

NEW HOPE-SOLEBURY SCHOOL DISTRICT

Mission Statement

The New Hope-Solebury School District takes pride in its commitment to excellence. We strive to inspire and empower our students to become passionate, confident, lifelong learners, with the skills and strength of character to contribute to a diverse and ever-changing world.

NHSSD TEACHER INDUCTION PLAN

Induction into a new position is a major step in continuing professional development and lifelong learning. Comprehensive induction plans are essential to assist new teachers make the transition from college student or second career to successful teacher. Induction programs also benefit any employee in a new position. The primary purpose of the induction program of the New Hope-Solebury School District is to help all employees understand and fulfill their roles in accomplishing the mission and goals of the school district as defined in our Comprehensive Plan, as well as to assist each student demonstrate achievement of state and local academic standards. The program will be facilitated by the Director of Elementary and Secondary Education via Google Classroom and monthly face-to-face meetings.

The induction program for newly employed teachers is designed to provide support, assistance, and opportunities to experience success as a professional educator within the framework of the district's goals and learning outcomes. The process is designed to achieve four major goals:

1. Build a strong mentor relationship between the beginning teacher and the induction team by:
 - a. developing an induction team
 - b. providing professional development for induction team members
 - c. providing opportunities for interaction among team members
2. Build a knowledge base of professional resources, policies and procedures of the school district, area intermediate units, and colleges/universities
3. Understand and implement effective classroom instruction by:
 - a. providing professional development experiences related to designing effective lessons based on evidence-based techniques
 - b. reinforcing effective classroom management skills
4. Build an awareness of expectations by
 - a. fostering professional attitudes and positive self-esteem
 - b. defining community, district and building expectations
 - c. defining beginning teacher expectations

Assessment Processes

The New Hope-Solebury School District induction program will provide the first year/new teacher an orientation to the school district and community, increase the beginning teacher's knowledge, and improve his/her teaching skills. This support will be provided throughout the school year based on individual needs.

Assessment of individual needs will be accomplished through:

1. First year teachers and inductees will complete a professional development needs survey during the orientation program prior to the opening of school. Survey results will be used by the induction team to plan activities to meet the individual needs of inductees that may not be addressed in the general induction process. (Orientation Survey)
2. Implementation of induction activities that include regular monthly and Google Classroom meetings to discuss needs and progress
3. First year teachers and inductees will be surveyed to assess additional needs at the midpoint of the school term and at the conclusion of the school year. Surveys will be reviewed and analyzed to adjust future program activities. Mid-year needs assessment (Mid-Year Survey and End-of-Year Survey)

An annual review of the inductee/mentor/administrator surveys by the induction coordinator will occur in order to guide continuous improvement of the induction process.

Survey Items:

During orientation, Inductees will be asked demographic questions in terms of content and grade area preferences as well as background information. The following highlights areas to target in order to prioritize learning modules.

Rank order the areas in a school district orientation from which you believe you could benefit most — (1 highest and 7 lowest)

- _____ Discipline Policy
- _____ Review of Special Education Services
- _____ Parent Teacher Conference Procedure
- _____ Review of District Remedial Services
- _____ Curriculum Review
- _____ Review of textbook and Resource Materials
- _____ Education of Pupil Support Services
- _____ Other: Please specify:

Please check any of the following staff development topics that you would like to be exposed to during your first year of teaching

- | | |
|-------------------------------------|--|
| _____ Curriculum Development | _____ Assessment |
| _____ Planned Courses | _____ Authentic Assessment |
| _____ Higher Order thinking skills | _____ Performance Assessment |
| _____ Projects | _____ Portfolios |
| _____ Integrated Curriculum | _____ State Assessment Data |
| _____ Rich content for all students | _____ School District Assessment Plan |
| _____ Peer Coaching | _____ Lesson Design |
| _____ Principles of Learning | _____ Cooperative Learning |
| _____ Concept Attainment | _____ Adaptations for Individual Needs |
| _____ Technology Skill Development | _____ Technology Integration |
| _____ Other: Please specify: | |

Mid Year Check-Point

Needs Assessment and Evaluation of Program Activities - Inductee and Mentor Teacher

Name:

Date:

1. List any problems or concerns you encountered during the first semester that were not addressed?
2. How well were the topics presented during the first semester addressed?
3. Do any of the topics need further examination?
4. Are there topics or activities you would like to discuss that are not scheduled for either semester?
5. Comments/Recommendations:

End Of Year Program Assessment — Inductee

Name

1. Did the induction program provide you with adequate support? Explain:
2. What things would you suggest be added to aid the incoming teacher?
3. What changes in the program would you recommend?

To what extent did the program meet the following objectives? Indicate *Excellent, Good, or Fair* for each statement.

