

## **Midd-West School District**

### **Induction Plan – Overview**

Welcome to the Midd-West School District. We are a district committed to supporting the professional growth of its faculty. Particular emphasis is placed on transitioning new teachers to our professional community of learners through a structured program of induction.

New teachers are required to participate in a full-day New Teacher Orientation held in August. All new teachers are also assigned a mentor to guide and support their learning during the year-long induction program.

#### **Philosophy, Purpose and Relationship to Student Achievement**

Induction into a career is the first step in continuing professional development and life-long learning. Upon entering a new school system, the beginning educator needs to learn the expectations in that system, the values that defines the functioning of that learning system, the rules of the system, and the ways of relating to students and support staff.

First-year professionals develop behaviors in classroom organization, planning, and time management which become predictors of future performance. The first few days/months are crucial in molding appropriate behaviors and attitudes toward serving in the position and the profession effectively. Beginning educators need to have individuals on whom they can rely for assistance, guidance, diagnosis, confidentiality, and support during their first year. The Midd-West School District is committed to enhancing the first year teacher's probability of success through healthy, structured opportunities.

The Midd-West School District Induction Program is a series of planned experiences, activities, and studies (developed cooperatively by the support teacher, beginning teacher, and administrator) which increases the beginning teacher's knowledge and improves his/her teaching skill

## **Goal and Objectives**

The goal of the Midd-West School District Induction Program is to facilitate and provide support for teachers new to the Midd-West School District.

The objectives for the program provided are to:

- Provide a structure through which the inductee can objectively analyze the effectiveness of his/her teaching and have resources for self-improvement readily available.
- Provide a formal structure for identifying and solving the problems common to beginning teachers.
- Provide peer support and the model of an experienced professional for the inductees.
- Provide a common entry point for on-going staff development.
- Become aware of student needs in the educational process and how the inductees can effectively meet these needs.
- Provide for the study of the Code of Professional Practice and Conduct For Educators and provide for the study of the Child Protective Services Law, Act 151 of 1994 of the Domestic relations Code.

## **Competencies**

As a result of participation in the induction process, new teachers shall demonstrate the following competencies:

- Use student data to determine students' learning priorities.
- Practice self-reflection on the impact of teaching practice on student learning.
- Demonstrate curricular and content knowledge in the area of the educator's assignment or certification.
- Use a variety of appropriate assessments that are aligned to the instructional goals and adapted as needed for student needs.
- Maintain a classroom environment that has reasonable and clear expectations for student achievement with reasonable value placed on the quality of student work.
- Work effectively with parents and community partners.
- Demonstrate adequate knowledge of the PA Academic Standards and Assessment Anchors.
- Use appropriate interactions between teachers and students and among students.
- Maintain clear standards of conduct and effective management of student behavior.
- Develop effective classroom routines and procedures resulting in little or no loss of instructional time.
- Provide safe and adequate organization of physical space that provides accessibility to learning and to the use of resources, materials and technology.
- Demonstrate adequate communication of procedures and clear explanation of content.

- Demonstrate competency in the functional use of the district software programs.

## **Inductee Responsibilities**

### **Definition of Inductee**

Every newly employed first year teacher shall be declared an inductee. Any other newly employed person may be designated an inductee depending upon individual experience and training.

### **Inductee Responsibilities**

All inductees shall be responsible to:

- Participate in all district/building induction activities.
- Communicate concerns and needs to support teacher.
- Maintain a log of activities, meetings, and conferences and then submit to the District Induction Committee at the end of the year for review and approval prior to June 1, 2017.
- Complete an induction survey and share those results to your mentor and principal
- Arrange and carry out peer-support teacher exchange visits. It is suggested that an inductee engage in three different exchange visits and that these observations occur in different settings including one within the new teacher's building of assignment, one in another building in the Mid-West School District, and one outside the school district. Visitations may be scheduled for a partial or full day.
- Submit an assessment of the program at the end of the year.

### **Inductee Training**

The inductee is required to:

- Attend a district orientation program covering these issues:
  - Meet with the mentor/review induction process requirements
  - Complete an on-line grading system training (Sapphire)
  - Evaluation/Supervision Programs
  - Special education programs Policies, procedures, and paperwork

- Participate in any workshops or activities as recommended by the induction teams, support teachers, and administration.
- Cooperate with the support teacher through individual and group meetings with other inductees.

## **FUNCTIONS**

Activities are divided into three levels: District, Building and Mentor. District activities are organized by the Director of Curriculum and Instruction, building activities are chaired by the building principal, and mentor activities are a collaboration between the mentor and inductee.

