

WEST JEFFERSON HILLS SCHOOL DISTRICT

Teacher Induction Plan

Revised March 2006

The following is a description of the individuals who developed the plan and how they were selected.

In accordance with Chapter 49 regulations the West Jefferson Hills School District New Teacher Induction Council consists of teacher representatives chosen by the West Jefferson Hills Federation of Teachers from the elementary schools, middle school, and high school along with educational specialists and administrative representatives chosen by the administrative personnel. The induction council was chaired and facilitated by Terry Kinavey, Dennis Peterson and co-chair, Mary Ann Temple.

Members of the West Jefferson Hills School District New Teacher Induction Council include:

Mr. Chris Woods	Business Representative	Chamber of Commerce
Mr. Chip Marcucci	Business Representative	Chamber of Commerce
Mrs. Amy Ray	Parent/ PTA Council President	
Mrs. Kathy LoPresti	Parent	
Ms. Lucy Fortino	Teacher	Thomas Jefferson High School
Mr. Kevin Gennaula	Teacher	Pleasant Hills Middle School
Mrs. Colleen Triffanoff	Educational Specialist	Thomas Jefferson High School
Dr. John Lozosky	Superintendent	Administration
Mrs. Suzan Petersen	Principal/Special Education Coordinator	Pleasant Hills Middle School
Dr. Kathy Warburton	Principal	Gill Hall Elementary School
Dr. David Graham	Community Board President	
Dr. Jan Glunk	Community	
Mrs. Deborah Markwith	Teacher/ AFT President	Pleasant Hills Middle School
Mrs. Elaine Stem	Parent	
Mrs. Terry Kinavey	Assistant to the Superintendent	Administration
Mr. Dennis Peterson	Principal -Chair/Technology	Administration
Ms. Sarah Zabielski	Teacher	Pleasant Hills Middle School
Mrs. Melissa Gambino.	Teacher	Jefferson Elementary
Mrs. Mary Ann Temple	Elementary Teacher/Co-Chair/Technology	Jefferson Elementary
Mrs. Marie Bartoletti	Physical Education Teacher	McClellan Elementary
Mr. James McCabe	Special Education Director	Administration
Mrs. Sharon Greb	Special Education	Jefferson Elementary
Mr. Suhail Baloch	Technology Director	West Jefferson Hills S.D.

WEST JEFFERSON HILLS SCHOOL DISTRICT

Teacher Induction Plan

Definition

An induction program is a planned experience consisting of activities and studies to increase the participating teacher's knowledge and improve his/her teaching skills. Induction then, is a cooperative, professional experience for upgrading our profession.

Purpose of Induction

Induction provides:

- 1) easier transition into teaching;
- 2) training for classroom effectiveness; and
- 3) the retention of highly qualified teachers.

Legal Authority

School districts, intermediate units (IUs), and area vocational schools (AVTSs) in Pennsylvania have been required by Title 22, Chapter 49, Section 49.16 and 49.83 of the Pennsylvania Code to have a state-approved teacher induction plan since 1987. These regulations were revised in 1999 to add the requirements that charter schools submit an induction plan and educational specialists certified in accordance with the September 1999 regulations complete an induction program. The regulations also require that induction plans be updated every six years and submitted with the school district and AVTS strategic plans required by the Chapter 4 Academic Standards and Assessments Regulations.

State owned and approved schools for special education are required to submit induction plans by the Bureau of Special Education. Plans from these schools and IUs are due by June 30, six years after approval of the existing plan. Charter school plans must be approved and in place the first year the school is open. Other private schools may also submit an induction plan to enable their teachers/specialists to obtain a level II certificate at any time.

In addition to first-year teachers, the following professional personnel **may be required** by the West Jefferson Hills School District to participate in an induction program:

1. Newly employed professional personnel
2. Presently employed professional personnel who transferred from one level to another

3. Presently employed professional personnel who are assigned to teach in a new area of certification

Rationale

The West Jefferson Hills School District recognizes that an effective induction program is designed to introduce beginning professional personnel new to our system and professional personnel who are assigned or transferred to teach in a new area of certification. Inductees will refine and review teaching methods and school policies and to be acclimated to the “culture of teaching”. Unlike most other fields, in which new hires spend years training and building up to more challenging assignments, first-year teachers are generally expected to take on the same duties and responsibilities as people who have been teaching for 20 years. We believe that when high levels of support are given to professional members of our system that we will not only retain more teachers, but also have highly qualified teachers. Students will reap the rewards of a more positive and effective learning environment.

Upon entering the West Jefferson Hills School system, the educator has to learn the role expectations in our system, the values that define the functioning of that learning system, the rules of the system, and the preferred methods of relating to students, parents, community, and staff. Inductees need to have individuals on whom they can rely for assistance, guidance, diagnosis, confidentiality, and support during their first year. The Support Teacher/Mentor will serve as this individual.

