## **TEACHER INDUCTION PLAN**

**(TIP)-2 Year Plan**

**(Including Non-Teaching Professionals)**

**2024-2025**

**2025-2026**

# DELAWARE VALLEY SCHOOL DISTRICT

Educating for

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Life's Journey

**INTRODUCTION**

#### **Purpose**

The goal of the Teacher Induction Plan (TIP) is to facilitate and provide support for new teachers in the Delaware Valley School District and to ensure an orderly and successful passage of the staff member through the initial year of teaching in the district. In addition, this plan will familiarize new teachers with the mission, goals, and teaching and learning standards of the Delaware Valley School District.

The TIP includes service to the:

* First and Second year teacher
* Experienced teacher new to the district
* Educational specialist
* Long-term substitute teacher of 90 consecutive days or more in one position

**Goals and Objectives**

The TIP is designed to serve the unique needs of the inductee and is developed pursuant to the requirements of Pennsylvania Code (22 Pa. Code §49.16 and §49.83). In particular, it is intended to:

1. Provide a structure through which the inductee may become familiar with Delaware Valley School District policies, procedures and resources.
2. Provide a support system for the inductee composed of a model teacher serving in a “mentor” capacity, a building administrator serving as a resource person, and other resource persons, as necessary.
3. Provide a series of experiences and activities designed to enhance the inductee’s professional training.
4. Support an orderly and successful passage of the beginning teacher/inductee through the initial teaching period.
5. Assist in the shaping of professional sound techniques, habits and attitudes enabling to inductee to:
* Implement instructional practices that improve student achievement
* Assign challenging work to diverse student populations
* Use standards-based curriculum framework
* Accomplish the goals of the curriculum
* Become a member in a successful PLC.

PDE regulations require that Teacher Induction plans be updated every six years. The induction plan shall be prepared by the District Induction Committee, which includes teacher or educational specialist representatives, or both, selected by teachers, and educational specialists and administrative representatives chosen from the school entity.

The members of the District Induction Committee are as follows:

Dr. Nicole Cosentino,

Assistant to the Superintendent for Academic Leadership and Culture,

Professional Development/Induction Coordinator

Delaware Valley School District

Dr. Brian Blaum, Superintendent

Delaware Valley School District

Cheryl Nielsen- Supervisor of Special Education PK-12

Delaware Valley School District

Dr. Diana Bixby- Director of Mental Health and Student Support Services

Delaware Valley School District

Jacqueline Weston- English Teacher, English Dept Chair

Delaware Valley High School

Andrew Rupp- Chemistry/Biology Teacher

Delaware Valley High School

Amy Ross- Elementary Teacher

Shohola Elementary School

The responsibilities of the District Induction Committee are to:

* Identify the training needs of the new teacher
* Evaluate the TIP annually and make recommendations for revisions as needed
* Review the training sessions implemented by the central office administrative staff and building level administrators. Department chairpersons, expert teachers and coordinators may also facilitate these sessions.

The Induction Coordinator is responsible for coordinating the Induction Plan and will perform the following:

* Chair the District Induction Committee
* Schedule, implement and oversee an appropriate Induction Program
* Maintain adequate record keeping of induction program activities and participating educators
* Identify and provide for appropriate resources to support educator induction activities (i.e., time, scheduling, space and funding)

The building principal is responsible to:

* Ensure the overall administration of the induction process within the building and monitor the inductee(s)’ performance
* Oversee required visitations by inductee to other teachers’ classrooms
* Facilitate the mentor/mentee relationship, ensure reasonable working  conditions, and formally evaluate inductees
* Review and sign “Monthly Teacher Induction Reports”
* Oversee/schedule peer classroom observations

Prior to the beginning of each school year in August, an Orientation Program will be presented. This program will consist of a “New Teacher Orientation Day,” scheduled times for inductees and mentors to meet and various professional development sessions. A similar type program will be offered to any newly hired inductee throughout the school year by the building principal, to ensure the continuity of the program.

Some of the topics to be discussed during New Teacher Orientation Day will include:

* Salary and Benefits
* HIPPA
* Act 48
* Instructional I and Instructional II Certifications
* Tenure
* Planned Course of Instruction/Curriculum
* Teacher Evaluation
* Required Security Clearances
* PLC’s
* Superintendent’s Annual Report
* Technology and Tickets
* Tech info sheet-logins, Classlink, Schoology, Google etc..