### **I. DISTRICT LEVEL FUNCTIONS**

- A. *ASSIGNMENT OF SUPPORT TEACHERS*
- B. *ORIENTATION*
- C. *TRAININGS*
  - 1. *DATA BASED DECISION MAKING*
  - 2. *PARENT CONFERENCES*
  - 3. *APL STRATEGIES-CLASSROOM MANAGEMENT*
  - 4. *STANDARD ALIGNED SYSTEM (SAS)*
  - 5. *TEACHER SUPERVISION AND EVALUATION*
- D. *INDUCTION PROGRAM REVIEW*
- E. *PROGRAM APPROVAL*
- F. *ISSUANCE OF COMPLETION OF INDUCTION CERTIFICATES*

### **II. BUILDING LEVEL FUNCTIONS**

- A. *INDUCTION TEAM MEETINGS*
- B. *SHARE CURRICULUM AND CONTENT AREA RESOURCES*
- C. *PROVIDE SCHEDULE AND CLASS ROSTERS*
- D. *INFORM OF BUILDING PROCEDURES AND PRACTICES*
- E. *INTRODUCE PEERS, PARAPROFESSIONALS, AND STAFF*
- F. *PROVIDE INFORMATION ON SUPERVISION/EVALUATION PROGRAMS*
- G. *HOLD FACULTY AND TEAM MEETINGS*
- H. *PROVIDE DATA RELEVANT TO CONTENT AREA INSTRUCTION*

### **III. INDUCTEE/MENTOR TEACHER FUNCTIONS**

- A. *WEEKLY (OR BI-WEEKLY) MEETINGS*
  - 1. *20-30 minutes per week during 1<sup>st</sup> semester*
  - 2. *20-30 minutes bi-weekly during 2<sup>nd</sup> semester*

B. REGULAR DISCUSSION INCLUDING

1. TEACHING METHODS
2. TEACHING ASSIGNMENT
3. DUTIES AND COVERAGE
4. BUILDING ROUTINES AND SCHEDULES
5. SPECIAL EVENTS
6. GRADING REQUIREMENTS AND PROCEDURES
7. IEP ACCOMODATIONS
8. DISTRICT FORMS
9. ROLES AND REPONSIBILITIES
- IO. OTHER

C. ANSWER QUESTIONS REGARDING PERFORMANCE OF PROFESSIONAL DUTIES

D. PROVIDE AN OPPORTUNITY TO OBSERVE A CLASSROOM LESSON

E. REPORT CONCERNS TO THE BUILDING PRINCIPAL ABOUT INDUCTION PROGRAM OR TEACHING ASSIGNMENT

**Mentor Teacher Criteria**

The selection criteria for mentor teachers shall include:

- Three years of satisfactory teaching experience in the Midd-West School District
- Certified teacher
- Demonstrated competence in instruction, planning, and classroom management
- Positive attitude toward the teaching profession
- For greater collegial support, where possible the subject area and/or grade level shall be compatible with that of the inductee
- Recommendation of building principal
- School Board approval

**LEVEL II CERTIFICATION- REQUIREMENTS**

A Level I certificate is a provisional certificate that must be converted to a pem1anent Level II certificate by meeting both educational and service requirements

A Level I (provisional) certificate must be conve11ed to a Level II (permanent) certificate by the end of its validity period in order for an individual to remain entitled to perform the professional duties for which a certificate was issued.

## **Educational Requirements**

Educators holding a Level I certificate, who were awarded their initial baccalaureate degree after October 1, 1963, must provide evidence of 24 semester hour post-baccalaureate credits, six of which must be associated with the area(s) of certification and/or designed to improve the professional practice, to meet the education requirements for conversion to a Level II certificate.

## **Service Requirements**

- Participate in and complete a PDE approved Induction Plan
- Requires three years of satisfactory service on a Level I certificate
- Educator must possess at least six semi-annual evaluations of satisfactory performance on the Level I certificate in the area for which the certificate was issued.
- Satisfactory service is verified via the Teacher Information Management System (TIMS) for schools provisioned to access TIMS or the PDE-338 P Form for non-provisioned educational entities.
- Instructional I certificates are made permanent in accordance with the regulation under which the initial instructional certificate was issued.
- All instructional areas of certification will simultaneously convert to a Level II certificate provided all Level II requirements have been met.

Once all educational and service requirements are met teachers may apply through the TIMS system for their Level II certificate. Please go to PDE's website at <http://www.education.state.nj.us> for more details.