The induction plan will complement and supplement the district’s Act 48 Plan

A. Goals

1. The teacher induction plan is to support an orderly passage of the newly employed teacher through his/her first year of teaching in the district.
2. The teacher induction plan is to support an orderly passage of the experienced teacher through the first year of teaching at a different level and/or a different area of certification.
3. Goals (long term to be achieved)
 - a. To help new teachers make a smooth transition into teaching.
 - b. To provide psychological support to help beginning teachers develop and maintain a commitment to teaching.
 - c. To make sure that the new teacher’s first year experiences provides a variety of professional experiences.
 - d. To orient the new teacher to both the workplace and the culture of the community.
 - e. To provide on-going peer coaching and support.
 - f. To help beginning teachers improve classroom teaching.

- g. To help new teachers understand their professional leadership responsibilities for designing and implementing curriculum that meets the needs of their students.
- h. To help new teachers understand the profession assessment tools.

B. Objectives

1. BASIC ORIENTATION:

Familiarization of the inductee with school routines, procedures, and resources (District/Building Workshops, District/Building In-service, District and building mission statement, and policies, Professional Conduct, Special Services, Teacher/Student Handbook, Teacher Contract, Unwritten Customs/Mores, etc).

2. INTERPERSONAL SUPPORT SYSTEM:

Familiarization of the inductee with the internal and external structure of the school (Building, Administration, Colleagues, District, Community, Parents, Students, Professional Organizations, etc.).

3. CLASSROOM ENVIRONMENT/CLIMATE:

Familiarization of the inductee in understanding pupil behavior, time on task, time management, lesson planning, teacher expectations and rules, physical appearance, classroom management, etc.

4. CURRICULUM AND INSTRUCTION:

Familiarization of the inductee in understanding short and long term goal planning, curriculum design and implementation, material selection, district scope and sequence, Pennsylvania Academic Standards based education, instructional techniques, educational technology, professional growth opportunities, resources, learning/teaching styles, pupil growth and development, and mapping etc.

5. PUPIL ASSESSMENT, EVALUATION, AND REPORTING:

Familiarization of the new inductee in understanding I.E.P, Specialized Testing, IDEA, Special Education Laws, adaptations, No Child Left Behind Act, parent teacher phone calls and conferences, assignment of grades, reporting and conferencing with parents, informal observation and test construction, feedback to students, etc.

Options for delivery

a. MENTOR TEACHER:

Responsible for CLASSROOM ENVIRONMENT/CLIMATE as listed above as well as clarification on goals A, B, D and especially E.

b. DEPARTMENT CHAIRPERSON/EDUCATION SCHOOL COUNCIL or PRINCIPAL:

Responsible for INTERPERSONAL SUPPORT SYSTEMS as listed above.

- c. **PRINCIPALS:**
Responsible for BASIC ORIENTATION listed above.
- d. **COUNSELORS/PRINCIPALS/EDUCATION SCHOOL COUNCILS:**
Responsible for PUPIL ASSESSMENT, EVALUATION, AND REPORTING as listed above.
- e. **DIRECTOR OF CURRICULUM:**
Responsible for CURRICULUM AND INSTRUCTION as listed above.
- f. **PARTNERSHIPS, PROFESSIONAL DEVELOPMENT SCHOOLS, ALLEGHENY INTERMEDIATE UNIT, & UNIVERSITIES:**
Responsible for involvement with the preparation of future teachers and other educators.

C. Role of Building Principal

The responsibilities of the building principal are:

1. To oversee the implementation and coordination of the Teacher Induction Plan at the building level.
2. To promote a positive rapport among the faculty, inductee and mentor/support teacher.
3. Meet with the inductee and mentor/support teacher on a regular basis.
4. Verify completion of the induction process.
5. Participate in the evaluation of the Teacher Induction Plan

D. Role of Mentor Teacher

In order to provide support and to assist the inductee in the completion of his/her responsibilities, the West Jefferson Hills School District has established the following criteria for Support Teachers/Mentors:

It is expected that the mentor teacher will:

1. Have an Instructional II Certification with a minimum of three years teaching experience in the West Jefferson Hills School District
2. Have demonstrated excellence in teaching and/or knowledge of a specific field of study and the Pennsylvania Standards
3. Have demonstrated competence in instruction, planning and classroom management
4. Have demonstrated a positive attitude toward the teaching profession
5. Have demonstrated enthusiasm for teaching and student growth
6. Be willing to assume all responsibilities of the induction plan

7. Be an active participant in the role as mentor for the duration of the probationary period
8. Be an active and open listener, sensitive and responsive to the ideas of others
9. Be competent in communication skills and have demonstrated successful “people skills”
10. Be knowledgeable and accountable in the area of confidentiality
11. Model continuous learning and reflection
12. Offer support, create challenges, and facilitate a professional vision
13. If possible, be a practitioner in the same certification or specialty areas as is the new teacher with whom he/she is paired, and be located in the same building.

Selection Procedure for the Mentors

The building principal will solicit a voluntary group of teachers from among the staff in subject area(s) where mentor/support teachers(s) are needed. The building principals will assess each teacher according to the criteria, background and needs of the inductee(s). The principal subject to the approval of the superintendent and school board, will make the final selection.

