

Educator Induction Plan

2024-2026

New Teacher Induction Program Goals

The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the two years of employment. Individual goals could include the following:

- a. To provide educators with an overview of professional practice within the context of the Observation and Practice Framework for Teaching;
- b. To provide new educators with basic information and knowledge about the school, school district, and resident students to increase their effectiveness in fulfilling their duties;
- c. To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students;
- d. To provide new educators with staff development experiences to achieve a successful transition into the district's educational program; and/or
- e. To provide experience, professional insights, and encouragement to achieve success as new employees.

Inductees

New Teacher Induction will be required for all new hires in their first year of teaching and any new hire who has not completed an induction program.

Inductee responsibilities include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with mentors, meeting with other inductees to discuss experiences, and evaluating the program. Inductees are expected to:

- a. Actively participate in mentoring activities and relationships;
- b. Seek out help from colleagues;
- c. Accept and act upon constructive feedback through open communication with the mentor;
- d. Schedule observation of experienced teachers at work;
- e. Schedule classroom observation by the mentor;
- f. Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) to be awarded an Induction Completion Letter; and
- g. Maintain a confidential relationship with the assigned mentor.

School principals provide support such as:

- a. Opportunities for professional development related to the Code of Professional Practice and Conduct for Educators (22 Pa. Code Chapter 235). The code is found in Appendix A and sets forth rules of conduct to which professional educators are legally bound. **New employees will be informed of the code and given a copy.**
- b. Creating a culture of teaching and learning that supports professional collaboration among both new and veteran teachers.
- c. Designing appropriate schedules to support new teachers as they develop professional skills.

- d. Acquiring and providing appropriate resources to support educator induction activities (time, scheduling, space, funding)
- e. Periodically evaluating.
- f. Facilitating activities to enhance the relationship between mentors and beginning teachers.
- g. Accepting the confidential relationship between each teacher and mentor
- h. Identifying and selecting highly qualified mentors

Mentors

Mentors will be assigned to mentees for the duration of the program.

Mentors selection criteria follows:

- a. Similar certification and assignment
- b. Outstanding work performance
- c. Models continuous learning and reflection
- d. Knowledge of district/school policies, procedures, and resources
- e. Ability to work with students and adults
- f. Willingness to accept additional responsibility
- g. Mentor training or previous experience
- h. Compatible schedules so the mentor and inductee can meet regularly
- i. Training in use and application of the Standards Aligned System
- j. Understanding the levels of Bloom's Taxonomy and Webb's Depth of Knowledge
- k. Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
- l. Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
- m. Developing assessments that are based on standards and eligible content
- n. Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS))

Mentors will provide the following types of support to inductees:

Instructional support such as:

- a. Classroom management
- b. Standards-based instructional planning and implementation
- c. Standards-aligned teaching strategies
- d. Differentiated instruction and supports for struggling students
- e. Observations and conferencing with the beginning teacher
- f. Instruction for diverse learners in inclusive settings, including English Learners and students with IEPs
- g. Data-informed decision-making

Professional support such as:

- a. Information about school policies and procedures
- b. Student formative and summative assessments and evaluation
- c. Educator Effectiveness in accordance with Act 13 of 2020 and 22 Pa. Code § 19.1a et seq.
- d. Information about quality professional development opportunities

Personal support such as:

- a. Introductions to other faculty and administrators
- b. Personal encouragement within the context of a confidential relationship
- c. Liaison to referral to other key people and resources

Mentors of educators and supervisors of student teachers (does not include pre-student teachers) may earn Act 48 credit. Mentors/Supervisors may receive up to 15 hours per inductee or student teacher totaling no more than 45 hours in a compliance period.

2024-2026 New Teacher Induction Scope & Sequence

2024-2025

August 2024	<ul style="list-style-type: none">● Day 1- “Back to School” Instructional Foundations<ul style="list-style-type: none">○ Creating the systems, routines, procedures, directions and other teacher moves, as well as cultivating a growth mindset.● Day 2- Connecting to Students and Connecting Students to the Learning<ul style="list-style-type: none">○ Relationship-building, framing & anchoring learning, and lesson relevancy and cultural responsiveness.
September 2024	<ul style="list-style-type: none">● Effective Praise and Redirection- This session builds off of the <i>Teacher “With-it-ness”</i> session by preparing teachers to respond appropriately to behaviors that they see in class.<ul style="list-style-type: none">○ Part 1 of this session focuses on the precise praise (<i>effort-based and behavior-specific</i>) to create positive habits in students.○ Part 2 of this session identifies redirection techniques, which prepares teachers to respond to behaviors efficiently, specifically, and calmly while maintaining a community- centered rationale to preserve a positive classroom environment.
October 2024	<ul style="list-style-type: none">● Managing Disruptive Behaviors- This session builds off of the <i>Effective Praise and Redirection</i> session by preparing teachers to respond appropriately to behaviors that they see in class.<ul style="list-style-type: none">○ Part 1 of this session focuses on 6 principles of behavior.○ Part 2 of this session identifies behavior management strategies, which prepares teachers to respond to behaviors efficiently, specifically, and calmly while maintaining a community-centered rationale to preserve a positive classroom environment.
November 2024	<ul style="list-style-type: none">● Making Lesson Plans Work for You- This session focuses on:<ul style="list-style-type: none">○ Ways to use research-based key elements for creating rigorous and engaging lesson plans that have a balance of teacher talk and student talk.○ Ways to make lesson plans easier to implement in-the-moment (<i>with the Double Planning strategy</i>).

