Foundational Technology Programs in the district (Schoology, Powerschool)
 - j) Class List Review (students with 504 plan, IEP’s)
 - k) Travel Vouchers
 - l) Faculty Meetings, Department/Grade Level Meetings
 - m) Lesson Plan Format/Expectations/Examples
 - n) Substitutes – plans, requests, etc.
 - o) Supplies, requisitions, general ordering procedures- how to access needed supplies
 - p) Introduce Grading Practices and Policies – district expectations – record keeping
 - q) Introduce Classroom Behavior Management Plan – expectations, written plans
 - r) Completion of Needs Assessment Questionnaire (Appendix A)

- s) Inductee Portfolio- review expectations (1 artifact/ month to review at the inductee
- t) Review topics related to non-teaching professionals
- u) Lesson Plan sharing
- v) Standards for Cocalico (overview of the community, culture, tone of the district)
- w) Supports to Teachers/Students – building level – SAP/MTSS, School Counselor, Principal, Nurse, Instructional Technology Specialist, BTC, Librarian, Special Education Teachers, ESL, CTC offerings, Alternative Education Placement
- x) Calendar for Year – Key items, timeline - overview
- y) Review Grading Practices and Policies – district expectations – record keeping
- z) Use of mentor/ inductee days
- aa) MyLearningPlan- use, purpose, login
- bb) Supervision & Evaluation – supervision handbook, observation and evaluation process
- cc) Danielson’s domains, the rubric and examples of each level
- dd) Paras, Tutors, Volunteers – practices and procedures
- ee) Parent Communication – Expectations for Parent Contacts
- ff) Homework Expectations – assigning, collecting, checking
- gg) General Professional Etiquette for meeting participation, cancellations, etc.
- hh) Crisis Response Plans and Procedures (fire drills, lock down, evacuation drill)
- ii) Creating Safe and Supportive Schools- share building practices
- jj) Curriculum Council – contacts, committees, departments, general organization
- kk) Supervision & Evaluation – SLO writing, PVAAS attributions
- ll) Special Programs (IU13 classrooms, ESL, Gifted)
- mm) Budget (process, request for supplies)
- nn) Retention Practices
- oo) Instructional II process/ Graduate courses
- pp) Mandated Reporting- setting up a CYA account, when to report, definitions
- qq) Use of technology to increase student engagement, instruction and assessment
- rr) Data Informed Decision Making
- ss) Parent/Teacher Conferences – Expectations, preparation, timelines
- tt) Report Cards/Progress Reporting – Record keeping
- uu) Assessment Techniques – Review samples/variety
- vv) Student Records/Cumulative Files – Official Records
- ww) PTA/Parent Advisory Organizations
- xx) Summer Academy Proposals
- yy) Facility Use Information
- zz) All-Hazards Plan
- aaa) Local Assessment Plan Review
- bbb) Referral Process for Various Areas – (i.e. MDE/IEP or SAP/MTSS)
- ccc) Professional Libraries, Access PA, Electronic Data Searches – resources for graduate work
- ddd) Review Grading Practices, Related Software, Final Grade Set-up
- eee) Homelessness/ McKinney-Vento Act
- fff) Equity in Education
- ggg) Review use of mentor/ inductee days