Competencies Considered Essentials for Mentors

- a. Understanding and applying the role, purpose, and process of mentoring, including social, emotional and instructional support
- b. Developing skills effective in collaborative practice
- c. Acquiring the knowledge of resources available for professional development

Responsibilities of the Mentor:

The following outlines the responsibilities of the Mentor/Support

- a. Participate in training and/or other in-service sessions related to the induction process
- b. Attend meetings of the Building Induction Team
- c. Insure the inductee keeps an accurate and up to date log of meetings between the inductee and the mentor/support teacher-submitting the log to the Building Induction Team
- d. Meet with inductee to follow the calendar of options
- e. Help with all aspects of the teaching process, curriculum, and assessments
- f. Help obtain available resources (materials and support services)
- g. Suggest ways to communicate with parents and help with parent/teacher conference
- h. Help with ways to organize and manage classroom
- i. Suggest methods and strategies/techniques to teach the district curriculum
- j. Periodically invite inductee to observe in teacher’s classroom (peer coaching)
- k. Peer coaching with conferencing will occur during each nine weeks grading period

- l. Promote professionalism and assist the inductee with all requirements of the induction program
- m. Document interactions with the inductees
- n. Periodically review inductee portfolio.

Compensation

Per teacher contract

E. Inductee

Definition of Inductee

1. First year teacher
2. Newly employed professional personnel with previous teaching experience
3. Presently employed professional personnel who are assigned or who elected to teach in a new area of certification
4. Presently employed professionals who transfer from one building level to another

Inductee Responsibilities

The inductee is responsible for completing the following requirements:

- a. Participate in district/building and AIU consortium in-service program and meet all requirements of these programs
- b. Meet with the mentor teacher on a regular basis
- c. Communicate needs to respective induction team members
- d. Implement suggestions or recommendations made by induction team members
- e. Participate in visitations to other classrooms within the individual's area of certification to observe different teaching techniques
- f. Keep a weekly on-going log of activities
- g. Maintain a portfolio of observations, events, and work samples
- h. Assist in the evaluation of various aspects of the induction program
- i. Promote professionalism

F. Delivery of the induction program

Format

2. Large group discussion with all new teachers in the school district
3. Small group discussion with all new teachers within a particular department
4. Individual conferencing with mentors
5. Individual conferencing with department chairperson, technology mentors, Educational School Councils, principals, counselors, and director of curriculum as needed

Sessions will be held in the classroom, building offices, and conference rooms. These locations will facilitate the delivery procedures in terms of format and strategies as previously listed and will provide for formal and informal discussions and evaluations.

Suggested Strategies

- a. Direct Instruction
- b. Cooperative Learning
- c. Think/pair/share
- d. Discovery learning
- e. Constructivism
- f. Instructional strategies (Video tapes)
- g. Methodology
- h. Other

Inductee orientation

- A. District level Meeting (Superintendent/Central Office Staff)
 1. Completion of needs assessment form
 2. Introduction to West Jefferson Hills School District and community
 3. Review of Teacher Induction Plan and its relationship to the Strategic Plan
 4. Review of business and personnel office forms and procedures
 5. Review of district policies and procedures manual
 6. "The Effective Teacher" Video Tapes by Harry Wong
- B. Welcome Luncheon
- C. Building Level Meetings
 1. Review of building manual
 2. Provide instructional materials and supplies
 3. Tour of the building
 4. Review of special education and other support service.

Inductee training

- A. The inductee shall participate in training sessions offered at the AIU #3 Consortium, Professional Development Schools, local Universities, local Institutions and/or Colleges of Higher Education at the local district level.
- B. The topics may include but will not be limited to:
 1. Essential elements of instruction
 2. Classroom management and discipline
 3. Student motivation and self-concept

4. Effective teaching strategies
 5. Creative problem-solving techniques
 6. How to achieve State and District Standards
 7. Curriculum Mapping
 8. Perspective reflections
 9. Hands on science
 10. Content and pedagogy
 11. Professional Code of Conduct
 12. Elements of Classroom Management
- C. Sessions will include readings and lectures based on current research, discussions and opportunities for the inductee to practice the skills introduced, such as:
1. Student-engaged time/time on task
 2. Student teacher expectations
 3. Effective instructional delivery
 4. The direct instruction model
 5. Effective classroom management such as student accountability, appropriate materials, pacing of class, review, feedback and summary
 6. Adaptation of materials and techniques to meet individual student needs
 7. Different learning styles/modalities
 8. Integration of Technology

Mentor Teacher /Inductee Meetings

Periodic meetings will address the following:

- a. Dealing with individual student differences
- b. Motivation of students
- c. Student discipline
- d. Evaluation of students
- e. Parent/teacher relationship
- f. Lesson Planning
- g. Mapping
- h. Teacher methodology/techniques
- i. Record-keeping
- j. Dealing with mainstreamed students
- k. Curriculum development
- l. Public relations
- m. Professional development activities
- n. Classroom organizations
- o. Inductee's log to monitor progress
- p. Multi Cultural Awareness
- q. Gender Bias
- r. PA Standards/National Standards/Benchmarks
- s. Assessment Data

- t. Integration of Technology
- u. National Board Certification
- v. Other items of concern
- w. Adaptation of techniques and materials

Other Activities

It is suggested that the inductee(s) participate in the following (please see Appendix for detail):

- a. Peer observation (One every nine-week period)
- b. Self video-taping and self reflection
- c. Attendance at appropriate workshops
- d. Review of appropriate professional literature
- e. Professional Portfolios
- f. Joint Planning Sessions
- g. Scrapbook
- h. Professional Resources
- i. Collaborative Staff Development

Induction Documentation

Each new teacher will complete needs assessment analyses to be used by the mentor teacher in tailoring the Induction Program.