December 2024	<ul style="list-style-type: none"> ● Teacher Evaluation- Understand Educator Effectiveness, the Danielson Framework for Teaching and how it applies to observation, feedback in informal and formal evaluations.
January 2025	<ul style="list-style-type: none"> ● Professional Ethics Program Framework- Understand <ul style="list-style-type: none"> ○ The standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.
February 2025	<ul style="list-style-type: none"> ● Instructional Strategies that Engage the Brain- This session focuses on: <ul style="list-style-type: none"> ○ Using instructional strategies that are based on brain research. And this session will provide teachers with strategies to maximize emotional and cognitive engagement (<i>and not just behavioral engagement/ compliance.</i>)
March 2025	<ul style="list-style-type: none"> ● Formative Assessment & Feedback- This session focuses on: <ul style="list-style-type: none"> ○ Differentiating between summative and formative assessment, provides key strategies on how to formatively assess more effectively, how to use that information, and the use of feedback in order to drive student learning.
May 2025	<ul style="list-style-type: none"> ● Differentiation- This session focuses on: <ul style="list-style-type: none"> ○ Considering reasons and benefits to students when lessons are differentiated, examining ways to differentiate lessons in order to address the needs of students, and planning ways to embed differentiation strategies in upcoming instruction.

2025-2026

August 2025	<ul style="list-style-type: none"> ● Hooks and Habits- This session focuses on two research based best practices that help to increase cognitive engagement in students, and academic discussion among students. <ul style="list-style-type: none"> ○ <i>Lesson Hooks</i> provide teachers with an opportunity to inject energy into a new learning journey and to create an eagerness to find out more about a topic or concept. ○ <i>Habits of Discussion</i> involve building a set of norms that cause students to listen actively and talk to (<i>rather than past</i>) each other. When students learn <i>Habits of Discussion</i>, they are empowered to use high-quality discussion skills such as: <ul style="list-style-type: none"> ■ Making eye contact ■ Speaking audibly ■ Clarifying an argument ■ Revise their own thinking
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September 2025	<ul style="list-style-type: none"> ● <i>Holding Out</i> - getting 100% of students engaged before giving clear directions. Part 1 of book study - using noticing language to foster positive environment.
October 2025	<ul style="list-style-type: none"> ● <i>Reinforcing Expectations</i> - scanning, praising, and redirecting to maintain student engagement. Part 2 of book study - building student identity and agency through language.
November 2025	<ul style="list-style-type: none"> ● <i>The Right Objectives</i> - using data to plan appropriate daily objectives and then creating the exemplars that will drive the lesson. Part 3 of book study - increasing transference and generalizing skills in students
December 2025	<ul style="list-style-type: none"> ● <i>Checking for Understanding</i> - strategies for collecting daily student data and making appropriate adjustments to lessons based on that output. Part 4 of book study - analyzing the power structure of the classroom and using language that facilitates cooperation and student independence.
January 2026	<ul style="list-style-type: none"> ● <i>Framing the Lessons</i> - Explaining to students exactly what they are learning, why it matters, and how they'll achieve it.
February 2026	<ul style="list-style-type: none"> ● Culturally Relevant and sustaining Education Program Framework Guidelines- <ul style="list-style-type: none"> ○ Education that ensures equity for all students and seeks to eliminate systemic institutional racial and cultural barriers that inhibit the success of all students in this Commonwealth—particularly those who have been historically underrepresented. Culturally relevant and sustaining education encompasses skills for educators including, but not limited to, approaches to mental wellness, trauma-informed approaches to instruction, technological and virtual engagement, cultural awareness and emerging factors that inhibit equitable access for all students in this Commonwealth.
March 2026	<ul style="list-style-type: none"> ● <i>Modeling</i> - demonstrating the precise steps students need to take in order to master the content, analyzing student data for progress, and planning the next objectives.
May 2026	<ul style="list-style-type: none"> ● <i>Time to Practice</i> - reviewing each part of the lesson to make sure students are getting enough time to practice the skills and incorporating this time into lesson plans.

Evaluation and Monitoring

The school will evaluate the educator induction program annually and revise as needed. Achievement of the program goals and competencies is directly related to how well the program served inductees; therefore,

acquisition and evaluation of participant feedback data is essential and provides the basis for program revisions and continuous improvement.

Systematic data collection on the educator induction program design, implementation, and outcomes may include but is not limited to:

- a. Survey of participants – new teachers, mentors, principals, and other members of the educator induction committee – 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; and
- 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.

The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new teachers form the basis for adjustments and improvements in program design for future years.

Documentation of Participation and Completion

School entities will maintain accurate records of completion of the program and provide a copy of a certificate of completion to the inductee. Evidence of successful participation and completion of the educator induction program must be maintained by the district/school leadership for each inductee, including any long-term substitutes. All pertinent records are to be available to support completion of Instructional I to Instructional II Certification as set forth by PDE.