- hhh) Overview of the Cocalico area (key businesses, agencies, community supports)
 - iii) Suicide Prevention
 - jjj) Trauma Informed Practices
 - kkk) Professional Organizations – (i.e. ASCD, Subject Areas, etc.)
 - lll) Professional Teacher Contract – Administrative Review of Contents
 - mmm) Cocalico School District Policy Manual – contents/locations
 - nnn) Cocalico School Board – Meeting Information
 - ooo) Hiring Processes/ Vacancies in the district
 - ppp) Workshop/Conference Request Procedures
 - qqq) Summer Inservice Procedure – requests, trade-off vs. inservice days, summer academy
 - rrr) Professional Education Committee
 - sss) Curriculum Guidebook Information (i.e. highlights including the Textbook selection process, Curriculum cycle chart)
 - ttt) Work Life Balance, EAP Program
 - uuu) 339 Career Reporting
 - vvv) End of Year Procedures/Requirements for the district and building
 - www) Induction Programs – End of year Forms/Appendices
3. Content for Mentor (as applicable for each inductee)
 - a. Curriculum materials (planned courses, standards, eligible content)
 - b. Instruction (differentiated instruction, teaching strategies, etc.)
 - c. Assessment (formal: keystones, CDTs, PSSA, DIBELS, PSSA, etc; informal: tests, quizzes, checks for understanding, etc.)
 - d. Building tour
 4. Room Preparation
 - a. Materials
 - b. Bulletin boards
 - c. Arrangement of furniture
 - d. Special problems/conditions
 5. Record-Keeping Forms/Procedures
 - a. Attendance procedures
 - b. Supply requisitions
 - c. Lesson plans and grading procedures
 - d. Field trip permission slips
 - e. Use of paraprofessionals/parent volunteers
 - f. Pass system
 - g. Supports to address student needs
 - h. Conference forms
 - i. Photocopy/workroom
 - j. Emergency call lists, School Messenger
 - k. Class schedules and transition times
 - l. All other pertinent forms
 6. Classroom management procedures
 - a. Holding students accountable
 - b. Developing student responsibilities
 - c. Reviewing completed work
 - d. Monitoring seatwork
 - e. Providing differentiated instruction (i.e., level of materials, adapting

- assignments, flexible groupings)
 - f. Using consequences: positive reinforcers, negative reinforcers
 - g. Establishing classroom practices
 - h. Providing immediate feedback
 - i. Monitoring student progress
 - j. Motivating students
 - k. Following district discipline policy
 - l. Following district grading policy
 - m. Communicating with parents – behavior, academic, developmental patterns
 - n. Observing established emergency procedures
7. Teaching Processes
- a. Developing successful experiences for all students.
 - b. Demonstrating sound instructional practices based on learning theory and current research.
 - c. Grouping students and activities to accommodate learning styles, interests, and skill needs.
 - d. Demonstrating creativity in motivating students to attend to daily lessons.
 - e. Reviewing prior learning while defining purposes and objectives of new lesson.
 - f. Relating new learning to past and future lessons.
 - g. Demonstrating a variety of teaching techniques and materials.
 - h. Making smooth, logical transitions and deals effectively with unanticipated situations.
 - i. Summarizing the lesson for all learners.
 - j. Reviewing assignments, responding effectively to students' questions, and suggesting optional resources.
 - k. Eliciting active participation by all students.
 - l. Balancing participation: teacher/student and student/teacher.
 - m. Encouraging independent thinking and learning.
 - n. Teaching and modeling discussion debates, and roles in group processes.
 - o. Addressing questions of varying levels; encouraging students to generate their own questions.
 - p. Demonstrating inter-relationships among content areas.
 - q. Illustrating subject matter knowledge by using a variety of different materials and citing a range of pertinent anecdotes.
 - r. Effective use and integration of technology.
 - s. Maximizing student engagement during the lesson.
 - t. Foundational technology programs (Schoology, Seesaw, Powerschool).
8. Assessments
- a. Employing authentic assessments, some of which include performance assessment.
 - b. Calibrating assessments according to student population, time and resources, and school district standards.
 - c. Developing intellectually engaging assessments that promote vigorous habits of mind.
 - d. Creating assessments requiring depth and breadth of student understanding.
 - e. Using ongoing feedback to move students toward self-assessment.