The forms in the appendix can be used as portfolio items or as independent tools that can serve similar functions in supporting professional growth and reflection. Each can be individualized to address the goals of the district.

Professional Portfolios: To establish clear expectations and connect the mentoring relationship to high professional standards. Using the National Teaching Standards for Beginning Teachers, conduct a goal setting conversation which is concrete, specific and lays out a plan for achieving goals, as well as evidence that will support the inductee's self assessment. This can be used to encourage the National Board's certification.

Student Goals Worksheet: What are three major goals for student learning this year? Consider major district initiatives and grade level/content curriculum guides. (Form A)

Initial Self-Assessment Profile: Identifies the level of the new teacher's knowledge and skills in many areas critical to the classroom. Completion of the Initial Self-Assessment provides the opportunity to reflect on past experiences and examine current concerns and questions. Goal for learning should be reasonable, practical and related to the students' goals. (Form B)

Inductee Teaching Self-Assessment Inventory: This Self-Assessment Inventory is based on a synthesis of research studies on the perceived needs of novice teachers. Completion of

this survey increases awareness, facilitates goal setting and normalizes the insecurities and concerns of novices as they face their first year of teaching. (Form C)

Learning-Focused Growth Plan: As a major component of a Learning- Focused Growth Cycle, the Growth Plan promotes a formal commitment between the mentor and the new teacher. It articulates clear expectations and Action Options for accomplishing goals. This plan is constructed according to the most pressing needs of the new teacher and contains no specific number for goals or action steps. New teachers and mentors are cautioned to keep the plan reasonable and useful. It is important that completion of the goals does not become unattainable or overwhelming. The plan is an organizational tool and a guide for selecting the most promising professional development activities, readings, or learning opportunities for maximum growth. (Form D)

Learning-Focused Growth Plan: Tracking Progress: A useful structure for recording key points and learning's during the Growth Cycle, the Tracking Progress page is used to keep an informal record of significant actions (practice opportunities, mentor sessions, observations of others, etc.), capture insights and questions for further exploration. This information provides a focus for mentor's sessions and develops inquiry-based practice. (Form E)

Reflection Journal: Engaging in structured reflections provides a developmental view of progress. Keeping a journal begins a lifelong journey of reflective practice. In these pages, specific prompts are provided for weekly reflections to support the new teacher as they move through the stages of concern identified by Frances Fuller's research: *Self* (personal concerns), *Task* (issues of management and implementation), and *Impact* (concern for the impact of practice on others, including students, colleagues and the school community. (Forms F-K)

Mindful Memorandum: The mindful memorandum is a timely tool for communicating without a formal meeting. Use this form to invite requests for support, or sharing of information that can be conveyed in a memo.

Evaluation

- The Induction Team conducts evaluation each year.
- New teacher/ mentor maintains documents.
- Verification from the Building principal
- Evaluations, forms and logs are submitted to the Director of Curriculum, for review and placed in the new teacher's permanent file.
- Portfolios will be presented to a group of administrators. (Presentations should not be more than 15 minutes.)
- Forms 426 and 427

Calendar of Options For Mentors

This calendar offers a menu of activities, correlated with time of school year, the developmental phases of beginning teachers, and stages of concern. It should be noted that these activities are provided as a menu of possibilities, and not a mandatory list. Activities marked with an * are described in detail in section called, Strategies for Success.

August: At least two weeks prior to school beginning

- Letter or phone call to make informal contact
- Informal get acquainted meeting
- Joint Planning Session*
- Informal sharing of teaching materials, file, and bulletin boards displays, etc.
- Share Incredible Ideas Scrapbook*

August: Week prior to school

- Share school plant layout, discipline policies, location and availability of resources/materials, etc.
- Clarify record-keeping/management procedures
- Check for readiness of texts, kits, equipment, etc.
- Begin a Collaborative Staff Development activity*
- Share a Welcome...Activity*
- Schedule a Meet, Greet and Share*

August/September: New Staff Orientation Day

- Informal check in and mutual sharing
- New Teacher Luncheon

September: Weeks One and Two of School

- Schedule conference times for: clarifications/questions/problem-solving around issues, materials, and classroom management.
- Apply the Planning to a goal setting conversation
- Think aloud regarding pre-assessment and uses of data
- Establish a basic contact schedule for first month
- Begin work on Professional Portfolios*
- Leave notes of encouragement in mail box