A packet of materials to be part of the Orientation Program will include, but may not be limited to:

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| --- | --- |
| * Copy of the TIP
* Framework for Teaching
* Educator Effectiveness Process
* District Calendar
* Phone System and eMail
* PowerTeacher Quick Start
* FERPA Annual Notice
* Certificate and Continuing Education
* District office staff duties
 | * Student Handbook
* Employee Handbook
* Human Resources Forms
* Business Office Forms
* Acceptable Use of Technology Policy 815
* Code of Professional Practice and Conduct for Educators
* Act 48 FAQs
* Other- As needed
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General activities designed to develop the professional knowledge and skills of the inductees will be offered throughout the school year. This may include, but will not be limited to, presentations on: Teacher Evaluation, Classroom Management, Suicide Awareness and Prevention, Home-To-School Communications, Teaching English Learners in an Inclusive Setting, and IEP Interpretation and Implementation. Mentors will revisit these topics and will address The Framework for Teaching and The Standards Aligned System (SAS) throughout the school year, with the inductee.

Each inductee will participate in additional professional development opportunities as per the Delaware Valley Education Association Collective Bargaining Agreement.

Mentors

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership.

Selection Procedure:

Building principals will select and submit a mentor’s name to the superintendent and/or designee for each inductee, based on selection criteria and needs of the inductee.

Recommended criteria are:

* Similar certification and assignment
* PLC and Collaborative Skills
* Outstanding work performance
* Models continuous learning and reflection
* Knowledge of district/school policies, procedures and resources
* Ability to work with students and other adults
* Willingness to accept additional responsibility
* Compatible schedules if possible so the mentor and inductee can meet regularly
* Training in use and application of the Standards Aligned System
* Understanding the Levels of Bloom’s Taxonomy and Webb’s Depth of Knowledge
* Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
* Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
* Developing good assessments that are based on standards and eligible content
* Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS) as applicable
* Ability to write Student Learning Objectives in accordance with Act 82 of 2012 (22 Pa. Code §19.1, and Act 13 of 2021)
* Instructional II/Vocational Instructional II certificate (if possible)
* Three years of a successful teaching experience (if possible)

Mentors are to provide the following types of support to inductees:

Instructional support such as:

* Weekly meetings during first semester to provide assistance and direction
* Bimonthly meetings during the second semester to provide assistance and direction
* End of each semester meeting with inductee and building principal
* Visiting inductee’s classroom for the purpose of providing assistance, as needed and/or as requested by inductee
* Implementation of district curriculum
* Standards-based instructional planning and implementation
* Standards-aligned teaching strategies
* Promote effective instructional practices with the inductee within the inductee’s classroom
* Differentiated instruction and supports for struggling students
* Instruction for diverse learners in inclusive settings, including ELLs 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 2021
* Information about quality professional development opportunities
* Preparing for teacher/parent conferences
* Preparation for opening of school
* Classroom management
* Organization of classroom

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 at the building and/or district level
* Promote the socialization of the inductee into the school setting and into the community

Mentors are to be paid an annual stipend for each inductee for whom they are responsible.

**Requirements of the TIP**

* Weekly Meetings of Inductee/Mentor (September through January)
* Bi-Monthly Meetings of Inductee/Mentor (February through April)
* Completion of Monthly Teacher Induction Reports (Addendum 1)
* Four (4) Peer Classroom/Office Observations (Addendum 2, and Addendum 4)
* Completion of Inductee Needs Assessment for Teacher Inductees (Addendum 3)
* Completion of Checklist of Inductee and Mentor Discussions (Addendum 5)

 (Teaching Professionals)

* Completion of Checklist of Inductee and Mentor Discussions (Addendum 6)

(Non-Teaching Professionals)

* Completion of the TIP Evaluation Document/Inductee (Addendum 7)
* Completion of the TIP Evaluation Document/Mentor (Addendum 8)
* Completion of Principal/Inductee Report (Addendum 9)
* Completion of Inductee/Principal/Mentor Report (Addendum 10)
* Completion of Induction Completion Document (Addendum 11)

*\*To verify participation in the TIP, the attached documents (Addendums 1-11) will be placed in each inductee’s permanent file in the District Office. The School Board of Directors will approve a written list of successful inductees. A letter of completion of the Induction Program will be mailed to each inductee for their records.*

