Teacher Induction Program

Mentee: \_\_\_\_\_\_\_

Mentor: \_\_\_\_\_\_\_\_\_

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# Goals

1. Providing new employees with a supportive and welcoming environment, while recognizing their background to provide for a successful transition to their teaching assignment at The Technical School. To inform them of the school’s policies, procedures, and standard of teaching expected by all teachers to prepare students to be successful upon graduating The Technical School.
2. To meet the school’s obligation to provide Induction for new professional employees.
3. To help new teachers understand and fulfill their role in the accomplishing the school’s mission, goals, and student learning outcomes by helping new teachers:
   1. Improve teaching skills
   2. Improve knowledge of teaching strategies based on effective teaching research
   3. Improve classroom management skills
   4. Improve curriculum development skills
   5. Become acclimated to the school’s policies, programs, services, and procedures
   6. Develop awareness of individual learning styles
   7. Develop an effective safety program
   8. Develop an understanding of the approved program evaluation
   9. Develop an understanding of how to analysis and use student achievement data for instructional purposes.

# Assessment of Program

The educational needs of the Inductee will be determined by:

1. Course and/or Program taught
2. Informal observations of inductee by mentor and building administration
3. Informal responses sought from inductee, mentor, building teachers, and building administration
4. Written feedback from participants to plan induction experience for subsequent year
5. Completion of needs assessment
6. Completion of evaluation forms

# Mentor Selection

A successful transition must include a mentor to allow for trusting relationship and proper support for new teachers. Mentors must be experienced teachers with no less than three years of successful teaching experience at The Technical School.

1. Mentors will be selected by the following steps:
   1. Applicants must fill out the application
   2. Applications will be screened and mentors selected will be placed on Mentor List
   3. The list will be reviewed periodically to stay current.
   4. The assignment of the mentor to an inductee will be made by the Administration with preference being shown to mentors with common courses or technical programs and planning time.
2. Qualities of a mentor
   1. Mentors should be outstanding classroom teachers who have the ability to establish nurturing relationships with others.
   2. Mentors must have knowledge of:
      1. School policies, procedures, and curriculum
      2. Problem solving skills
      3. Decision making skills
      4. Instructional techniques
      5. Broad range of assessment strategies
   3. Strong organizational skills
   4. Desire to share teaching techniques and help others develop professionally

# Activities and Topics

Topics included in The Technical School’s Induction Plan were developed to help new teachers adapt to our culture and high expectations placed on all staff and students. Throughout this process communication is key to meeting the individual needs. Topics may change based on the needs voiced from new teachers and their mentors or observations from administrators during their walkthrough observations, and evaluations. Resources will continue to be added to the The Technical Schools Office 365 Professional Development Folder throughout the plan to support new teachers and their mentors. The administration reserves the right to change topics based upon the needs of the group of new teachers and their needs.

In addition, New Teachers will be scheduled for the following activities during the school year to aide in their transition to The Technical School:

1. Attend an IEP Meeting.
2. Detailed Tour (During Instructional Time) of all Technical Programs (Academic Teachers)
3. Visit a similar distinguished technical program at another CTC (Technical Teachers)

# New Teacher Orientation

Main Office - **Office Personnel**

* Parking Permit,
* ID, Keys, Mail,
* Copier Code / Use
* Common Calendar

**Administration**

* HSTW, History, Mission
* OAC
* Faculty Handbook, Professional Development,
* AESOP
* Student Handbook, Discipline
* Communication with Parents

Business Office (meet in Library) - **Business Office**

* Prosoft
* Budget

Technology – **Technology Coordinator**

* Computer Usage, Login, Email,
* DocBase, File Storage
* Laptop/I-pad carts
* Teacher Webpage

Guidance – **Guidance Counselors**

* PowerSchool, Grades, Logs, Attendance, Log Entries
* AWARE
* Graduation Project, Shadowing

Lunch (provided by The)

**Coordinator of Facilities & Property**

**Administration**:

* Study Island (Benchmarking) Classroom, Degree of Readiness (DOR’s) scores,
* Curriculum (Formative Assessments, Learning Targets, Lesson Plans, SAS Exploration,),
* NOCTI
* Sub Manual
* TAP/CCR
* Conferences/Professional Organizations