September

- Provide information/clarification regarding the local teacher evaluation policy, student progress reports and grading
- Share procedures and tips for Open House
- Review non-instructional duties (plan to accompany the first time)
- Think aloud regarding parent contacts and preparing for parents conferences, or offer an Idea Bank for organizing these meetings
- Portfolio Planning Meeting

October:

- Joint planning for time management and new instructional units
- Discuss purchases and priorities for using any remaining funds
- Review teaching videos and discuss strategies/applications
- New Teacher Support Group Meeting
- Apply the Reflecting Template for a learning focused conversation
- Emphasize personal, informal contacts

November

- Encourage contact and activities with colleagues
- Discuss impact of student extra-curricular activities
- Think aloud regarding student motivation
- Share personal time management strategies or offer an Idea Bank
- Schedule a Problem Solving Partnership meeting*

December:

- Discuss pacing and curricular progress
- Calibrate overload and assist in determining priorities
- Provide information/clarification regarding end-of-course exams, grades and report cards.
- Think aloud regarding goals for second semester

January

- Mutual sharing of professional growth goals and strategies
- Joint planning for upcoming units
- Clarify schedules, record keeping, reporting, etc.
- Attend a professional development offering
- Portfolio Interim Support Team Meeting

February:

- Explore team teaching opportunities
- Think aloud regarding student performance data and its use
- Collaborate on an action research project
- Jointly structure student data collection
- Clarify/share information regarding final evaluations, schedules (spring break, student testing, etc.)

March:

- Discuss curricular pacing
- Think aloud analyzing student performance data and exploring cause-effect relationship
- Provide information/clarification on student files/records, parent conferences, etc.

April:

- Mutually share progress on professional growth plans
- Discuss end-of-year schedules, final evaluation, student testing, field trips, etc.

May:

- Schedule a reflecting conversation
- Identify successes
- Assist in analyzing student performance data and exploring cause-effect relationships
- Facilitate connection-making between personal leanings and application to future decisions
- Final check for clarification on parent contacts and reports
- Presentation of portfolio

June:

- Think aloud regarding completion of record keeping and other end-of-year activities
- Presentation of Portfolio
- Share the load while packing up*

Appendix I

Strategies for Success

Strategies for Success: Examples of Activities

Scrapbook Activities:

Purpose: To efficiently provide inductee with classroom tested ideas and resources.

The scrapbook may be assembled prior to the beginning of the school year and supplemented at the beginning of the second semester as the mentor continues to collect strategies. Ask colleagues to submit donations to the scrapbook as well Possible to include are:

- Teaching stories
- Poems
- Cartoons
- Get acquainted ideas/icebreakers
- Tips for remembering student names
- Favorite fillers
- Index cards with strategies for grouping students, learning center activities, etc.
- Bulletin board display ideas

Extensions

- Extend the scrapbook to include instructional ideas, assessment strategies and website references.
- Categorize the idea by content area, time of year, state standard, etc.
- Develop the scrapbook as a grade level or content area collaborative project.
- Create a book of archetypes illustrating state or district standards

Professional Portfolios

Purpose: To establish clear expectations and connect the mentoring relationship to high professional standards.

Using the National Teaching Standards for Inductee Teachers, or state or district standards for excellence, conduct a goal setting conversation which is concrete, specific and lays out plans for achieving goals, as well as evidence that will support the inductee self-assessment.

Begin a portfolio as an ongoing source of self-assessment and reference for continued conversations.

Portfolio items might include:

- Sample lesson plans
- Sample of student work
- Pictures of bulletin board displays or learning centers

- Items and artifacts created for classroom lessons
- Letters and comments from parents
- Reflection and anecdotes from the inductee journal

Extensions

- Encourage your inductee to keep a reflective journal. As the portfolio is developed, select pages might be included.
- Collaborate with your inductee by keeping a Double Entry Journal. Your inductee enters thoughts, ideas, concern and questions in the left hand column and leave it for you. You enter responses on the opposite side. You enter responses on the opposite side.
- Keep a professional portfolio of your own, and share entries and insights.

Professional Resources

Purpose: To provide a mechanism for sharing up-to-date literature, research, newsletters, and other important and interesting information. To provide a conducive space for professional reading.

Establish a comfortable space in the faculty room, school library, or other appropriate area for a reading corner. Strategically select the location for minimal traffic and noise if possible. Consider aesthetics by providing lightening, seating, and a table to hold items. Possible sources of reading materials include:

- Professional reading such as journals or recent books.
- Donated graduate school and higher education resources.
- Current magazines articles that may have been highlighted by a previous reader.
- Display of trade samples.
- School newsletters.
- System memorandums.

Extensions (Professional Resource)

- Ask inductee to donate readings and materials from recent and continuing studies.
- Develop Professional Nooks for each grade level, grade clusters or department.
- Organize reading materials that focus on a current local initiative.
- Arrange for study groups to meet periodically and cluster reading around study groups.

Collaborative Staff Development

Purpose: To promote team planning and implementation of content driven staff development sessions.