- f. Reviewing and utilizing local assessment plan.
 - g. Employing rubrics (or other clearly articulated feedback systems) that are shared with students beforehand.
9. Professionalism
- a. Developing student/school/community relations.
 - b. Developing inductee/support teacher communication plans, patterns, and expectations.
 - c. Understanding professional role and appearances.
 - d. Demonstrating parent/teacher communication skills.
- E. Inductee Plan Yearly Timeline (subject to change)
1. June
 - a. Principals select mentors
 - b. Contact information sent
 2. July
 - a. Mentor/inductee meeting(s): up to 3 paid days can be used in the summer to get acquainted, set goals, determine needs, create plans, and conduct the “Needs Assessment”
 - b. Inductees set up an initial meeting with principal
 3. August
 - a. Mentor/inductee meeting(s): up to 3 paid days can be used in the summer
 - b. Principal establishes a Building Induction Team meeting schedule, communicated to all pertinent staff, prior to the start of school.
 - c. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D)
 - d. Completion/review of Needs Assessment Questionnaire (Appendix A)
 - e. New teacher orientation day #1 - 8:00 a.m.-3:30 p.m. - inductee
 - f. New teacher orientation day #2 - 8:00 a.m.-3:30 p.m. - inductee
 - g. New teacher orientation day #3 - 8:00 a.m.-3:30 p.m. – inductee
 4. September
 - a. Mentor/inductee meeting(s) (as many as needed - minimum/weekly)
 - b. Mentor orientation - 3:30-4:30 p.m. - Central Office to review program, expectations, timeline, activities, lesson mastery, professional areas
 - c. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D)
 - d. District Inductee Meeting- 3:30-4:30 p.m.- Central Office to review a topic of interest
 - e. Site Visits/ Inductee Training- full day training
 5. October
 - a. Inductee Orientation Day – 10:00 a.m. – 12:00 p.m. (for any new teachers who started after the August New Teacher days) on the Trade Off Day
 - b. District Inductee Meeting - Central Office - 3:30-4:30 p.m.
 - c. Mentor/inductee meeting(s) (as many as needed - minimum/weekly)
 - d. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D)
 - e. Completion/review of Instruction Self Analysis (Appendix B)
 - f. Site Visits/ Inductee Training- full day training
 - g. Year Two Induction Meeting
 6. November

- a. Mentor/inductee meeting(s) (as many as needed - minimum/weekly)
 - b. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D)
 - c. Site Visits/ Inductee Training- full day training
7. December
- a. District Inductee Meeting- 3:30-4:30 p.m.- Central Office to review a topic of interest
 - b. Mentor/inductee meeting(s) (as many as needed - minimum/weekly)
 - c. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D)
8. January
- a. Mentor/inductee meeting(s) (as many as needed - minimum/weekly)
 - b. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D)
 - c. District Mentor Meeting - Central Office - 3:30-4:30 p.m. (for new mentors)
9. February
- a. Mid-year Inductees Orientation Day – 8:00 a.m. – 12:00 p.m.
 - b. Mentor/inductee meeting(s) (as many as needed - minimum/weekly)
 - c. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D)
 - d. District Inductee Meeting- 3:30-4:30 p.m.- Central Office to review a topic of interest
 - e. Year Two Induction Meeting
10. March
- a. Mentor/inductee meeting(s) (as many as needed - minimum/weekly)
 - b. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D)
 - c. District Inductee Meeting- 3:30-4:30 p.m.- Central Office to review a topic of interest
11. April/May
- a. Mentor/inductee meeting(s) (as many as needed - minimum/weekly)
 - b. Building Induction Team meeting(s) - Principal, mentor, inductee meet collectively on topics (Appendix D)
 - c. Mentor-inductee-principal program Appendices F, G, and H due to Central Office

Standard #5 - Planning is ongoing and includes evaluation and refinement.

The Professional Education Committee/Induction Council will review the plan annually. Both summative and formative program evaluation techniques will be utilized in the process. This committee will provide ongoing refinement to the Induction Plan through the monitoring and review of checklists and evaluations provided by the inductees, the mentors, and the principals.

| <u>Name of Form</u> | <u>Appendix</u> | <u>Type of Evaluation</u> | <u>By Whom?</u> | <u>Timeline</u> |
|---|------------------------|----------------------------------|-----------------------------|---|
| Needs Assessment for Inductees | A | Summative | By Inductee | After first meeting (August, in most cases) |
| Instruction/Self Analysis | B | Summative | By Inductee | After first marking period/ month (2 months after starting) |
| Inductee Orientation Evaluation Form | C | Formative | By Inductee | After New Teacher Orientation; Done on Schoology |
| Monthly Building Induction Team Reports | D | Summative | By Principals | Monthly |
| Induction Coordinator Content Checklist | E | Summative | By Assistant Superintendent | |
| Checklist of Activities | F | Summative | By Mentor | End of mentor term |
| Inductee Assessment of Program | G | Formative | By Inductee | End of induction term |
| Mentor Assessment of Program | H | Formative | By Mentor | End of mentor term |

Note: Several of these forms may be uploaded to Schoology or completed via a Google document. Directions for submitting will be provided at New Teacher Orientation and Mentor Orientation each year.