- | | | | |
|--|-----------|------|------|
| 4. Improvement of teaching skills | Excellent | Good | Fair |
| 5. Adjustment to district /building operations | Excellent | Good | Fair |
| 6. Adjustment of student needs | Excellent | Good | Fair |
| 7. Assessment of professional development | Excellent | Good | Fair |
| 8. Knowledge of Technology Integration | Excellent | Good | Fair |
| 9. Suggestions/Comments/recommendations: | | | |

Program Assessment — Mentor Teacher

Name

1. Did the induction program provide the new professional staff member adequate support? Explain:
2. What things would you suggest be added to aid the incoming teacher?
3. What changes in the program would you recommend?

To what extent did the program meet the following objectives to help the new professional employee? Indicate *Excellent, Good, or Fair* for each statement.

- | | | | |
|--|-----------|------|------|
| 4. Improvement of teaching skills | Excellent | Good | Fair |
| 5. Adjustment to district /building operations | Excellent | Good | Fair |
| 6. Adjustment of student needs | Excellent | Good | Fair |

7. Assessment of professional development	Excellent	Good	Fair
8. Knowledge of Technology Integration	Excellent	Good	Fair
9. Suggestions/Comments/recommendations:			

Mentor Selection

Qualifications of Mentor Teachers

- Highly skilled, tenured, Level II teacher held in high regard by their peers
- Teaching experience in the New Hope-Solebury School District
- Displays commitment to the induction program and is willing to participate fully in the program

Qualities of the Mentor Teacher

- Commitment to the teaching profession and service to children
- Possesses instructional leadership qualities
- Ability to teach the district curriculum and implement standards-based instruction and assessment
- Uses appropriate, effective problem solving techniques
- Uses a variety of instructional, classroom management, classroom organization and grouping techniques
- Familiarity with current literature in his/her field as well as in the broad areas of effective schools and effective teaching
- Ability to convey enthusiasm for a subject to students
- Commitment to setting high expectations for students
- Ability to differentiate instruction according to the needs, readiness, learning styles, and abilities of students
- Willingness to give special attention to students requiring help
- Successful in fostering excellent student performance
- Ability to communicate with peers, parents and students

Selection of Mentor Teachers

- A volunteer pool will be recruited from all qualified teachers in the building(s) to which the first year teacher is assigned. The principal will select a person from the volunteer pool and make a recommendation to the Director of Education. The following criteria shall be considered:
- The qualities stated in "**Qualities of the Mentor Teacher**"
- Subject area/grade level compatibility
- Scheduling compatibility

Orientation of Mentor Teachers

Mentors will participate in orientation activities, under the guidance of the principal and/or other members of the induction team, that focus on the following areas:

- District mission, goals, academic standards, and curriculum
- Effective, researched-based instructional practices
- Classroom management procedures
- Effective consulting/conferencing skills

Activities and Topics

Orientation Day Topics and Google Classroom Activities for the School Year

- District Mission, Goals, Learning Outcomes/Strategic Plan
- Code of Conduct
- Contractual Obligations
- Professional Obligations: In-Service, Professional Organizations, Certification, Induction
- Extra-curricular activities
- Materials Acquisition
- Attendance Procedures
- Schedule
- Extra Duties
- Emergency Phone Numbers
- Record Keeping
- Home-School Communication Procedures
- Community Resources
- Evidenced-based teaching techniques and strategies
- Classroom management techniques
- Technology overview and usage
- Professional Evaluation - Effective Educator Process
- Grading and Retention Policy
- Curriculum and Syllabus
- Parent-Teacher Conference Procedures
- Discipline Policy
- Continuing Professional Development
- Act 48/Level II requirements
- Pupil Support Services
- Guidance
- Nurse
- Child/Academic Support Team
- School Psychologist
- Performance Tracker/eSchool
- Alternatives Program
- Special Education Programs
- Curriculum Guides/Planned Course Documents
- Textbooks/Resource materials
- Pennsylvania State Assessment System
- Budget
- Mid-year review/survey
- Classroom observations and Walkthroughs
- Model Classroom observation
- Retention
- Field Trip Procedures
- End-of-year Assessment
- Collection of checklists of activities completed
- Certificate of program completion

Other new teacher induction activities/opportunities include the following:

- District in-service programs
- Workshops/conferences
- In-service offerings at local intermediate units
- College and university courses
- Other opportunities as identified by the building induction team

PROCESS CHECKLIST

The induction process shall ensure that the first year teacher/inductee is familiar with the functions identified. (The mentor and inductee will initial and date when appropriate.)