Collaborative interactions and reciprocal learning are value-added components of the mentoring relationship. Considering district initiatives and mutual foci for growth, identify a staff development opportunity to attend together. Following the staff development, reflect on the learning and decide on strategies for implementation. Jointly agree on assessment methods and data collection. Also, use the Planning and Reflecting Templates to guide learning-focused conversations.

Extensions

- Jointly assess results from data collections and formulate conclusion.
- Share results with grade level, content area and other faculty members.
- Pair with a mentor/inductee team at another school to compare strategies, results and successes. This active sharing increases the knowledge base for all.
- Plan and implement a special integrated project

Joint Planning Session

Purpose: To collaboratively plan for the first week of school.

This session is held at least two weeks prior to the beginning of the school year. Additional planning sessions may be held at the beginning of the second semester or at any point when a need or desire arises for collaborative planning. The Planning Template may be used to structure conversations regarding lessons or segments of instruction.

Schedule a minimum of 60 minutes of uninterrupted time.

Jointly discuss and plan for the first day of school.

Collaboratively plan for physical arrangement of the room, instructional displays, use of funds that may be provided by the district for materials.

Review curriculum requirements.

Explore instructional plans for the first week of school.

Extensions

- Use the Joint Planning Session to establish professional and personal goals as well as student goals.
 - Open the Planning Session to include grade level/content area staff.
-

Packing Up

Purpose: To provide an opportunity to collectively prepare for the closing of school and an informal opportunity to reflect and debrief on the year's experiences.

The mentor and inductee jointly plan and complete activities to close the school year. The time spent working together may also be used as a time for sharing and wondering in an informal way. The mentoring partnership may complete some or all of these activities for both room.

Jointly organize materials and supplies.

Prepare for end of year reports such as attendance, inventory, and resources allocations.

Discuss and complete student reports such as grades, cumulative records and library records.

Extensions

- Develop or update checklists to guide end of year activities.
- Involve grade-level or content area teams in this process.

Appendix II

Teaching and Learning

Portfolio

Teaching and Learning Portfolio

Developing a teaching portfolio with your inductee structures a rich source of data for learning focused mentoring. The new teacher's portfolio can be related to, or developed in conjunction with, the portfolio sometimes required for personnel evaluation.

During the first year of teaching, the portfolio should be viewed as a scrapbook or container organizing significant artifacts and noting specific accomplishments from which to grow. This development process will surface relevant information and products that can be used to inform and guide future professional practice.

The following are suggested steps in the portfolio process. Mentor and inductee may choose to follow the formal steps in creating a teaching and learning portfolio, engaging a support team. Or, they may choose or adapt elements of the process that will best serve learning needs and choices. The asterisks (*) indicate forms provided in the section called, Structured Forms, Tools and Black lines.

Inductee Team

Include the mentor, and at least one other educator to collaborate with the inductee during portfolio construction and throughout the first year of teaching.

Conduct an initial planning meeting.

The inductee meets with the Inductee team to discuss identified student goals and share the initial Self-Assessment Reflection (*Form A). The inductee and the team will explore professional knowledge and skills needed to ensure achievement of student goals.

Create a learning-focused growth plan.

The inductee finalizes a Learning Focused Growth Plan (*Form D) and shares it. This step begins the monitoring of the Learning-Focused Growth Cycle.

Regular reflection.

The inductee may record daily reflections in a log or the plan book noting details and incidents. Each week, a more formal structured reflection is composed as a Reflection Journal: Weekly Entry (*Forms F-K).

Collect and select additional artifacts.

Biweekly, the inductee selects from a collection of potential portfolio artifacts, Retaining those that are relevant to the Learning-Focused Growth Plan and purging others.

Conduct monthly support sessions.

The inductee meets monthly with the mentor, or at least one member of the Inductee team, to review and discuss progress and identify needed resources.

Conduct interim support team meeting.

The entire team meets with the inductee at the end of the first semester to share progress, revise and/or add growth goals and determine additional needs for support.

Present the portfolio.

The inductee presents the portfolio, providing a summary of learning's to the Inductee team. The team and the inductee develop plans for continued learning during the coming year.

Teaching/Learning Portfolio: Assessment Rubrics

Use the following scale to assess the Teaching/Learning Portfolio.

Level 4

- Portfolio requirements have been completed. Selected artifacts clearly illustrate growth/learning's.
- Professional goals are connected to the identified goal(s) for student learning.
- The Action Option steps demonstrate a strong relationship to national or local standards of practice and district initiatives and reforms.
- Structured reflections reveal insights regarding student and teacher learning's that are used to inform future practice.
- There is a clear focus on interpreting student results and making connections to teacher actions, instructional strategies, curriculum materials, etc.
- Instructional techniques emphasize cross-curricular and authentic applications.
- The portfolio includes evidence of varied resources (within and outside the school/school system) and collaborations to support goal attainment.

Level 3

- Portfolio requirements have been completed. Selected artifacts indicate growth and the identification of learning's.
- There is a tie between expected outcomes for students and professional goals. District expectations for student learning and teacher performance are congruent with identified personal expectations.
- Steps included in the Action Options are logical and reasonable for goal achievement and demonstrate attention to local or national standards of practice. Reflections reveal examination of multiple variables for outcomes.
- Appropriate resources for goal achievement include the professional community.

