

Northampton Area School District
Teacher Induction Plan
7/1/2020 to 6/30/2023



Learn, Listen, and Lead



NORTHAMPTON AREA SCHOOL DISTRICT

Mission Statement:

Northampton Area School District is dedicated to educating and developing responsible citizens who learn from the past, listen to the present, and lead our future.

Learn, Listen, and Lead

Belief Statements:

1. We believe in the Northampton Area School District.
2. We believe that learning about our past will provide our students with a “Konkrete” foundation that will prepare our students to embrace the future and adapt successfully in a global, changing society.
3. We believe in the worth of every individual and that everyone in our community deserves to be treated with dignity and respect.
4. We believe that a safe and positive environment is essential to learning.
5. We believe in fostering positive relationships among students, staff, parents, and community.
6. We believe high expectations promote high achievement.
7. We believe that a healthy lifestyle and awareness of the arts should be nurtured through physical, emotional, social, and intellectual development.
8. We believe instructional strategies should recognize diverse learning styles, the needs of all students, and should challenge all students to develop to their fullest potential.
9. We believe educational excellence requires continuous improvement and is the shared responsibility of students, staff, parents, and community.

Vision Statement:

The Northampton Area School District will empower students to achieve individual, unique, and authentic success through a culture of excellence.

Teacher Induction Program

The Northampton Area School District believes that newly employed teachers must be provided with opportunities to increase the probability of initial success during their early experiences as classroom teachers. It recognizes that a formal program of induction for the beginning teacher can serve as a meaningful mechanism for easing the transition of new teachers into the teaching profession. The Teacher Induction Program is designed to accomplish these tasks and to meet the needs of new staff members with a support system. By providing formal and informal interpersonal and knowledge skill building, the inductee will develop a sense of effectiveness and collegiality.

Four ideas that have been selected from the current educational literature to serve as guiding principles in the formulation of the program are as follows:

- Beginning professionals develop teaching behaviors and an attitude toward professional growth that become indicative of their future effectiveness and their commitment to the education profession.
- The induction program should be tailored and personalized to meet the emerging needs of each beginning teacher. Some inductees will need minimal assistance, while others will require a more extensive and varied program.
- Mentor teachers need to be good listeners and always remember that the program exists for the benefit of the beginning teacher. The program should be interactive and reciprocal in nature.
- Formal evaluation of the beginning teacher should be kept separate from the induction process. Evaluation should be viewed as an administrative function that is the sole responsibility of the building principal. It is important that mentor teachers not be perceived as nor act in a manner that suggests that they are supervisors.

I. PURPOSE

A. Goal

The primary purpose of the induction process is to provide support to all teachers who are first and second year teachers with temporary professional contracts or who are long-term substitutes hired for one semester or more in the Northampton Area School District. It is especially important for these beginning teachers to have successful and trusted professionals on whom they can rely for assistance and support during their entry years into the district.

B. Objectives

The major objectives of the District's induction program are to:

1. provide an organized structure through which the inductee will become familiar with district policies, procedures, and resources
2. provide on-going support to the inductee
3. offer orientation about the makeup of the student body, family structures, and community diversification
4. familiarize the inductee with building procedural routines and curricular expectations
5. prepare the inductee for the first day of school
6. promote a sense of collegiality among staff members
7. provide information and/or training and on-going assistance in, but not limited to, the following:
 - a. Classroom management, organization, and arrangement
 - b. K-12 curriculum, grade level programs, and State standards and anchors
 - c. Material and supply acquisition
 - d. Effective communication with parents
 - e. Professionalism, policies, procedures, and guidelines
 - f. Pupil grading and assessment
 - g. Professional growth and development
 - h. Teaching strategies/instructional skills/data analysis

II . DISTRICT RESPONSIBILITIES

Responsibilities for the administration of the induction program are delineated as follows:

A. Director of Curriculum and Instruction

1. Delegate responsibilities to the appropriate personnel

2. Ensure that the induction process is in full operation
3. Inform the Board of program developments
4. Submit reports to PDE as required
5. Certify criteria for completion of the program have been satisfied
6. Coordinate the program with input from the district Act 48 Committee
7. Provide a support system for mentors
 - a) Organizing training sessions
 - b) Periodic meetings
 - c) Monitor the operation of the inductee/mentor relationships at the district level
8. Schedule training sessions for beginning teachers
9. Facilitate program implementation, evaluation, and modification
10. Provide documentation of the completion of both the first and second years of the induction program

