

Interboro School District
Educator Induction Program
August 2023 – June 2030

Background

Induction is a [requirement](#) in the state of Pennsylvania for all educators to convert their Level I instructional certificate to a Level II instructional certificate. The Educator Induction Program is offered to all teachers who have taught in Pennsylvania for 0-6 years and/or have teaching experience outside of Pennsylvania. In addition to completing a state-approved Induction program, teachers in Pennsylvania must also have 3 years of teaching experience in the state and 24 post-baccalaureate credits to convert their level I teaching certificate to a level II.

Purpose

The Pennsylvania Department of Education and the Interboro School District believe that a strong induction to the district and the field in general is an important first step. Induction supports entry into the education profession and the teaching of Pennsylvania's high academic standards. This support for new educational professionals increases retention rates and inductees who participate in intensive induction programs are more likely to:

- Use instructional practices that improve student achievement;
- Assign challenging work to a diverse student population;
- Use standards-based curriculum frameworks;
- Utilize Educator Effectiveness Practices; and
- Accomplish the goals of the curriculum.

Goals

Interboro's Educator Induction Program will provide comprehensive support, guidance, and mentorship to novice educators during their initial years in the profession to build self-efficacy, enhance instructional skills, and provide emotional and psychological support.

- Inductees will feel a sense of community and belonging.
- Inductees will experience a supportive program tailored to their District-specific role.
- Inductees will understand the Pennsylvania Educator Effectiveness model and supervision practices in the Interboro School District.
- Inductees will know, understand and implement instructional practices to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to school and District initiatives, practices, policies and procedures.

- Inductees will access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content identified in the Interboro's curricula.
- Inductees will know and apply school and District endorsed classroom management strategies.
- Inductees will know and utilize school and District resources that are available to assist students in crisis.
- Inductees will engage with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will continue their career in the Interboro School District.

Structure and Coordination of the Educator Induction Program

Educator Induction Committee

The Educator Induction Committee serves to advise, monitor, and evaluate the overall program. The team will consist of teachers or educational specialist representatives chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel. One PKC Partner member will also participate on the Educator Induction Committee. The Educator Induction Committee will meet at least two times per year. Interboro's Educator Induction Committee is responsible for performing the following:

- Conducts meaningful needs assessment activities
- Considers the selection criteria for mentors and makes recommendations to enhance mentor training
- Ensures the Induction Program aligns with planned goals and objectives and meets PDE requirements
- Conducts an annual evaluation of the Educator Induction Program and suggests revisions
- Provides feedback and suggestions for program activities and calendars

Supervisor of Educator Induction Program: Director of Curriculum and Instruction

- Maintains the vision for the direction of the program and ensures compliance with state mandates
- Ensures that mentors are well-trained
- Supports the planning for and implementation of the induction process
- Secures program resources
- Coordinates and oversees the selection of mentors and assignment of inductees
- Monitors the progress and success of the induction program
- Facilitates meetings of the Educator Induction Committee at least two times per year
- Coordinates programming with community-based PreK Counts providers
- Awards Completion of Induction Program Certificates to successful Inductees

Co-Coordinator of Educator Induction Program: Two members of the Interboro Education Association

- Support the inductee and mentor relationship as needed
- Plan and facilitate the initial August Orientation, Year One Induction Showcase, and culminating completion celebration
- Recommend program resources
- Develop the monthly activity schedule for the Induction Program
- Maintain and update electronic program resources through District learning management system
- Assess submitted documentation from mentors and new educators and provide feedback
- Provide opportunities for participants and mentors to evaluate the program
- Gather data concerning the induction process
- Advise Supervisor and Educator Induction Committee on program revisions based on program evaluations
- Participate on the Educator Induction Committee

Mentor

Mentors are experienced teachers and professional staff who are highly skilled practitioners dedicated to promoting excellence in their profession. They are trusted professionals willing to take a personal and direct interest in the development of a colleague.