**COCALICO SCHOOL DISTRICT
INDUCTION PROGRAM**

**Needs Assessment Questionnaire
(completed by Inductee)**

Part A. Please choose the response for each item that most clearly indicates your level of needs for assistance in the areas described in the item. Share this questionnaire with your Mentor during your first meeting. It will serve as a good starting point for the induction process.

Possible Responses:

5- Little or no need for assistance in this area

2- High need for assistance in this area

4- Some need for assistance in this area

1- Very high need for assistance in this area

3- Moderate need for assistance in this area

1. _____ Finding out what is expected of me as a teacher
2. _____ Communicating with the principal
3. _____ Communicating with other teachers
4. _____ Communicating with parents
5. _____ Organizing and managing my classroom
6. _____ Maintaining student discipline
7. _____ Obtaining instructional resources and materials
8. _____ Planning for instruction
9. _____ Managing my time and work
10. _____ Diagnosing student needs
11. _____ Evaluating student progress
12. _____ Motivating students
13. _____ Assisting students with special needs
14. _____ Dealing with individual differences among students
15. _____ Understanding the curriculum
16. _____ Completing administrative paperwork
17. _____ Using a variety of teaching methods
18. _____ Facilitating group discussions
19. _____ Grouping for effective instruction
20. _____ Administering standardized achievement tests
21. _____ Understanding the school system's teacher evaluation process
22. _____ Understanding my legal rights and responsibilities as a teacher
23. _____ Dealing with stress
24. _____ Dealing with union-related issues
25. _____ Becoming aware of special services provided by the school district
26. _____ Technology needs (PowerSchool, backing up e-mail, MyLearningPlan)

Name: _____

Part B. Please respond to the following items:

27. List any professional needs you have that are not addressed by the preceding items:

28. What types of support that are not currently available should the school district provide to you and other beginning teachers?

Name: _____

**COCALICO SCHOOL DISTRICT
INDUCTION PROGRAM
Instruction/Self Analysis
(completed by Inductee)**

Reflect on your instructional techniques in terms of the degree of what you believe should occur in a good classroom and what does happen in your classroom. Note the results and discuss with your mentor. (Scale - 1=should/does never happen 4=should/does always happen)

Teacher should

| | | Belief | Practice |
|-----|--|---------------|-----------------|
| 1. | ...clearly state the objective of the lesson to the students | 1 2 3 4 | 1 2 3 4 |
| 2. | ...use a variety of teaching techniques | 1 2 3 4 | 1 2 3 4 |
| 3. | use a variety of instructional materials | 1 2 3 4 | 1 2 3 4 |
| 4. | proceed from simple or concrete concepts to complex or abstract concepts | 1 2 3 4 | 1 2 3 4 |
| 5. | ...provide periodic reviews | 1 2 3 4 | 1 2 3 4 |
| 6. | ...use guided student practice | 1 2 3 4 | 1 2 3 4 |
| 7. | ...emphasize applicability or purpose of material being studied | 1 2 3 4 | 1 2 3 4 |
| 8. | ...provide specific feedback for correct/incorrect student responses | 1 2 3 4 | 1 2 3 4 |
| 9. | ...strives for high student success rate during academic time | 1 2 3 4 | 1 2 3 4 |
| 10. | ...take into consideration the attention span of the student | 1 2 3 4 | 1 2 3 4 |
| 11. | ...display high, accurate flexible expectations for all students | 1 2 3 4 | 1 2 3 4 |
| 12. | ...develop reasonable work standards for students | 1 2 3 4 | 1 2 3 4 |
| 13. | ...establishes a high degree of time on task | 1 2 3 4 | 1 2 3 4 |
| 14. | ...strive to draw all students into the instructional process | 1 2 3 4 | 1 2 3 4 |
| 15. | ...ask different types of questions during the presentation of materials in order to monitor student progress | 1 2 3 4 | 1 2 3 4 |
| 16. | ...inform the students of the rationale or purpose for new learning | 1 2 3 4 | 1 2 3 4 |
| 17. | ...provide students with a brief overview before presenting new information | 1 2 3 4 | 1 2 3 4 |
| 18. | ...directly teach the content or skill that will be measured on the test | 1 2 3 4 | 1 2 3 4 |
| 19. | ...assign independent practice to increase student | | |