B. Building Administrator

1. Serve as an active supporter of the program and building team member
2. Coordinate planning time of the beginning teacher and the support teacher
3. Provide necessary resources at the building level
4. Monitor the inductee/mentor relationship at the building level
5. Conduct meetings with the inductee minimally once each semester
6. Verify completion of the program at the building level
7. Participate in program evaluation as required
8. Serve as a mentor for long-term substitutes

III. PROFESSIONAL PARTICIPANTS

A. Inductee

The inductee is a first or second year teacher with a temporary professional contract or a long-term substitute working for 90 days or more. A mentor teacher will be assigned to work with an inductee teacher who has a temporary professional contract during only the first year of this program. The principal will serve as the mentor for long-term substitutes working for 45 days or more. All teachers who receive their initial Pennsylvania Instructional Certification on or after June 1, 1987, must complete the district's 2-year induction program in order to be recommended to receive an Instructional II Certificate.

B. Mentor

The mentor is an individual who:

1. Is experienced and who serves as a friend and advisor
2. Is scheduled to teach in the same building as the inductee, whenever possible
3. Is scheduled to teach at the same or close grade level or in the same subject matter area as the inductee whenever possible

C. District Department Coordinator

The Department District Coordinator is the one who:

1. Is responsible for reviewing the curriculum with the inductee
2. Assumes the responsibilities of the support teacher if an appropriate mentor cannot be secured

D. Other District and Building Resource People

1. School Librarian
2. Building Support Staff
3. District and Building Level Administrators
4. Classroom Teachers
5. Team Leaders
6. Director of Curriculum and Instruction
7. Director of Special Education
8. Director of Data, Grants, and Special Programs
9. Director of Technology
10. Business Manager
11. Personnel Office Staff

E. Higher Education Representative (as needed only)

IV. TEAM COMPOSITION

A team of professionals is responsible for overseeing and supporting the induction process for each inductee. The team is composed of inductees, mentors, and a building administrator. Responsibilities for each team member may include:

A. Inductee

1. Meet with the mentor on a regular basis
2. Participate in orientation and training sessions
3. Participate in all staff development programs
4. Seek the aid of the building administration should any conflict arise between the inductee and the mentor teacher
5. Participate in program evaluation

B. Mentor

1. Meet with the inductee on a regular basis
2. Establish rapport as a helping person and confidant
3. Aid the inductee in identifying the most immediate concerns
4. Visit the inductee's classroom and provide support on an informal basis
5. Serve as a sounding board for inductee ideas, questions, and concerns
6. Suggest ways to plan for instructional management in the classroom
7. Help with ways to communicate with parents
8. Invite the inductee to visit his/her classroom as the need arises
9. Seek the aid of the building administration should any conflict arise between the inductee and the mentor teacher
10. Participate in mentor and inductee training sessions
11. Assist in the evaluation of the program

C. Building Administrator

1. Meet at least once each semester with each inductee and monitor the induction process
2. Modify the activities for an individual inductee when appropriate

V. MENTOR SELECTION

A. Selection Criteria

1. Instructional II certification
2. Minimum of three (3) years teaching experience
3. Minimum of two (2) years teaching experience in the district
4. Demonstration of continuous professional growth
5. Knowledge of district and building level policies and procedures
6. Possess a sound understanding of the teaching/learning process and a variety of classroom organization, management techniques, and instructional strategies
7. Willingness and commitment to serve in the induction process
8. Demonstration of enthusiasm for teaching and learning
9. Sensitivity to the needs and feelings of others
10. Representative of the grade level and/or subject area appropriate to the inductee whenever possible

B. Selection Process

1. Teachers will apply for the position of mentor teacher to the Director of Curriculum and Instruction.
2. The Director of Curriculum and Instruction and the building principal will select appropriate mentors from the pool of candidates.

VI. MENTOR INCENTIVES

The mentor will receive compensation per inductee in accordance with the Collective Bargaining Agreement.