# Monthly Induction Meeting Topics

***September:*** (Assistant Director/Principal)

***February***: (Cooperative Education Coordinator)

NOCTI Prep

Co-Op

***March***: (Dean of Students)

Student Attendance Policy

Senior Project/Graduation Requirements

***April***: (Assistant Director/ Principal)

Curriculum Development

Textbook Approval Process

End of Year Checkout Procedure

Summer Facility Preparation

***May:*** (Assistant Director / Principal)

Review Year

Induction Program Evaluation

Emergency Lesson Plans/Calling out sick

Emergency Closing/Delay Procedures

Leave Request Forms

Sick Leave

Personal Days

Leaving School Grounds

Lesson Plans

OAC’s

***October***: (Assistant Director/Principal)

Observations/Evaluations

SLO

***November***: (Special Programs Coordinator)

Special Education

***December***: (Guidance)

Counseling Services/Roles

Aware Team

***January***: (Business Office)

Purchase Orders

Budget

Appendix A

## Mentor Application

Mentor Requirements

* Permanent PA Certification
* Minimum 2 Years of Experience at The Technical School
* 2 Consecutive Satisfactory Evaluations
* 2 Peer Recommendations
* 1 Administrative Recommendation

Mentor Applicant Name:

Mentee Name:

Certification or Vocational Program:

Number of Years Employed at The Technical School

Signatures of Peers Recommending You for a Mentor:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Administrator recommending you for a Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please rank in order your strengths 1 – Very Strong … 6 – Weakest***

|  |  |
| --- | --- |
| Ranking | Topic |
|  | Knowledge of Classroom Management |
|  | Knowledge of The’s Student Population |
|  | Knowledge of Special Needs Students |
|  | Knowledge of The’s Operations |
|  | Knowledge of Career and Technical Education |
|  | Knowledge of Professional Conduct |

## New Teacher Information Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic | | Team Member Responsible | Date Completed | Signature |
| 1 | Attendance Policy | Dean of Students |  |  |
| 2 | Calling Off Procedures | Principal |  |  |
| 3 | Teacher Certifications/ Continuing Ed | Director |  |  |
| 4 | Certifications: Program/Personal | Director |  |  |
| 5 | Student Industry Certifications | Guidance |  |  |
| 6 | Professional Development | Principal |  |  |
| 7 | Curriculum Development | Principal |  |  |
| 8 | PowerSchool | Guidance |  |  |
| 9 | Lesson Plans | Principal |  |  |
| 10 | Integration Project | Principal |  |  |
| 11 | Grading/Feedback to students | Principal |  |  |
| 12 | NOCTI | Principal |  |  |
| 13 | Standardized Testing | Principal |  |  |
| 14 | Technology Needs | Technology Director |  |  |
| 15 | Facilities | Facilities Director |  |  |
| 16 | School Governance/Philosophy | Director |  |  |
| 17 | School Operations | Director |  |  |
| 18 | Evaluations/Walkthroughs/PA-ETEP | Principal |  |  |
| 19 | Classroom Management/Discipline/Organization | Dean of Students |  |  |
| 20 | Assessments/Teaching Techniques | Principal |  |  |
| 21 | Special Education/IEPS | Special Programs Coordinator |  |  |
| 22 | PDE/339/SOAR/Programs of Study | Director |  |  |
| 23 | SkillsUSA | Skills USA Advisor |  |  |
| 24 | Student Handbook | Dean of Students |  |  |
| 25 | CCR/TAP | Dean of Students |  |  |
| 26 | Student Portfolios | Dean of Students |  |  |
| 27 | Senior Project | Guidance |  |  |
| 28 | End-of-Year Checkout Procedures | Principal |  |  |
| 29 | Substitute Teacher Manuel | Principal |  |  |
| 30 | PSEA/LTEA | LVTEA President |  |  |
| 31 | Articulation Agreements | Dean of Students |  |  |
| 32 | Emergency Preparedness Plan/Security | Special Programs Coordinator |  |  |
| 33 | Supplies/ Laminating | Main Office Secretary |  |  |
| 34 | Field Trips/ Conferences | Principal |  |  |
| 35 | Forms | Principal |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Mentor / Mentee Monthly Checklist** | | | |
| Topic | Notes | Date Completed | Initial |
| August | | | |
| In-Service Days |  |  |  |
| Student First Day (Instructor Responsibilities) |  |  |  |
| Picture Day |  |  |  |
| Small Group Orientation from Admin. |  |  |  |
| Getting to Know You Assembly |  |  |  |
| Disposal of Goods/Equipment/Books |  |  |  |
| Homebound Instructors |  |  |  |
| TAP |  |  |  |
| Work for Homebound Assignments/ Extended Absences |  |  |  |
| Log Entries in Power School |  |  |  |
| Lesson Plans |  |  |  |
| September | | | |
| Clubs |  |  |  |
| Small Group Meetings Guidance |  |  |  |
| Add-Drop |  |  |  |
| Pre-NOCTI Testing |  |  |  |
| Skills Fundraiser |  |  |  |
| Progress Report Pick-Up |  |  |  |
| SLO’s |  |  |  |
| Grading (Entering, Incompletes, Verification) |  |  |  |
| Requesting a Personal Day |  |  |  |
| Student Attendance Letters |  |  |  |
| October | | | |
| OAC Meetings |  |  |  |
| PowderPuff |  |  |  |
| Community Awareness Night |  |  |  |
| 9th Grade Tours |  |  |  |
| Portfolios |  |  |  |
| Printing Grades |  |  |  |
| Peer Walk-Throughs |  |  |  |
| Substitute Feedback |  |  |  |
| November | | | |
| Fall Fest |  |  |  |
| Keystones |  |  |  |
| SkillsUSA Local Skills Competition |  |  |  |
| End of T1 Report Cards |  |  |  |
| Clerical Day |  |  |  |
| Job Shadowing |  |  |  |
| Comments on Report Cards |  |  |  |
| 2 Trimester Classes and Grading |  |  |  |
| December | | | |
| 2 HR Delay Schedules |  |  |  |
| 7th Grade Tours |  |  |  |
| Winter Break |  |  |  |
| Class Parties |  |  |  |
| 2 HR Delay Schedule |  |  |  |
| January | | | |
| Scheduling of Students for Next Year |  |  |  |
| Snowball |  |  |  |
| Budget Meetings |  |  |  |
| February | | | |
| Family Night |  |  |  |
| National Honor Society |  |  |  |
| March | | | |
| Job Skill Demos |  |  |  |
| NOCTI Performance |  |  |  |
| April | | | |
| NOCTI Written |  |  |  |
| Prom |  |  |  |
| May | | | |
| Summer Orientation |  |  |  |
| Awards Assembly |  |  |  |
| Graduation |  |  |  |
| Closing up the School Year/Packing up Room |  |  |  |
| Exit Interviews |  |  |  |