MANAGEMENT FUNCTIONS

District Level	Description	Teacher	Mentor	Date
Comprehensive Plan	<ul style="list-style-type: none"> ● District Goals ● Action Plans 			
Mission and Vision	<ul style="list-style-type: none"> ● District Mission Statement and Vision 			
Policies / ARs	<ul style="list-style-type: none"> ● Review relevant policies in 200+300s on District web site. 			
Superintendent	<ul style="list-style-type: none"> ● Understands vision and role 			
Education Office	<ul style="list-style-type: none"> ● Aware of available resources in terms of Curriculum, Instruction and PD ● Assessment Protocol ● Curriculum Review Cycle ● Data Driven Instruction 			
Special Education	<ul style="list-style-type: none"> ● Understands LRE, inclusion and co-teaching initiatives 			
Instructional Technology	<ul style="list-style-type: none"> ● Familiar with LMS, eSchool, online materials, 1-1 device, iPads, smartboard 			
Business Management	<ul style="list-style-type: none"> ● Understands budget and purchasing 			
Human Resources	<ul style="list-style-type: none"> ● Aware of health care, benefits and due process rights 			
Facilities and Safety	<ul style="list-style-type: none"> ● Reviewed crisis plans and facilities operations - requests, schooldude, etc. 			
Athletics/Activities	<ul style="list-style-type: none"> ● Knowledgeable of district offerings and process to get involved 			

Building Level	Description	Teacher	Mentor	Date
Facility Use	<ul style="list-style-type: none"> ● Building protocols and calendars 			
Purchasing (PO)	<ul style="list-style-type: none"> ● Meets with AA and knows forms to use when needed 			
Parent/Teacher	<ul style="list-style-type: none"> ● Discuss protocol for NHSSD - communication within 24-48 hrs ● Phone and email...never social media or personal text 			
Faculty Leaders	<ul style="list-style-type: none"> ● Principal's council or advisors 			
Department/Team	<ul style="list-style-type: none"> ● K-12 groupings via Google Classroom ● Grade Level teams or departments 			
Scheduling	<ul style="list-style-type: none"> ● Rationale for type of schedule and teacher role within scheduling 			
Source4Teachers	<ul style="list-style-type: none"> ● Knows how to access substitute service properly 			
Testing	<ul style="list-style-type: none"> ● State - PSSA, Keystone ● Local benchmarking 			
Grading	<ul style="list-style-type: none"> ● District expectations (75/25) ● Building and Department 			
Effective Educator	<ul style="list-style-type: none"> ● Differentiated Process ● 82-1 			
PS Handbook	<ul style="list-style-type: none"> ● Know student expectations 			
Faculty Handbook	<ul style="list-style-type: none"> ● Know staff expectations 			
Duties	<ul style="list-style-type: none"> ● Understand and execute non-instructional duties 			

Classroom Level	Description	Teacher	Mentor	Date
Lesson Planning	<ul style="list-style-type: none"> • Ubd, Danielson, timing and transitions - transfer goals 			
Testing/Grading	<ul style="list-style-type: none"> • Importance of formative and summative assessments • Balance reflected in updated gradebooks 			
Classroom Management	<ul style="list-style-type: none"> • Techniques and tips • Discipline protocol 			
Environment	<ul style="list-style-type: none"> • Positive, productive, active 			
Professionalism	<ul style="list-style-type: none"> • Domain 4 of Danielson - working with colleagues, engaging community 			
Inclusion and Special Education	<ul style="list-style-type: none"> • Meeting IEP needs • Accommodations and modification 			

SUPPORT SERVICES

Department	Description	Teacher	Mentor	Date
Guidance	<ul style="list-style-type: none"> • Role and responsibility • Mental health, CST, SAP, testing 			
Library Media	<ul style="list-style-type: none"> • Offerings and resources 			
Health/Nursing	<ul style="list-style-type: none"> • What to do in the event... 			
Special Education	<ul style="list-style-type: none"> • LRE, co-teaching, evaluation process 			
Psychologists	<ul style="list-style-type: none"> • MDE testing process and CST 			
Social Workers	<ul style="list-style-type: none"> • Community support and outreach 			
Technology	<ul style="list-style-type: none"> • Offerings 			
Other	<ul style="list-style-type: none"> • 			

Social/Acclimate	Description	Teacher	Mentor	Date
Good Cheer	<ul style="list-style-type: none"> Building Level social events - retirement receptions, birthdays, breakfasts, etc. 			
Faculty Meeting	<ul style="list-style-type: none"> Introduction to building faculty 			
Ceremonies/Events	<ul style="list-style-type: none"> School Spirit events Awards ceremonies Move up, Promotion, Graduation 			
NHSEA	<ul style="list-style-type: none"> Participate in meetings and gatherings Contract and EDR 			
School Projects	<ul style="list-style-type: none"> Beautification/Renovation Gardens, School stores, Shops 			