VII. FORMAL INDUCTION ACTIVITIES – YEAR 1

Formal group activities will be scheduled on a regular basis throughout the school year for all inductees.

A. Orientation Session for Mentors

Training will be held as needed to acquaint mentors with the following:

1. Program and monthly objectives
2. Role definitions/expectations
3. Common inductee needs and concerns (i.e. classroom discipline)
4. Effective mentoring skills
5. Conference recording by inductee on proper forms
6. Planning and discussion time for mentors to share information with inductees such as effective use of time and space, student behaviors, guiding and monitoring students, and affirmative classroom discipline

B. Workshops for Inductees

Orientation days for the inductees will be scheduled during the month of August including activities/areas such as the following:

1. District Level August Induction Meeting
 - a. Orientation to district programs and policies
 - b. Explanation of the induction program
 - c. Introduction to the school community, including community demographics
 - d. Special Education issues
 - e. Gifted program issues
 - f. Technology
 - g. Assessments Anchors, State Standards, PSSA, and Keystone Exams
 - h. Classroom management
 - i. Personnel items
 - j. Tour of school and/or district to familiarize inductee with district-wide schools and communities
 - k. *The Code of Professional Practices and Conduct for Educators* will be distributed on the initial induction days and will be reviewed by the Director of Curriculum and Instruction or his/her designee.

2. Building Level August Induction Meeting
 - a. Individual building orientation with mentor or building principal
 - b. Meeting with mentor or building principal to include the following:
 - Teacher and student handbooks
 - Building operations - schedules, busing, etc.
 - Day-to-day activities - lunch count, attendance, etc.
 - Technology procedures/programs
 - Physical plant
 - Establishing classroom procedures
 - Curriculum materials
 - Textbooks and resources
 - Evaluation and recording procedures
 - Grouping strategies
 - Establishing classroom rules – long term and short term
 - Developing good parental rapport
 - Parental contacts
 - Discipline Policy and Procedures

3. Monthly Workshops

Six (6) workshops will be held throughout the inductees' first year. Topics may include, but are not limited to:

 - a. Curriculum
 - b. State Standards and Anchors
 - c. PSSA and Keystone Exams
 - d. Technology Services
 - e. Classroom management
 - f. Instructional Strategies and Data Analysis
 - g. Communication with Parents/Guardians
 - h. Gifted Education
 - i. Special Education
 - j. Student Support Services
 - k. Program Evaluation

4. Reports
 - a. Completion of Inductee/Mentor Reports four times per year
 - b. Completion of the Inductee/Administrator Reports two times per year
 - c. Completion of the Year 1 Final Report

5. Requirements for Completion of Year 1 Induction Program

The following tasks in the induction program must be accomplished before the process can be completed:

 - a. Attendance at the initial August Induction Meeting held prior to the first day of the new school year in Year 1
 - b. Completion and submission of the Induction Program Evaluation Form to the Director of Curriculum and Instruction
 - c. Attendance at all scheduled meetings is required. Any emergency requiring absence from a meeting must be approved by the Director of Curriculum and Instruction, and missed meetings must be made up
 - d. Completion of the Year 1 Final Report
 - e. Upon successful completion of all required activities, the Director of Curriculum and Instruction will issue a letter of completion for Year 1 of the induction program. Inductees will receive their letters during the first workshop of the Year 2 Induction Program.

VIII. FORMAL INDUCTION ACTIVITIES – YEAR 2

The second year of the District’s induction plan will consist of Professional Learning Communities (PLCs) developed by the Director of Curriculum and Instruction.

1. Quarterly Workshops
 - a. Participation in four PLCs that will be facilitated by a teacher or administrator trained in the Danielson Framework
 - b. Each meeting will consist of a discussion of one of the four domains found in the Danielson Framework
 - c. Inductees will share evidence of each domain the teacher has placed in his/her teacher portfolio.
2. Requirements for Completion of Year 2 Induction Program
 - a. Attendance at all four PLCs
 - b. Development of a teacher portfolio
 - c. Attendance at a meeting with the Director of Curriculum and Instruction or his/her designee to evaluate the induction program and share his/her portfolio. At this meeting, it is not expected that the inductee will have a completed portfolio. The portfolio is a living document that must be enhanced and revised as the teacher gains experience. The completed portfolio is not due until the teacher is ready to apply for Instructional II certification and is submitting appropriate forms and portfolio for movement from Level I to Level II to the district. At the meeting at the end of year 1, it is expected that the inductee will share at least three artifacts from each of the four domains.
 - d. Completion of the Year 2 Final Report
 - e. The Director of Curriculum and Instruction will issue a certificate to the inductee upon successful completion of the district’s induction program.