## Mentee Needs Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Topic | High Need | Moderate Need | Little or No Need |
| **Expectations of Teachers** |  |  |  |
| **Commutation with Administrators** |  |  |  |
| **Communication with Peers** |  |  |  |
| **Communication with Parents** |  |  |  |
| **Organizing Classroom** |  |  |  |
| **Student Discipline** |  |  |  |
| **Resources and Materials** |  |  |  |
| **Paperwork** |  |  |  |
| **Diagnosing Student Needs** |  |  |  |
| **Evaluating Student Assessments** |  |  |  |
| **Motivating Students** |  |  |  |
| **Standardized Testing** |  |  |  |
| **Teacher Evaluation Process** |  |  |  |
| **Curriculum Design** |  |  |  |
| **Managing my life and my work** |  |  |  |

List any professional needs not listed above that you need addressed.

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## Mentee Induction Program Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| Topic Covered | Need Further Review | Comfortable with Concept | Mastered Concept (Would be able to share with others) |
| **Expectations of Teachers** |  |  |  |
| **Commutation with Administrators** |  |  |  |
| **Communication with Peers** |  |  |  |
| **Communication with Parents** |  |  |  |
| **Organizing Classroom** |  |  |  |
| **Student Discipline** |  |  |  |
| **Resources and Materials** |  |  |  |
| **Forms/Paperwork** |  |  |  |
| **Diagnosing Student Needs** |  |  |  |
| **Evaluating Student Assessments** |  |  |  |
| **Motivating Students** |  |  |  |
| **Standardized Testing** |  |  |  |
| **Teacher Evaluation Process** |  |  |  |
| **Curriculum Design** |  |  |  |
| **Managing my life and my work** |  |  |  |
| **Teacher Certifications/ Continuing Ed** |  |  |  |
| **Certifications: Program/Personal** |  |  |  |
| **Student Industry Certifications** |  |  |  |
| **PowerSchool** |  |  |  |
| **Lesson Plans** |  |  |  |
| **Integration Project** |  |  |  |
| **NOCTI** |  |  |  |
| **School Governance/Philosophy** |  |  |  |
| **School Operations** |  |  |  |
| **Evaluations/Walkthroughs/PA-ETEP** |  |  |  |
| **Special Education/IEPS** |  |  |  |
| **PDE/339/SOAR/Programs of Study** |  |  |  |
| **SkillsUSA** |  |  |  |
| **Student Handbook** |  |  |  |
| **CCR/TAP** |  |  |  |
| **Student Portfolios** |  |  |  |
| **Senior Project** |  |  |  |
| **End-of-Year Checkout Procedures** |  |  |  |
| **Substitute Teacher Manuel** |  |  |  |
| **PSEA/LTEA** |  |  |  |