Characteristics

Mentors in the Interboro School District will

- Have a minimum of three years experience in the Interboro School District and hold a Level II Certificate
- Demonstrate outstanding work performance and professionalism
- Model evidence based instructional practices
- Possess similar certifications and/or assignments to the novice professional employee
- Model continuous learning and reflection
- Demonstrate knowledge of school and District policies, procedures and resources
- Demonstrate ability to work effectively with students and other adults
- Commit to additional responsibility
- Demonstrate positive communication and strong interpersonal skills.
- Complete mentor training (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development)

Responsibilities

In order to maximize the new educator's success during their first year in the Interboro School District, the mentor will commit to the following responsibilities:

- Establish a trusting, confidential relationship and communicate openly with beginning educator
 - Establish rapport as a support person for the inductee
 - Connect with the new educator within two weeks of committing to mentorship and have an introductory meeting in building
 - Attend initial August Orientation with the new educator
 - Meet with the inductee for a minimum of two hours per month to support their professional growth
 - Guide beginning educational professionals in evidence-based instructional practices, through demonstration, observation, feedback, and supported reflection
 - Observe and provide constructive feedback to beginning teachers based on their professional learning goals in a minimum of two non-evaluative observations
 - Model and guide practice in evidence-based instruction through peer-to-peer observation
- Help beginning educator to understand and navigate the building environment
- Support the Inductee in completing all elements of Educator Induction Program
- Complete required documentation according to set timelines
 - Monthly meeting logs
 - Minimum of two non-evaluative observations
 - Program Evaluation

Types of Mentoring Support Provided

Mentors provide the following types of support to inductees:

- Instructional support such as:
 - Classroom management
 - Standards-based instructional planning and implementation
 - Standards-aligned teaching strategies
 - Differentiated instruction and supports for struggling students
 - Instruction for diverse learners in inclusive settings, including English Learners and students with IEPs
 - Data-informed decision-making
- Professional support such as:
 - Information about school policies and procedures
 - Student formative and summative assessments and evaluation
 - Educator Effectiveness in accordance with Act 13 of 2020 and 22 Pa. Code § 19.1a et seq.
 - Information about quality professional development opportunities
- Personal support such as:
 - Introductions to other faculty and administrators
 - Personal encouragement within the context of a confidential relationship
 - Liaison to referral to other key people and resources

Year One Responsibilities of Mentors

	Activity	Suggested Timeline
1.	Participate in initial August Orientation as assigned by District	August New Educator Orientation
2.	Orientation to the district and the assigned building	August/September
4.	Daily mentor/new teacher contact	September (mentor document meets through logs submitted for the month of September)
5.	Minimum of 2 hours of meetings/month (meetings should be no less than 30 minutes and will be scheduled at mutually convenient times).	October - May (mentors document meetings through logs submitted monthly) Consider Phases of First Year
6.	Non-Evaluative Observations: <i>Instructional/Specialist 1 Certificate Holders:</i> One classroom observation of mentor's classroom by mentee (building coverage to be arranged upon request)	Completed by November (observation document to be submitted via Schoology by new teacher)
7.	Non-Evaluative Observations: <i>Instructional/Specialist 1 Certificate Holders:</i> Two classroom observations by mentor (building coverage to be arranged upon request) <i>Instructional 2 Certificate Holders:</i> One classroom observation by mentor (building coverage to be arranged upon request)	One completed by January; One completed by April (observation document to be submitted via Schoology for each)
8.	Cross-classroom visits. New teachers are provided coverage (when available) to observe the instructional process in other classes.	Practice encouraged by the district when feasible
9.	Completion of mentor/new teacher semester program feedback	January and May
10.	Completion of Program Evaluation Documents	May
11.	Year One Induction Showcase for Instructional One Certificate Holders	May

TLS Teaching Learning Succeeding, LLC Partner

TLS will support the goals of the District by providing consultation, planning, coaching and/or training in the initiatives listed:

- Lead professional learning for new educators on Effective Instruction that leads to Differentiated Instruction
- Provide support for mentors—roles and responsibilities
- Provide confidential coaching for new educators
- Interface with administrators as it relates to Induction Program guidelines and processes
- Integrate Danielson Framework critical competencies into the Induction Program
- Work closely with the Induction Coordinator and admin team to provide continuous communication and support
- Assist the District in meeting PDE requirements for Induction

Note: PKC partners will not receive coaching from TLS; rather PKC partners will receive cohort support from an Early Childhood Field Specialist.

Inductee

An Inductee is "one new to teaching with a temporary or professional contract." Participants in Interboro's Education Induction Program will include:

- First-year teachers;
- First-year educational specialists;
- Long-term substitutes, who are hired for a position for 45 days or more;
- Newly employed educators with prior school experience who do not present an induction certificate from another Pennsylvania LEA

Additionally, professional staff new to the Interboro School District or those who are significantly changing roles within the District (for example: moving from a classroom teacher to a school counselor), will be assigned a mentor but will not complete the comprehensive Induction Program.