Level 2

- Portfolio requirements are complete. Selected artifacts relate to goals, however, they do not clearly identify the growth and/or learning's from the experience.
- Outcomes are identified for students along with professional goals. Local standards for teacher practice and student learning are addressed.
- Reflections reveal insights about student learning and teacher learning but may not always make clear connections between actions and results.
- Resources are identified to assist in implementation of strategies/activities. Personal and district expectations for students and teachers are aligned.

Level 1

- Portfolio requirements are not complete.
- Artifacts are included and relate to identified goals. Students and teacher goals have been identified but are not clearly related.
- Reflections attend to achievement of outcomes but show consideration of primarily external variables.
- Personal learning's tend to be episodic and are not consistently used to identify patterns and surface possible generalizations to inform future practice.
- Resources have been identified but may be limited in scope.

TEACHING AND LEARNING PORTFOLIO

Developing a teaching portfolio with your inductee structures a rich source of data for learning –focused mentoring. During the first year of teaching, the portfolio should be viewed as a scrapbook or container organizing significant artifacts and noting specific accomplishments from which to grow. The following are suggested steps in the portfolio process. Mentor and inductee may choose to follow the formal steps in creating a teaching and learning portfolio, engaging a support team. Or, they may choose or adapt elements of the process that will best serve learning needs and choices.

Identify an Inductee team.

Include the mentor and at least one other educator to collaborate with the new teacher during portfolio construction and throughout the first year of teaching.

Conduct an initial planning meeting

The inductee meets with the Inductee team to discuss identified student goals and share the initial self-assessment reflection. The inductee and the team will explore professional knowledge and skills needed to ensure achievement of student goals.

Create a learning-focused growth plan.

The inductee finalizes a Learning-Focused Growth Plan and shares it. This step begins the monitoring of the Learning-Focused Growth Cycle.

Regular reflection.

The inductee may record daily reflections in a log or the plan book noting details and incidents. Each week, a more formal structured reflection is composed as a Reflection Journal: Weekly Entry

Collect and select additional artifacts.

Biweekly, the inductee selects from a collection of potential portfolio artifacts, retaining those that are relevant to the Learning-Focused Growth Plan and purging others.

Conduct monthly support sessions

The inductee meets monthly with the mentors, or with the Inductee team, to review and discuss progress and identify needed resources.

Conduct interim support team meeting.

The entire team meets with the inductee at the end of the first semester to share progress, revise and/or add growth goals and determine additional needs for support.

Develop an Electronic portfolio.

Using current technology skills develop a portfolio on how you integrated technology into your classroom.

Present the portfolio.

The inductee presents the portfolio, providing a summary of learning to the administrative team. The team and the inductee develop plans for continued learning during the coming year.

STANDARDS FOR BEGINNING TEACHERS

Interstate New Teacher Assessment and Support Consortium, (INTASC) has identified ten standards reflecting requisite knowledge and skills for beginning teachers. Input from state education agencies, higher education institutions, and national education organizations were used in formulating the INTASC standards. These standards along with the West Jefferson Hills standards may be considered when determining areas to strengthen or a focus for growth.

Standard 1: Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry and structure of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Knowledge of Human Development and Learning

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

Standard 3: Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4: Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive interaction, active engagement in learning and self-motivation.

Standard 6: Communication Skills

The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Instructional Planning Skills

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standards 9: Professional Commitment Responsibility

The teacher is a reflective practitioner who continually evaluates the effects of his or her choice and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10:Partnerships

The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support student's learning and well-being.

Appendix III

Structured Forms, Tool and Black Lines

Structure Forms, Tools and Black Lines

The forms in this section can be used as portfolio items or as independent tools that can serve similar functions in supporting rigor and reflection. Either way, each can be individualized to address the goals of the inductee or the district. Use these black lines masters to produce as many copies as necessary for your work.

Student Goals Worksheet

Form A

What are three major goals for students learning this year? Consider major district initiatives and grade level/content (Example: Students will use technology for research, communication and organization.) Gaining expertise in management (student and resources) is always prominent on novices' lists of "need -to-know". Attention to student goals focuses the novice on essential content and instructional skills and knowledge.

Initial Self-Assessment Profile

Form B

Completion of the Initial Self-Assessment provides the opportunity to reflect on past experiences and surface current concerns and questions. Goals for learning should be reasonable, practical and related to the students' goals.

Beginning Teaching Self-Assessment Inventory

Form C

This Self-Assessment Inventory is based on a synthesis of research studies on the perceived needs of beginning teachers. Completion of this survey increases awareness, facilitates goal setting and normalizes the insecurities and concerns of novices as they face their first year of teaching.