**Timeline of Activities/Requirements- Year One**

***It is the responsibility of the inductee to make sure these forms are complete and submitted on time.***

***Activity/Requirement Date(s)***

District/Building Orientation Sessions August 20-23, 2024

September Teacher/Non-Teacher Induction Report Due September 30, 2024

October Monthly Teacher/Non-Teacher Induction Report Due October 31,2024

November Monthly Teacher/Non-Teacher Induction Report Due November 22, 2024

December Monthly Teacher/Non-Teacher Induction Report Due December 20, 2024

Inductee Needs Assessment (Inductee) January 17, 2025

Completion of Two (2) Peer Classroom Observations January 17, 2025

Completion of Principal/Inductee Report January 17, 2025

January Monthly Teacher/Non-Teacher Induction Report Due January 31, 2025

February Monthly Teacher/Non-Teacher Induction Report Due February 28, 2025

March Monthly Teacher/Non-Teacher Induction Report Due March 28, 2025

April Monthly Teacher/Non-Teacher Induction Report Due April 30, 2025

Completion of Two (2) Peer Classroom Observations May 16, 2025

TIP Evaluation Document (Inductee & Mentor) May 16, 2025

Checklist of Inductee/Mentor Discussions /Teachers/non-teachers May 16, 2025

Induction Completion Document (Mentor/Inductee) May 16, 2025

Completion of Inductee/Principal/Mentor Report May 16, 2025

All forms will be completed and submitted electronically. Each month you will receive the form to complete. Once you fill out the form you electronically sign it, and it will automatically route to the next signer. If you do not fill out the form but sign it, you will have to redo the form as it does not allow any changes once the form is signed.

**Year One**

**Forms and Information**

# Year 1-Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed

Action(s) Planned

Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| --- |
| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 2

# **1st SEMESTER INDUCTEE PEER OBSERVATIONS LOG**

 *(Visitations to other Classrooms and/or Offices in your department)*

*Inductee must complete and return to the administrative offices by*

*January 17 of the 1st induction year (Teaching and Non-Teaching Professionals)*

Visitations to the other classrooms and/or offices – List the teachers’/professionals’ names and dates. ***Please note that visitations shall occur one time per quarter.*** Non-Teaching professionals (ie. Guidance counselors, nurses, psychologists. Etc.) *are to schedule time each quarter to visit a fellow non-teaching professional.*

|  |  |
| --- | --- |
| Names of Teachers/Professionals Visited & Comment | Date and Signature of Professional visited |
| 1st Quarter |  |
| 2nd Quarter |  |

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

Principal’s Signature Induction Coordinator’s Signature

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

Inductee’s Signature Mentor’s Signature

Addendum 3

# **INDUCTEE NEEDS ASSESSMENT**

*Inductee must complete and return to the administrative offices by*

*January 17 of the 1st induction year (Teaching Professionals Only)*

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | School Year |  |
| Building |  | Grade |  |
| Check the box that indicates your level of interest in each area: |
| Area | NoInterest | Moderate Interest | High Interest |
| Information on school district policies and procedures |  |  |  |
| Educator Effectiveness in accordance with Act 82 of 2012 (22 Pa. Code §19.1)  |  |  |  |
| Classroom management/student discipline |  |  |  |
| Implementing the curriculum/planned course of instruction |  |  |  |
| Motivating students |  |  |  |
| Collection and use of data in the classroom for instructional decision-making |  |  |  |
| Assessing student work |  |  |  |
| Instructional strategies/techniques |  |  |  |
| Resource materials for instruction |  |  |  |
| Technology integration |  |  |  |
| How to meet the needs of Special Education students in an inclusive classroom |  |  |  |
| How to meet the needs of individual students |  |  |  |
| Understanding of state/national standards in your content area |  |  |  |
| Methods of assessment including diagnostic, formative, and summative |  |  |  |
| Being informed on district annual goals and comprehensive plan |  |  |  |
| How to meet the needs of students of English Learners |  |  |  |
| Standards Aligned System (SAS) |  |  |  |
|  Topics I would like presented at future staff development programs: |  |
|  |
|  |
|  |
|  |