Responsibilities

- Attend initial August orientation to the Interboro School District
- Participate in monthly Induction Cohort Professional Learning Community Meetings
- Actively participate in mentoring activities and relationships
- Meet with mentor for a minimum of two hours per month
- Observe mentor in classroom and submit required documentation according to District timeline
- Engage in individualized coaching activities with TLS partners
- Evaluate the Induction program
- Plan and conduct instruction that is based on evidence-based instructional techniques
- Plan instruction that will be observed by mentor
- Engage in ongoing self-assessment and reflection
- Participate in supervision by building administrator according to the domains of Educator Effectiveness
- Document and reflect on professional learning activities through District portfolio

Program Components

Initial August Orientation

Day One	Day Two	Day Three
Induction Cohort Community Building	District Software: Data Warehouse, Student Information System, Frontline Growth, Promethean Panels, IEP Writer, Clever, Class Link	Domain 2: Classroom Environment Setting up your year for success: Developing Relationships and Developing your Classroom Management Plan
Technology: Device Distribution, Appropriate Use Acceptance Agreements, District Software and Email Applications, ID Badges Issued	Interboro Education Association: Contract review and professionalism/ethics	Domains 1 & 3: Four Pillars of Effective Instruction and Power Slides Planning for Success: Developing your Instructional Plan for Effective Instruction
Getting to Know the Community we Serve: District Bus Tour and Building Level Administration Introduction	Building Scavenger Hunt with Mentors	Self Assessment
<i>Human Resources:</i> <i>Contract Review, Prior Approvals, Reclassification, PSERS, Financial Programs, Observations and Evaluation Process for Teachers, Level II Certification Requirements</i>		
<i>Induction Program Requirements</i>		

Educator Induction Plan Professional Development

Year One	Delivery/Supports	Timeline	Professional Domain
Educator Effectiveness	Ongoing Mentoring Administrative Supervision Practices Initial August Orientation Workshop Monthly Cohort PLC Focus District Supervision Handbook	August Orientation Fall, Winter	4a. Reflecting on teaching 4e. Growing and developing professionally
English Language Learners	Monthly Cohort PLC Focus Ongoing Mentoring	Winter	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating knowledge of students 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessment 2a. Establishing an environment of respect and rapport 3e. Demonstrating flexibility and responsiveness 4b. Maintaining accurate records
Professional Educator Ethics	Initial August Orientation Presentation Monthly Cohort PLC Focus	August Orientation Yearly in Fall	4e. Growing and developing professionally 4f. Showing professionalism
Professional Responsibilities	Ongoing Mentoring Administrative Supervision Practices Initial August Orientation Workshop Professional Employee Handbook	August Orientation <i>Ongoing through Year 2</i>	4e. Growing and developing professionally 4f. Showing professionalism
Family Engagement and Parent/Guardian Communication	Monthly Cohort PLC Focus Ongoing Mentoring	Fall, Spring	4b. Maintaining accurate records 4c. Communicating with families

Special Education Compliance	Monthly Cohort PLC Focus Ongoing Mentoring Initial August Orientation Workshop	August Orientation, Fall, Winter	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating knowledge of students 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessment 2a. Establishing an environment of respect and rapport 3e. Demonstrating flexibility and responsiveness 4b. Maintaining accurate records
Classroom Procedures and Management	Ongoing Mentoring Administrative Supervision Practices Initial August Orientation Workshop Monthly Cohort PLC Focus Coaching from TLS Partner	August Orientation <i>Ongoing through Year 2</i>	2a. Establishing an environment of respect and rapport 2b. Establishing a culture of learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Organizing physical space
Proactive Planning	Ongoing Mentoring Administrative Supervision Practices Initial August Orientation Workshop Monthly Cohort PLC Focus Coaching from TLS Partner	August Orientation <i>Ongoing through Year 2</i>	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating knowledge of students 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessment
Effective Instructional Practices and Active Student Engagement	Ongoing Mentoring Administrative Supervision Practices Initial August Orientation Workshop Monthly Cohort PLC Focus Coaching from TLS Partner	August Orientation <i>Ongoing through Year 2</i>	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating knowledge of students 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources

			<ul style="list-style-type: none"> 1e. Designing coherent instruction 1f. Designing student assessment 3a. Communicating with students 3b. Using question and answer techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness
Reflective Practices	<ul style="list-style-type: none"> Ongoing Mentoring Administrative Supervision Practices Initial August Orientation Workshop Monthly Cohort PLC Focus Coaching from TLS Partner 	<ul style="list-style-type: none"> August Orientation <i>Ongoing through Year 2</i> 	<ul style="list-style-type: none"> 4a. Reflecting on teaching 4e. Growing and developing professionally
Content/Subject-Area Based Trainings for Curricular Clarity	<ul style="list-style-type: none"> Ongoing Mentoring Subject Area/Departmental Meetings District-Wide Professional Development Curriculum Framework District Coaches 	<ul style="list-style-type: none"> August Orientation <i>Ongoing through Year 2</i> 	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating knowledge of students 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessment
Educational Technology	<ul style="list-style-type: none"> Initial August Orientation Workshop Ongoing Mentoring 	<ul style="list-style-type: none"> August Orientation <i>Ongoing through Year 2</i> 	<ul style="list-style-type: none"> 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 3c. Engaging students in learning
Analyzing and using classroom, District, and State data	<ul style="list-style-type: none"> Coaching from TLS Partner District-Wide Professional Development District Coaches District Data Team Meetings 	<ul style="list-style-type: none"> Fall <i>Ongoing through Year 2</i> 	<ul style="list-style-type: none"> 1b. Demonstrating knowledge of students 1c. Setting instructional outcomes 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness
Trauma Informed Practices	<ul style="list-style-type: none"> Cohort Workshop Learning Module 	<ul style="list-style-type: none"> Yearly in Summer 	<ul style="list-style-type: none"> 1b. Demonstrating knowledge of students 2a. Creating an environment of respect and rapport

Year Two	Delivery/Supports	Timeline	Professional Domain
Trauma Informed Practices	Cohort Workshop Learning Module	Yearly in Summer Fall, Winter, Spring	1b. Demonstrating knowledge of students 2a. Creating an environment of respect and rapport
Culturally Relevant and Sustaining Education Competencies	Cohort Workshop Learning Module	Summer, Fall, Winter	1b. Demonstrating knowledge of students 2a. Creating an environment of respect and rapport
Differentiated Instruction Pillars – Curriculum, Instruction, Assessment, Management	Coaching from TLS Partner Administrative Supervision Practices	Summer, Fall, Winter, Spring	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating knowledge of students 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessment 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness
Formative Assessment to Drive Instruction	Coaching from TLS Partner Administrative Supervision Practices Data Team Meetings District-Wide Professional Development	Summer, Fall, Winter, Spring	1a. Demonstrating knowledge of content and pedagogy 1c. Setting instructional outcomes 1e. Designing coherent instruction 1f. Designing student assessment 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness

<p>Accommodations and Adaptations for Diverse Learners</p>	<p>Cohort Workshop Learning Module Coaching from TLS Partner</p>	<p>Summer, Fall, Winter</p>	<p>1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating knowledge of students 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessment 2a. Creating an environment of respect and rapport</p>
<p>Unpacking Standards and Setting Objectives</p>	<p>Coaching from TLS Partner Subject Area/Departmental Meetings District-Wide Professional Development Curriculum Framework District Coaches</p>	<p>Summer, Fall, Winter, Spring</p>	<p>1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating knowledge of students 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessment</p>

Needs Assessment

Program Evaluation and Monitoring

To monitor the effectiveness of the Educator Induction Program and engage in a cycle of continuous improvement, the Interboro School District evaluates the program in several ways:

- Bi-annually, the Induction Supervisor and Co-Coordinator administer surveys to mentors, administrators, and new educators to collect feedback on perceived program strengths, weaknesses, and effectiveness of planned activities. Evaluation results are analyzed and presented to the Educator Induction Committee.
- TLS partners administer surveys to determine the effectiveness of partner-led workshops and instructional coaching.
- Induction Co-Coordinator review anecdotal feedback provided in submitted monthly mentor logs.
- TLS partners provide qualitative feedback on Interboro's Educator Induction Plan through quarterly meetings with the Supervisor and Co-Coordinator.
- Central and building level administrators analyze walkthrough, formal observation, and final evaluation ratings for new educators.
- Central and building-level administrators analyze retention rates. The Director of Human Resources analyzes trends in qualitative exit interviews.

Record Keeping

The recording process for Inductee participation and program completion

- Mentor documents inductee's involvement in the program through submission of required monthly logs and non-evaluative observations.
- Inductee meets induction program attendance requirements.
- Inductee completes portfolio evidencing successful work in domains of Educator Effectiveness and submits self-reflection.
- A designated administrator receives, evaluates and archives all mentor and inductee records and submitted work.
- District maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- Completion is verified by the Superintendent on the Application for Level 2 Certification.