Learning-Focused Growth Plan

Form D

As a major component of a Learning-Focused Growth Cycle, the Growth Plan promotes a formal commitment between the mentor and the inductee. It articulates clear expectations and Action Options for accomplishing Goals. This plan is constructed according to the most pressing needs of the inductee and contains no magic number for goals or action steps. Inductee and mentors are cautioned to keep the plan reasonable and useful. It is important that completion of the goals does not become unattainable or overwhelming. The plan is an organization tool and a guide for selecting the most promising professional development activities, reading, and learning opportunities for maximum growth.

FORM A

Name _____

STUDENT GOALS WORKSHEET

At least three major goals for student learning this year include:

Connections between these goals and district/school initiatives include:
(Example: District Math Initiative, Grade Level Curriculum Requirement, etc.)

FORM B

Name _____

INITIAL SELF-ASSESSMENT PROFILE/STEM COMPLETION

In thinking about my student/previous teaching experience, my most vivid recollection is

I am confident in my ability to ...

Critical areas to focus my learning include...

During this year, I am looking forward to ...

Anticipating this year, I am most concerned about ...

FORM C

Name _____

BEGINNING TEACHER SELF-ASSESSMENT INVENTORY

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

Information About Policy and Procedures

- ____ The Teacher-evaluation system
- ____ Paperwork and deadlines
- ____ Expectations of the principal
- ____ Expectations of my colleagues
- ____ Communicating with parents
- ____ Standardized tests

Working with Students

- ____ Establishing classroom routines
- ____ Motivating reluctant learners
- ____ Maintaining student discipline
- ____ Assessing student needs
- ____ Differentiating instruction for individual learners
- ____ Implementing the curriculum
- ____ Evaluating student progress

Accessing Resources

- ____ Organizing/setting up my classroom
- ____ Accessing instructional materials and resources
- ____ Arranging field trips
- ____ Ordering materials
- ____ Using the library and media resources
- ____ Working with special services

Managing Time

- ____ Organizing my day/week
- ____ Lesson planning
- ____ Following the daily/weekly schedule
- ____ Attending meetings
- ____ Supervising extracurricular activities
- ____ Opportunities for professional development
- ____ Maintaining personal/professional balance

Considerations for our mentor/inductee relationship: _____

Other areas I'd like to address: _____

FORM D

Name _____

LEARNING-FOCUSED GROWTH PLAN

Focus for Growth: What do I want to know/be able to do?

Filling the Knowledge Gap: How and where will I learn about it? (Reading, videos, talk to experts, etc.) How will I build my skill level?

Implementation Steps:
When and how will I use the new information/skill(s)?

Assessment/Data Collection: How will I know that I am appropriately implementing new information/skill(s)? To what degree is this new information/skill(s) producing desired student results?

Assistance Options: What resources might I need? What resources are available to me?

FORM E

Name _____

LEARNING-FOCUSED GROWTH PLAN: TRACKING PROGRESS

DATE	ACTION
Key Learning	New Questions

DATE	ACTION
Key Learning	New Questions

FORM F

Name _____ Date: _____

REFLECTION JOURNAL I

Concern Focus: SELF

Significant events for me were . . .

As a result of these events, I have learned . . .

I realize that I need to know more about . . .

This week I am most proud of my ...

Information Needs	Resources/Materials Needs

FORM G

Name _____ Date: _____

REFLECTION JOURNAL II

Concern Focus: Self

I am excited by the opportunity to ...

I have noticed that I am doing well with ...

I am curious about

By the end of this semester, I want to be able to....

Information Needs	Resources/Material Needs

FORM H

Name _____ Date: _____

REFLECTION JOURNAL III

Concern Focus: TASK

Reflecting on my classroom management, I realize that when I ...

My students...

Strategies I want to remember include...

At this point, I know I can control ...

By the end of the year, I will be able to ...

Information Needs	Resource Needs

FORM I

Name _____ Date: _____

REFLECTION JOURNAL IV

Concern Focus: TASK

Regarding my use of time, I have noticed ...

I am pleased when I ...

Managing paperwork and other tasks is easier for me when...

My biggest questions about feeling professionally in control is...

Information Needs	Resources/Materials Needs

FORM J

Name _____ Date: _____

REFLECTION JOURNAL V

Concern Focus: IMPACT

As a result of my instruction this week, my students can ...

For my class, I am thinking about the following changes in curriculum...

If I could relive one day or class this week, it would be ...

Given what I know now, I would change...

Information Needs	Resources/Materials Needs

FORM K

Name _____ Date: _____

REFLECTION JOURNAL VI

The most important lesson I've learned this year is ...

In thinking about other colleagues, it would be interesting to work with ...

I can contribute to the professional school community by ...

In thinking about school goals and projects, I need to know more about ..

Information	Resources/Materials Needs

FORM L

Name _____ Date: _____

Mindful Memorandum

MINDFUL MEMORANDUM		
To:	From:	Date:
Hottest Topic of the Moment:		
Questions/Concerns/Successes:		
Priority Gauge:		
<input type="checkbox"/> Need To Talk Now!		
<input type="checkbox"/> When You Can, But Soon		
<input type="checkbox"/> Whenever		
Mentor's Response		
To:	From:	Date:
Response/Comments:		

Appendix IV

References and Resources

Appendix V

Professional Standards And Practices Commission