Addendum 4

***2nd SEMESTER INDUCTEE PEER OBSERVATIONS LOG***

*(Visitations to other Classrooms and/or Offices outside of Department )*

*Inductee must complete and return to the administrative offices by*

*May 16 of the 1st induction year (Teaching and Non-Teaching Professionals)*

Visitations to the other classrooms and/or offices – List the teachers’/professionals’ names and dates. ***Please note that visitations shall occur one time per quarter.*** Non-Teaching professionals (ie. secondary guidance counselors, nurses, psychologists, secondary librarians etc.) *are to schedule time each quarter to visit a fellow non-teaching professional.*

|  |  |
| --- | --- |
| Names of Teachers/Professional Visited & Comment | Date and Signature of Professional visited |
| 3rd Quarter |  |
| 4th Quarter |  |

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

Principal’s Signature Induction Coordinator’s Signature

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

Inductee’s Signature Mentor’s Signature

Addendum 5

***CHECKLIST OF INDUCTEE & MENTOR DISCUSSIONS***

***Inductee and Mentor must complete and return to the administrative offices by***

 ***May 16 of the 1st induction year (Teaching Professionals Only)***

Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The components of the Framework for Teaching listed below are to be addressed during the school year.

Initial and date each topic as it is reviewed and discussed.

**Domain 1: Planning and Preparation**

**Domain 2: The Classroom Environment**

Date Mentor Inductee

 Initials

\_\_\_\_ **1. Individual Differences \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 2. Lesson Plans \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 3. Materials Acquisitions \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 4. Special Education \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 5. School Library \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 6. Pupil Support Services \_\_\_\_\_ \_\_\_\_\_**

* Guidance Program
* Homebound
* Psychological
* SAP/IST

\_\_\_\_ **7. Pupil Grading \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 8. Student Assessments \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 9. Data Collection and Analysis \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 10. Integrating Technology \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 11. Other\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_**

**Domain 3: Instruction**

Date Mentor Inductee

 Initials

**\_\_\_\_ 1. Standards Based Curriculum \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 2. Courses of Study \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 3. Instructional Delivery Methods \_\_\_\_\_ \_\_\_\_\_**

(Teaching Strategies)

**\_\_\_\_ 4. Communicating Clearly and**

 **Accurately \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 5. Demonstrating Flexibility and**

 **Responsiveness \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 6. PSSA** (as applicable) **\_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 7. Keystone Exams**

(as applicable) **\_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 8. Standards Aligned Systems \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 9. Student Learning Objectives**

(SLOs) **\_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 10. Teaching Diverse Learners**

 **(IEP, ELs) in Inclusive**

**Settings \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 11. Professional Learning**

 **Community** (PLC) **\_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 12. Other\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_**

Date Mentor Inductee

 Initials

**\_\_\_\_ 1. Classroom Management \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 2. Discipline \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 3. School Facilities \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 5. School Procedures \_\_\_\_\_ \_\_\_\_\_**

 **(Classroom and non-classroom)**

**\_\_\_\_ 6. Custodial/Clerical Relations \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 7. Nurse/First Aid \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 8. CPR/AED \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 9. Other \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_**

**Domain 4: Professional Responsibility**

Date Mentor Inductee

Initials

**\_\_\_\_ 1. Professionalism \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 2. Record Keeping/Reporting \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 3. School Philosophy \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 4. Teacher Evaluation-Educator \_\_\_\_\_ \_\_\_\_\_**

 **Effectiveness**

 **Act 82 of 2012**

**\_\_\_\_ 5. Parent/Teacher Relationships \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 6. Parent Conferences \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 7. School Policy/Procedures \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 8. School Handbooks \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 9. Budget \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 10. Contributing to the School**

 **and District \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 11. Co-Curricular Activities \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 12. PTO/PTA \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 13. District Goals \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 14. Comprehensive Plan \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 15. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_**

# Addendum 6

***CHECKLIST OF INDUCTEE & MENTOR DISCUSSIONS***

|  |
| --- |
| ***(For Non-Teaching Professionals, who do not provide direct instruction). Complete and return to the Administrative offices by May 16 of the 1St induction year.***  |

Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The components of the Framework of Teaching listed below are to be addressed during the school year.

Initial and date each topic as it is reviewed and discussed.