Name: _____

| | | | |
|-----|---|---------|---------|
| | familiarity with materials and to reinforce content at home | 1 2 3 4 | 1 2 3 4 |
| 20. | ...review previous days learning prior to introduction of new material | 1 2 3 4 | 1 2 3 4 |

Name: _____

**Cocalico School District
Inductee Orientation/Workshops
Evaluation Form**

Name: _____ Date: _____

Please rate the professional education experience you just attended by using the following:
Please support your answers with specific feedback.

1) Educational Experience Evaluation

a. The objectives for the day were clearly stated and met.

| | | | |
|-----------|------|------|------|
| 4 | 3 | 2 | 1 |
| excellent | good | fair | poor |

b. The presentations were clear and easy to understand. Please explain.

| | | | |
|-----------|------|------|------|
| 4 | 3 | 2 | 1 |
| excellent | good | fair | poor |

c. The training materials (i.e. handouts, readings) were useful and informative.

| | | | |
|-----------|------|------|------|
| 4 | 3 | 2 | 1 |
| excellent | good | fair | poor |

d. There was ample time for questions and discussions.

| | | | |
|-----------|------|------|------|
| 4 | 3 | 2 | 1 |
| excellent | good | fair | poor |

2) a. What did you gain from today's professional education experience?

b. What topics were most helpful? Least helpful?

c. How could these sessions be made more effective?

d. In order to continue to improve this program in the future, what specific information can you share that would help us improve?

**COCALICO SCHOOL DISTRICT
MONTHLY BUILDING INDUCTION TEAM REPORT
"Possible Topics List"**

Administrator submits via Schoology by the last day of each month

AUGUST – (Minimum of 2 meetings prior to start of school with principal is suggested)

- _____ “Teaching in Cocalico”- the power of a teacher, expectations, professionalism, interactions
- _____ Building Induction Team – plans, location, and structure for the monthly meetings
- _____ Duties and Responsibilities of Teachers (District Policy Manual)
- _____ Teaching Assignment Schedule
- _____ Building Tour
- _____ Classroom Tour
- _____ Faculty Handbook
- _____ Student Handbook
- _____ Foundational Technology Programs in the district (Schoology, Powerschool)
- _____ Class List Review (students with 504 plan, IEP’s)
- _____ Travel Vouchers
- _____ Faculty Meetings, Department/Grade Level Meetings
- _____ Lesson Plan Format/Expectations/Examples
- _____ Substitutes – plans, requests, etc.
- _____ Supplies, requisitions, general ordering procedures- how to access needed supplies
- _____ Introduce Grading Practices and Policies – district expectations – record keeping
- _____ Introduce Classroom Behavior Management Plan – expectations, written plans
- _____ Completion of Needs Assessment Questionnaire (Appendix A)
- _____ Inductee Portfolio- review expectations (1 artifact/ month to review at the inductee meeting)
- _____ Review topics related to non-teaching professionals

Other areas:

- _____
- _____
- _____

Notes/Comments:

In attendance:

Inductees:

Mentors:

**COCALICO SCHOOL DISTRICT
MONTHLY BUILDING INDUCTION TEAM REPORT
"Possible Topics List"**

Administrator submits via Schoology by the last day of each month

SEPTEMBER:

- _____ Inductee Portfolio Artifact sharing
- _____ Lesson Plan sharing
- _____ Standards for Cocalico (overview of the community, culture, tone of the district)
- _____ Supports to Teachers/Students – building level – SAP/MTSS, School Counselor, Principal, Nurse, Instructional Technology Specialist, BTC, Librarian, Special Education Teachers, ESL, CTC offerings, Alternative Education Placement
- _____ Calendar for Year – Key items, timeline - overview
- _____ Review Grading Practices and Policies – district expectations – record keeping
- _____ Use of mentor/ inductee days
- _____ MyLearningPlan- use, purpose, login
- _____ Supervision & Evaluation – supervision handbook, observation and evaluation process
- _____ Danielson’s domains, the rubric and examples of each level
- _____ Paras, Tutors, Volunteers – practices and procedures
- _____ Parent Communication – Expectations for Parent Contacts
- _____ Homework Expectations – assigning, collecting, checking
- _____ General Professional Etiquette for meeting participation, cancellations, etc.
- _____ Crisis Response Plans and Procedures (fire drills, lock down, evacuation drill)
- _____ Creating Safe and Supportive Schools- share building practices
- _____ Review topics related to non-teaching professionals

Other areas:

- _____
- _____
- _____

Notes/Comments:

In attendance:

Inductees:

Mentors:

**COCALICO SCHOOL DISTRICT
MONTHLY BUILDING INDUCTION TEAM REPORT
"Possible Topics List"**

Administrator submits via Schoology by the last day of each month

OCTOBER:

- _____ Inductee Portfolio Artifact sharing
- _____ Curriculum Council – contacts, committees, departments, general organization
- _____ Supervision & Evaluation – SLO writing, PVAAS attributions
- _____ Special Programs (IU13 classrooms, ESL, Gifted)
- _____ Budget (process, request for supplies)
- _____ Retention Practices
- _____ Instructional II process/ Graduate courses
- _____ Mandated Reporting- setting up a CYA account, when to report, definitions
- _____ Use of technology to increase student engagement, instruction and assessment
- _____ Data Informed Decision Making
- _____ Parent/Teacher Conferences – Expectations, preparation, timelines
- _____ Report Cards/Progress Reporting – Record keeping
- _____ Assessment Techniques – Review samples/variety
- _____ Student Records/Cumulative Files – Official Records
- _____ Review topics related to non-teaching professionals

Other areas:

- _____
- _____
- _____

Notes/Comments:

In attendance:

Inductees:

Mentors:

**COCALICO SCHOOL DISTRICT
MONTHLY BUILDING INDUCTION TEAM REPORT
"Possible Topics List"**

Administrator submits via Schoology by the last day of each month

NOVEMBER/DECEMBER:

- _____ Inductee Portfolio Artifact sharing
- _____ PTA/Parent Advisory Organizations
- _____ Summer Academy Proposals
- _____ Facility Use Information
- _____ All-Hazards Plan
- _____ Local Assessment Plan Review
- _____ Review topics related to non-teaching professionals

Other areas:

- _____
- _____
- _____

Notes/Comments:

In attendance:

Inductees:

Mentors:

**COCALICO SCHOOL DISTRICT
MONTHLY BUILDING INDUCTION TEAM REPORT
"Possible Topics List"**

Administrator submits via Schoology by the last day of each month

JANUARY:

- _____ Inductee Portfolio Artifact sharing
- _____ Referral Process for Various Areas – (i.e. MDE/IEP or SAP/MTSS)
- _____ Professional Libraries, Access PA, Electronic Data Searches – resources for graduate work
- _____ Review Grading Practices, Related Software, Final Grade Set-up
- _____ Homelessness/ McKinney-Vento Act
- _____ Equity in Education
- _____ Review use of mentor/ inductee days
- _____ Overview of the Cocalico area (key businesses, agencies, community supports)
- _____ Review topics related to non-teaching professionals

Other areas:

- _____
- _____
- _____

Notes/Comments:

In attendance:

Inductees:

Mentors:

**COCALICO SCHOOL DISTRICT
MONTHLY BUILDING INDUCTION TEAM REPORT
"Possible Topics List"**

Administrator submits via Schoology by the last day of each month

FEBRUARY:

- _____ Inductee Portfolio Artifact sharing
- _____ Suicide Prevention
- _____ Trauma Informed Practices
- _____ Professional Organizations – (i.e. ASCD, Subject Areas, etc.)
- _____ Professional Teacher Contract – Administrative Review of Contents
- _____ Cocalico School District Policy Manual – contents/locations
- _____ Cocalico School Board – Meeting Information
- _____ Hiring Processes/ Vacancies in the district
- _____ Review topics related to non-teaching professionals