IX. STATEMENT OF NON-DISCRIMINATION

The Northampton Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, or handicap in its activities, programs, or employment practices as required by Title VI, Title IX, Section 504, and the Americans with Disabilities Act.

**Northampton Area School District
Induction Program
Inductee/Mentor Report**

**Due: October 15
December 15

February 28
May 1**

**Send copies of this report to the building principal
and the Director of Curriculum and Instruction**

The mentor and inductee are to meet and the inductee is required to complete this report and submit a copy to the building principal on the specified dates. The Director of Curriculum and Instruction must also receive a copy. This report is a summation of the topics discussed by the mentor and inductee during the time period. Topics may include: discipline, time management, scheduling, curriculum, state standards and anchors, instructional strategies, lesson design, emergency procedures, grading/report cards, district policies and procedures, student services, field trips, special education issues, gifted education, and data analysis.

Summary of discussions (use additional paper if necessary):

Inductee's Name (printed) _____

Inductee's Signature: _____ Date: _____

Mentor's Signature: _____ Date: _____

It is the responsibility of the inductee to complete all Inductee/Mentor Reports and to submit copies to the appropriate administrators.

Year 1 Inductee/Administrator Report

Due:

Semester 1: December 15

Semester 2: May 30

Send a copy of this report to the building principal and the Director of Curriculum and Instruction.

The inductee is to meet building administrator in school at least once each semester. It is the responsibility of the inductee to schedule the appointment to meet with the appropriate building administrator. The purpose of these meetings is to discuss issues pertinent to the inductee. The building administrator may also select topics for discussion; however, these meetings are not to be part of the observation/evaluation process. A brief summary of the meeting is to be recorded below by the inductee. **A copy of the completed summary must be forwarded to the Director of Curriculum and Instruction.** with a his/her

Inductee's Name (printed) _____

Inductee's Signature: _____ Date: _____

Building Administrator's Signature: _____ Date: _____

It is the responsibility of the inductee to complete all Inductee/Administrator Reports and to submit copies to the appropriate administrators.

**Northampton Area School District
Induction Program**

Year 1 Final Report

Due: May 31

Send a copy of this report to the building principal and the Director of Curriculum and Instruction.

Participation Record

For:

_____ (print name)

Assignment: _____ Year: _____

Principal: _____ (print name) Mentor: _____ (print name)

I verify that I have completed all requirements of the first year of the Northampton Area School District Induction Plan. I have attended the District Inductee Orientation and all six induction meetings and have completed all required reports (seven reports – 4 inductee/mentor, 2 inductee/administrator, and 1 Final Year 1 report).

_____ Inductee's Signature

_____ Date

We the undersigned, agree that the above inductee has completed all requirements of the Induction Program for the First Year Teacher in the Northampton Area School District.

Mentor Date _____ Signature _____

Building Administrator Date _____ Signature _____

It is the responsibility of the inductee to complete the Year 1 Final Report and to submit copies to the appropriate administrators.

Year 2 Final Report

Due: May 31

Send a copy of this report to the building principal and the Director of Curriculum and Instruction.

Participation Record

For:

_____ (print name)

Assignment: _____ Year: _____

Principal: _____ (print name) Mentor: _____ (print name)

I verify that I have completed all requirements of the second year of the Northampton Area School District Induction Plan. I have attended all four required PLCs and have begun the development of my teacher portfolio (at least 3 sources of evidence in each of the 4 domains).

_____ Inductee's Signature

_____ Date

We the undersigned, agree that the above inductee has completed all requirements of the Induction Program for the Second Year Teacher in the Northampton Area School District.

Building Administrator Date _____ Signature _____

Director of Curriculum and Instruction Date _____ Signature _____

It is the responsibility of the inductee to complete the Year 2 Final Report and to submit copies to the appropriate administrators.