**Domain 1: Planning and Preparation**

**Domain 2: The Classroom Environment**

Date Mentor Mentee

\_\_\_\_ **1. Demonstrating Knowledge of**

 **Content and Pedagogy in your**

 **Area of Certification \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 2. Demonstrating Knowledge**

 **of Student \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 3. Setting Instructional Outcomes**

 **(If Applicable) \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 4. Demonstrating Knowledge of**

 **Resources \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 5.Designing Coherent Instruction**

**(If Applicable) \_\_\_\_\_ \_\_\_\_\_**

**Domain 3: Instruction**

Date Mentor Mentee

**\_\_\_\_ 1. Communicating with Students \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 2. Engaging Students in Learning**

 **(If Applicable) \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 3. Using Assessment in Instruction**

**(If Applicable)**  **\_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 5. Demonstrating Flexibility and**

 **Responsiveness \_\_\_\_\_ \_\_\_\_\_**

Date Mentor Mentee

**\_\_\_\_ 1. Creating an Environment**

 **of Respect \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 2. Establishing a Culture**

 **for Learning (If Applicable) \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 3. Managing Student Behavior \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 4. Organizing Physical Space \_\_\_\_\_ \_\_\_\_\_**

**Domain 4: Professional Responsibility**

Date Mentor Mentee

**\_\_\_\_ 1. Reflecting on your**

 **Responsibilities with Students \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 2. Maintaining Accurate Records \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 3. Communicating with Families \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 4. Participating in the Professional**

 **Community \_\_\_\_\_ \_\_\_\_\_**

**\_\_\_\_ 5. Growing and Developing**

 **Professionally \_\_\_\_\_ \_\_\_\_\_**

Addendum 7

# **TIP EVALUATION DOCUMENT (Inductee)**

***Inductee must complete and return to the administrative offices by***

***May 16 of the 1st induction year (Teaching and Non-Teaching Professionals)***

1. Did this program provide the support that you needed to make the transition to the Delaware Valley School District? Explain.
2. Did your mentor provide you with the support you needed and/or required?
3. What things would you suggest be added to aid an incoming teacher/professional?
4. What changes in the program would you recommend?
5. To what extent were the following objectives met by the program?

 Excellent Good Fair

\* Improvement of instructional practices \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Adjustment to district and building \_\_\_\_ \_\_\_\_ \_\_\_\_

 standards, methods of operation,

 policies and procedures

\* Adjustment to student needs \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Assessment of professional development \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Support for transition to Delaware

 Valley School District \_\_\_\_ \_\_\_\_ \_\_\_\_

# Additional comments:

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

Inductee’s Signature Induction Coordinator’s Signature

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

# Principal’s Signature Mentor’s Signature

#  Addendum 8

# **TIP EVALUATION DOCUMENT (Mentor)**

***Mentor must complete and return to the administrative offices by***

***May 16 of the 1st induction year (Teaching and Non-Teaching Professionals)***

1. Did this program enable you to provide the support needed to allow your inductee to make a successful transition to DVSD? Explain.

2. What things would you suggest be added to aid an incoming teacher/professional?

3. What changes in the program would you recommend?

4. To what extent do you feel through the implementation of the induction program, the following objectives were met for the inductee?

 Excellent Good Fair

\* Improvement of instructional practices \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Adjustment to district and building \_\_\_\_ \_\_\_\_ \_\_\_\_

 standards, methods of operation,

 policies and procedures

\* Adjustment to student needs \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Assessment of professional development \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Support for transition to Delaware

 Valley School District \_\_\_\_ \_\_\_\_ \_\_\_\_

# Additional comments:

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

Inductee’s Signature Induction Coordinator’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal’s Signature Mentor’s Signature

# Addendum 9

**TEACHER INDUCTION PROGRAM**

**PRINCIPAL/INDUCTEE REPORT**

***Principal and Inductee must complete and return to the administrative offices by***

***Mid -January of the 1st induction year (Teaching and Non-Teaching Professionals)***

Inductee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meetings are to include Inductee and Building Principal. Please list date and what was discussed.

**End of 1st day:**

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

Date Discussion topic(s)

**End of 1st week:**

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

Date Discussion topic(s)

**End of 1st month:**

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

Date Discussion topic(s)

This certifies that the above-named inductee and principal have participated in the meetings listed.