Other areas:

Notes/Comments:

In attendance:

Inductees:

Mentors:

**COCALICO SCHOOL DISTRICT
MONTHLY BUILDING INDUCTION TEAM REPORT
"Possible Topics List"**

Administrator submits via Schoology by the last day of each month

MARCH:

- _____ Inductee Portfolio Artifact sharing
- _____ Workshop/Conference Request Procedures
- _____ Summer Inservice Procedure – requests, trade-off vs. inservice days, summer academy
- _____ Professional Education Committee
- _____ Curriculum Guidebook Information (i.e. highlights including the Textbook selection process, Curriculum cycle chart)
- _____ Review topics related to non-teaching professionals

Other areas:

Notes/Comments:

In attendance:

Inductees:

Mentors:

**COCALICO SCHOOL DISTRICT
MONTHLY BUILDING INDUCTION TEAM REPORT
"Possible Topics List"**

Administrator submits via Schoology by the last day of each month

APRIL/MAY:

- _____ Inductee Portfolio Artifact sharing
- _____ Work Life Balance, EAP Program
- _____ 339 Career Reporting
- _____ End of Year Procedures/Requirements for the district and building
- _____ Induction Programs – End of year Forms/Appendices
- _____ Review topics related to non-teaching professionals

Other areas:

Notes/Comments:

In attendance:

Inductees:

Mentors:

COCALICO SCHOOL DISTRICT
END OF YEAR CHECKLIST
(completed by Induction Coordinator)

- _____ District Curriculum Guidebook/curriculum processes
- _____ Federal programs
- _____ Intermediate Unit 13 services
- _____ District support directors, curriculum directors, and area coordinators
- _____ Special Education program overview
- _____ Copyright policy
- _____ Maintenance of certification
- _____ Induction Plan - program overview
- _____ Professional Education Plan - staff development options
- _____ Benefits/financial information/Business Office
- _____ Evaluation/supervision – options
- _____ Code of Professional Practice and Conduct for Educators
- _____ Assessments and Progress Monitoring
- _____ Instructional Practices
- _____ Safe and Supportive Schools
- _____ Standards/ Curriculum
- _____ Technology Integration
- _____ Progress Reports and Parent Teacher Conferencing
- _____ Accommodations and Adaptations for Diverse Learners
- _____ Data Informed Decision Making
- _____ Materials and Resources for Instruction
- _____ Classroom and student management
- _____ Parental and/or community involvement

Induction Coordinator Signature: _____

Date: _____

**COCALICO SCHOOL DISTRICT
INDUCTION PROGRAM
CHECKLIST OF ACTIVITIES
(Completed by mentor during the year; Due at the end of the mentor's term)**

Directions: Place a \checkmark next to each item as it is reviewed with the inductee by the mentor.

- A. August Workday (Mentor Topics)**
- 1. Curriculum materials (planned courses, standards, eligible content)
 - 2. Instruction (differentiated instruction, teaching strategies, etc.)
 - 3. Assessment (formal: Keystones, CDTs, PSSA, DIBELS, PSSA, etc; informal: tests, quizzes, checks for understanding, etc.)
 - 4. Building tour
- B. Room Preparation (Mentor Topics)**
- 1. Materials
 - 2. Bulletin boards
 - 3. Arrangement of furniture
 - 4. Special problems/conditions
- C. Record-Keeping Forms/Procedures (Mentor Topics)**
- 1. Attendance procedures
 - 2. Supply requisitions
 - 3. Lesson plans and grading procedures
 - 4. Field trip permission slips
 - 5. Use of paraprofessionals/parent volunteers
 - 6. Pass system
 - 7. Supports to address student needs
 - 8. Conference forms
 - 9. Photocopy/workroom
 - 10. Emergency call lists, School Messenger
 - 11. Class schedules and transition times
 - 12. All other pertinent forms
- D. Classroom Management (Mentor Topics)**
- 1. Holding students accountable
 - 2. Developing student responsibilities
 - 3. Reviewing completed work
 - 4. Monitoring seatwork
 - 5. Providing differentiated instruction (i.e., level of materials, adapting assignments, flexible groupings)
 - 6. Using consequences: positive reinforcers, negative reinforcers
 - 7. Establishing classroom practices
 - 8. Providing immediate feedback
 - 9. Monitoring student progress
 - 10. Motivating students
 - 11. Following district discipline policy
 - 12. Following district grading policy
 - 13. Communicating with parents – behavior, academic, developmental patterns
 - 14. Observing established emergency procedures