Community	Description	Teacher	Mentor	Date
District Boundaries	<ul style="list-style-type: none"> District borders Neighboring schools 			
Demographics	<ul style="list-style-type: none"> Race, ethnicity, socio-economic Subgroup analysis 			
Religious Institutions	<ul style="list-style-type: none"> Churches, places of worship 			
Community Centers / Sports and Events	<ul style="list-style-type: none"> Local rec centers Carnivals, parades, events 			
Businesses	<ul style="list-style-type: none"> Rotary Finance Committee 			
Culture and values	<ul style="list-style-type: none"> Community expectations and desires 			

Evaluation and Monitoring

Inductees, mentor teachers, and administrators on the induction team complete three surveys while participating in the induction program. The first survey is to identify additional needs of the participants and inductees that may not have been included in the initial activity timeline. The second, mid-year survey, provides an opportunity to identify additional needs that may have emerged during the first half of the school term and to **rate the degree the activities in which they participated were valuable to their professional growth and development.** The final, end-of-the-year survey, gives all inductees a chance to rate the importance and value of all the induction program activities and to offer recommendation for change or improvement.

The induction coordinator compiles the information from all surveys and presents the information to the administrative team and professional development team. The annual review of the inductee/mentor/administrator surveys data occurs in order to provide continuous improvement of the induction process and to ensure the activities are current and relevant to each new teacher and inductee.

Participation and Completion

Records of participation and completion of the Induction Program will be filed in employee personnel files located in the Office of the Superintendent of Schools via Human Resources. Documentation of completion of the Induction program will be maintained so that it can be referenced on the professional employee's application for Instructional II certification status.

Act 48 hours are recorded for many of the activities and participants are required to keep a log of his/her participation and maintain via My Learning Plan. Mentor teachers verify the accurateness of the log. Inductees also complete a **Process Checklist**. The checklist must be signed by the inductee, mentor, building-level administrator (principal), and Director of Education. A copy of the completed **Process Checklist** is placed in the professional employee's personnel file. A certificate stating the professional staff member completed a state approved induction program is provided to each participant following the completion of the **Process Checklist**. A copy of the certificate is placed in the employee's file.

It will be the duty of the inductee to do the following:

- Meet with the support teacher bi-weekly for the first semester and monthly in the second semester.
- Interact with the professional staff and school personnel.
- Formulate goals based on inductees' individual needs.
- Make an effort to implement suggestions or recommendations in relation to professional responsibilities and classroom procedures that promote student achievement.
- Participate in administrator in-services and activities.
- Promote professional responsibilities and ethics.
- Participate in the evaluation of the Teacher Induction Program.
- Maintain the checklists via Google Classroom/Docs.
- Submit checklists to Mentor Teacher, Building Principal and Director of Education

Process Checklist

Verification checklist for the successful completion of the district induction program

(Copy to be placed in personnel file)

- Attended district-level orientation meetings - August Dates: _____
- Attended building-level orientation session - August Date _____
- Participated in monthly meetings with the induction team:
- Participated in school/community activities (open houses, parents night, etc; list dates and activities):
- The inductee participated in district workshops (list dates and program topics):
- Other in-service program/visitations (list dates and program topics):
- Classroom observations (list dates and observer):

Inductee Name: _____

Inductee Signature: _____

Date: _____

Mentor Name: _____

Mentor Signature: _____

Date: _____

Principal Signature: _____

Date: _____

Director Signature: _____

Date: _____

Google Classroom Induction Program

The Google Classroom induction activities are designed to help new teachers become acclimated with the processes, procedures, and policies of the New Hope-Solebury School District. The exercises can be completed independently and encourage the professional staff members to explore the school buildings and meet other employees. Investigation of research-based instructional techniques, lesson planning, and assessment methods are included in the units of study.

Units of Study:

Orientation Unit -- Code of Conduct, District Email /Website, Act 82 and Danielson Framework, Level II Certification, Continuing Education (August - Mid September)

- Unit 1 -- Lesson Plans and Grading (September)
- Unit 2 -- Support Services for Students (October)
- Unit 3 -- Parent-Teacher Conferences (November)
- Unit 4 -- Instructional Techniques/Mentor - Inductee Observations (December)
- Unit 5 -- Classroom Budget, Requisitions, and Reimbursement Procedures / Mid-Year Review (January)
- Unit 6 -- Curriculum Review Process (February)
- Unit 7 -- Field Trips, Student Retention, and Other Items (March)
- Unit 8 -- Final Check
- Unit 9 -- Finishing Touches - Program Completion (April/May)

Each unit will take approximately one month to complete. Assignments will be submitted to the Director of Education through quizzes and surveys utilizing *Google Classroom*.

Orientation Unit:

Program Purpose, Code of Conduct, District Email and Website, Level II Certification, Continuing Professional Development, and Educator Evaluation (Act 82)

August - Mid September

4 Assignments must be submitted for unit completion between August 20 and September 15