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

Inductee Building Principal

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

Induction Coordinator Date

 Addendum 10

**TEACHER INDUCTION PROGRAM**

**PRINCIPAL/INDUCTEE/MENTOR REPORT**

***Principal and Inductee must complete and return to the administrative offices before the end of the 1st induction year (Teaching and Non-Teaching Professionals)***

Inductee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meetings are to include Inductee, Building Principal, and Mentor. Please list date and what was discussed.

End of 1st Quarter

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

Date Discussion Topic(s)

End of 2nd Quarter

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

Date Discussion Topic(s)

End of 3rd Quarter

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

Date Discussion Topic(s)

End of 4th Quarter

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

Date Discussion Topic(s)

This certifies that the above-named inductee, principal, and mentor have participated in the meetings listed.

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

Inductee Mentor

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

Building Principal Induction Coordinator

# Addendum 11

# **INDUCTION COMPLETION DOCUMENT- Year One**

***Inductee and Mentor must complete and return to the administrative offices by***

***May 16 of the 1st induction year (Teaching and Non-Teaching Professionals)***

Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Activities Date

 I. Inductee Needs Assessment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 II. TIP Evaluation Document \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

III. Monthly Report to Principals/Assistant Superintendent

 Sep\_\_\_\_ Oct\_\_\_\_ Nov\_\_\_\_ Dec\_\_\_\_

 Jan\_\_\_\_ Feb\_\_\_\_ Mar \_\_\_\_ Apr\_\_\_\_

 IV. Peer Observations

Observed Teacher’s/Professional’s Name School Date

 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

This certifies that the above named inductee participated in and successfully completed the requirements of the Teacher Induction Program during the school year.

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 Superintendent’s Signature Induction Coordinator’s Signature

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 Mentor’s Signature Inductee’s Signature

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 Date Date

**Year Two**

**Forms and Information**

**Timeline of Activities/Requirements- Year Two**

***It is the responsibility of the inductee to make sure these forms are complete and submitted on time.***

***Activity/Requirement Date(s)***

September Teacher/Non-Teacher Induction Report Due September 26, 2025

October Monthly Teacher/Non-Teacher Induction Report Due October 31,2025

November Monthly Teacher/Non-Teacher Induction Report Due November 21, 2025

December Monthly Teacher/Non-Teacher Induction Report Due December 19, 2025

Inductee Needs Assessment (Inductee) January 23, 2026

Completion of Two (2) Peer Classroom Observations January 23, 2026

Completion of Principal/Inductee Report January 23, 2026

January Monthly Teacher/Non-Teacher Induction Report Due January 23, 2026

February Monthly Teacher/Non-Teacher Induction Report Due February 27, 2026

March Monthly Teacher/Non-Teacher Induction Report Due March 27, 2026

April Monthly Teacher/Non-Teacher Induction Report Due April 30, 2026

Completion of Two (2) Peer Classroom Observations May 29, 2026

TIP Evaluation Document (Inductee & Mentor) May 29, 2026

Checklist of Inductee/Mentor Discussions /Teachers/non-teachers May 29,2026

Induction Completion Document (Mentor/Inductee) May 29, 2026

Completion of Inductee/Principal/Mentor Report May 29, 2026

# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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| Based on the “Checklist of Inductee and Mentor Discussions” Form(To be completed by inductee and mentor each month and submitted to the Administration Offices monthly, September – April, as per “Timeline of Activities/Requirements”) (**Teaching Professionals and Non-Teaching Professionals)** |

# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Addendum 1

# **MONTHLY TEACHER INDUCTION REPORT**

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# Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) Discussed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action(s) Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inductee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

# Addendum 2

# **1st SEMESTER INDUCTEE PEER OBSERVATIONS LOG-year 2**

# **Inductee choice**

 *(Visitations to other Classrooms and/or Offices in your department)*

*Inductee must complete and return to the administrative offices by*

*January 23 of the 2nd induction year (Teaching and Non-Teaching Professionals)*

Visitations to the other classrooms and/or offices – List the teachers’/professionals’ names and dates. ***Please note that visitations shall occur one time per quarter.*** Non-Teaching professionals (ie. Guidance counselors, nurses, psychologists. Etc.) *are to schedule time each quarter to visit a fellow non-teaching professional.*

|  |  |
| --- | --- |
| Names of Teachers/Professionals Visited & Comment | Date and Signature of Professional visited |
| 1st Quarter |  |
| 2nd Quarter |  |