E. Teaching Processes (Mentor Topics)

- _____ 1. Developing successful experiences for all students.
- _____ 2. Demonstrating sound instructional practices based on learning theory and current research.
- _____ 3. Grouping students and activities to accommodate learning styles, interests, and skill needs.
- _____ 4. Demonstrating creativity in motivating students to attend to daily lessons.
- _____ 5. Reviewing prior learning while defining purposes and objectives of new lesson.
- _____ 6. Relating new learning to past and future lessons.
- _____ 7. Demonstrating a variety of teaching techniques and materials.
- _____ 8. Making smooth, logical transitions and deals effectively with unanticipated situations.
- _____ 9. Summarizing the lesson for all learners.
- _____ 10. Reviewing assignments, responding effectively to students' questions, and suggesting optional resources.
- _____ 11. Eliciting active participation by all students.
- _____ 12. Balancing participation: teacher/student and student/teacher.
- _____ 13. Encouraging independent thinking and learning.
- _____ 14. Teaching and modeling discussion debates, and roles in group processes.
- _____ 15. Addressing questions of varying levels; encouraging students to generate their own questions.
- _____ 16. Demonstrating inter-relationships among content areas.
- _____ 17. Illustrating subject matter knowledge by using a variety of different materials and citing a range of pertinent anecdotes.
- _____ 18. Effective use and integration of technology.
- _____ 19. Maximizing student engagement during the lesson.
- _____ 20. Foundational technology programs (Schoology, Seesaw, Powerschool).

F. Assessments (Mentor Topics)

- _____ 1. Employing authentic assessments, some of which include performance assessment.
- _____ 2. Calibrating assessments according to student population, time and resources, and school district standards.
- _____ 3. Developing intellectually engaging assessments that promote vigorous habits of mind.
- _____ 4. Creating assessments requiring depth and breadth of student understanding.
- _____ 5. Using ongoing feedback to move students toward self-assessment.
- _____ 6. Reviewing and utilizing local assessment plan.
- _____ 7. Employing rubrics (or other clearly articulated feedback systems) that are shared with students beforehand.

G. Professionalism (Mentor Topics)

- _____ 1. Developing student/school/community relations.
- _____ 2. Developing inductee/support teacher communication plans, patterns, and expectations.
- _____ 3. Understanding professional role and appearances.
- _____ 4. Demonstrating parent/teacher communication skills.

Inductee Signature: _____

Mentor Signature: _____

Date: _____

*To be submitted to Induction Coordinator at end of year.

**COCALICO SCHOOL DISTRICT
INDUCTION PROGRAM
ASSESSMENT OF INDUCTION PROGRAM BY INDUCTEE
(completed by inductee)**

1. Do you feel you were given adequate support in making the transition to Cocalico School District?

Explain:

2. How could this program be improved?

Additions:

Deletions:

3. Did the program meet the objectives listed under Standard #1 of the Induction Plan?

Explain:

4. Did you feel comfortable discussing your professional development and needs with your mentor?

Explain:

5. What is one professional goal you have for next year to improve as a teacher?

6. Other comments you would like to offer related to the Induction Plan.

Inductee Signature: _____

**COCALICO SCHOOL DISTRICT
INDUCTION PROGRAM
ASSESSMENT OF INDUCTION PROGRAM BY MENTOR
(completed by mentor at the conclusion of the mentor's term)**

1. Did this program provide adequate support to the inductee?

Explain:

2. How could this program be improved?

Additions:

Deletions:

3. Did the program meet the objectives listed under Standard #1 of the Induction Plan?

Explain:

4. Other comments you would like to offer related to the Induction Plan.

Mentor Signature: _____