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

Principal’s Signature Induction Coordinator’s Signature

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

Inductee’s Signature Mentor’s Signature

Addendum 4

***2nd SEMESTER INDUCTEE PEER OBSERVATIONS LOG- Year 2***

*(Visitations to other Classrooms and/or Offices outside of Department )*

*Inductee must complete and return to the administrative offices by*

*May 29 of the 2nd induction year (Teaching and Non-Teaching Professionals)*

Visitations to the other classrooms and/or offices – List the teachers’/professionals’ names and dates. ***Please note that visitations shall occur one time per quarter.*** Non-Teaching professionals (ie. secondary guidance counselors, nurses, psychologists, secondary librarians etc.) *are to schedule time each quarter to visit a fellow non-teaching professional.*

|  |  |
| --- | --- |
| Names of Teachers/Professional Visited & Comment | Date and Signature of Professional visited |
| 3rd Quarter |  |
| 4th Quarter |  |

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

Principal’s Signature Induction Coordinator’s Signature

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

Inductee’s Signature Mentor’s Signature

Addendum 5

***CHECKLIST OF INDUCTEE & MENTOR DISCUSSIONS***

***Inductee makes list of topics for each domain***

***Inductee and Mentor must complete and return to the administrative offices by***

 ***May 29 of the 2ND induction year (Teaching Professionals Only)***

Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The components of the Framework for Teaching listed below are to be addressed during the school year.

Initial and date each topic as it is reviewed and discussed.

Please initial when complete.

**Domain 1: Planning and Preparation**

**Domain 2: The Classroom Environment**

 Mentor Inductee

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**

**Domain 3: Instruction**

 Mentor Inductee Initials

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**

Mentor Inductee

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**

**Domain 4: Professional Responsibility**

 Mentor Inductee

 Initials

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**

# Addendum 6

***CHECKLIST OF INDUCTEE & MENTOR DISCUSSIONS***

|  |
| --- |
| ***(For Non-Teaching Professionals, who do not provide direct instruction). Complete and return to the Administrative offices by May 29 of the 2nd induction year.***  |

Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The components of the Framework of Teaching listed below are to be addressed during the school year.

Initial and date each topic as it is reviewed and discussed.

Please initial when complete.

**Domain 1: Planning and Preparation**

**Domain 2: The Classroom Environment**

 Mentor Inductee

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**

**Domain 3: Instruction**

 Mentor Inductee Initials

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**

Mentor Inductee

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**

**Domain 4: Professional Responsibility**

 Mentor Inductee

 Initials

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_**

Addendum 7

# **TIP EVALUATION DOCUMENT (Inductee)-Year Two**

***Inductee must complete and return to the administrative offices by***

***May 29 of the 2nd induction year (Teaching and Non-Teaching Professionals)***

1. Did this program provide the support that you needed to make the transition to the Delaware Valley School District? Explain.
2. Did your mentor provide you with the support you needed and/or required?
3. What things would you suggest be added to aid an incoming teacher/professional?
4. What changes in the program would you recommend?
5. To what extent were the following objectives met by the program?

 Excellent Good Fair

\* Improvement of instructional practices \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Adjustment to district and building \_\_\_\_ \_\_\_\_ \_\_\_\_

 standards, methods of operation,

 policies and procedures

\* Adjustment to student needs \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Assessment of professional development \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Support for transition to Delaware

 Valley School District \_\_\_\_ \_\_\_\_ \_\_\_\_

# Additional comments:

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

Inductee’s Signature Induction Coordinator’s Signature

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

# Principal’s Signature Mentor’s Signature

#  Addendum 8

# **TIP EVALUATION DOCUMENT (Mentor)- Year Two**

***Mentor must complete and return to the administrative offices by***

***May 29 of the 2nd induction year (Teaching and Non-Teaching Professionals)***

1. Did this program enable you to provide the support needed to allow your inductee to make a successful transition to DVSD? Explain.

2. What things would you suggest be added to aid an incoming teacher/professional?

3. What changes in the program would you recommend?

4. To what extent do you feel through the implementation of the induction program, the following objectives were met for the inductee?

 Excellent Good Fair

\* Improvement of instructional practices \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Adjustment to district and building \_\_\_\_ \_\_\_\_ \_\_\_\_

 standards, methods of operation,

 policies and procedures

\* Adjustment to student needs \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Assessment of professional development \_\_\_\_ \_\_\_\_ \_\_\_\_

\* Support for transition to Delaware

 Valley School District \_\_\_\_ \_\_\_\_ \_\_\_\_

# Additional comments:

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

Inductee’s Signature Induction Coordinator’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal’s Signature Mentor’s Signature

# Addendum 9

**TEACHER INDUCTION PROGRAM**

**PRINCIPAL/INDUCTEE REPORT- Year Two**

***Principal and Inductee must complete and return to the administrative offices by***

 ***Mid -January of the 2nd induction year (Teaching and Non-Teaching Professionals)***

Inductee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meetings are to include Inductee and Building Principal. Please list date and what was discussed.

**End of 1st day:**

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

Date Discussion topic(s)

**End of 1st week:**

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

Date Discussion topic(s)

**End of 1st month:**

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

Date Discussion topic(s)

This certifies that the above-named inductee and principal have participated in the meetings listed.

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

Inductee Building Principal

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

Induction Coordinator Date

 Addendum 10

**TEACHER INDUCTION PROGRAM**

**PRINCIPAL/INDUCTEE/MENTOR REPORT- Year Two**

***Principal and Inductee must complete and return to the administrative offices before the end***

 ***of the 2nd induction year (Teaching and Non-Teaching Professionals)***

Inductee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meetings are to include Inductee, Building Principal, and Mentor. Please list date and what was discussed.

End of 1st Quarter

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

Date Discussion Topic(s)

End of 2nd Quarter

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

Date Discussion Topic(s)

End of 3rd Quarter

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

Date Discussion Topic(s)

End of 4th Quarter

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

Date Discussion Topic(s)

This certifies that the above-named inductee, principal, and mentor have participated in the meetings listed.

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

Inductee Mentor

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

Building Principal Induction Coordinator

# Addendum 11

# **INDUCTION COMPLETION DOCUMENT- Year Two**

***Inductee and Mentor must complete and return to the administrative offices by***

 ***May 29 of the 2nd induction year (Teaching and Non-Teaching Professionals)***

Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inductee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Activities Date

 I. Inductee Needs Assessment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 II. TIP Evaluation Document \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

III. Monthly Report to Principals/Assistant Superintendent

 Sep\_\_\_\_ Oct\_\_\_\_ Nov\_\_\_\_ Dec\_\_\_\_

 Jan\_\_\_\_ Feb\_\_\_\_ Mar \_\_\_\_ Apr\_\_\_\_

 IV. Peer Observations

Observed Teacher’s/Professional’s Name School Date

 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

This certifies that the above named inductee participated in and successfully completed the requirements of the Teacher Induction Program during the school year.

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

 Superintendent’s Signature Induction Coordinator’s Signature

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

 Date Date

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

 Mentor’s Signature Inductee’s Signature

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

 Date Date

***Pennsylvania's Code of Professional Practice and Conduct for Educators***

ANNEX A

TITLE 22. EDUCATION

PART XIV. PROFESSIONAL STANDARDS AND PRACTICES COMMISSION

CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

**Section 1. Mission**
The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

**Section 2. Introduction**
(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).
(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

**Section 3. Purpose**
(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

**Section 4. Practices**
(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
(b) Professional educators are expected to abide by the following:
(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
(3) Professional educators shall maintain high levels of competence throughout their careers.
(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

**Section 5. Conduct**
Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

**Section 6. Legal obligations**
(a)The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.
(b)The professional educator may not engage in conduct prohibited by:
(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.
(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.
(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

**Section 7. Certification**
The professional educator may not:
(1) Accept employment, when not properly certificated, in a position for which certification is required.
(2) Assist entry into or continuance in the education profession of an unqualified person.
(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

**Section 8. Civil Rights**
The professional educator may not:
(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

**Section 9. Improper personal or financial gain**
(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
(2) Exploit a professional relationship for personal gain or advantage.

**Section 10. Relationships with students**
The professional educator may not:
(1) Knowingly and intentionally distort or misrepresent evaluations of students.
(2) Knowingly and intentionally misrepresent subject matter or curriculum.
(3) Sexually harass or engage in sexual relationships with students.
(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

**Section 11. Professional relationships**
The professional educator may not:
(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
(2) Knowingly and intentionally distort evaluations of colleagues.
(3) Sexually harass a fellow employee.
(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.