
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Teacher Induction Report **Monday, September 15, 2008**

Entity: Montrose Area SD
Address: 80 High School Road
Montrose, PA 18801-9501
Phone:
Contact Name:

Teacher Induction Planning Participants

| Name | Affiliation | Membership Category | Appointed By |
|-----------------|-------------------------------|---------------------------|---|
| George Gow | Montrose Area School District | Board Member | Montrose Area School Board of Directors |
| Greg Adams | Montrose Area School District | Administrator | Administrative Team |
| Heather Smith | Montrose Area School District | Elementary School Teacher | Montrose Education Association |
| Laurie Andre | Montrose Area School District | Elementary School Teacher | Montrose Education Association |
| Michael Ognosky | Montrose Area School District | Administrator | Superintendent |

Goals and Competencies

All inductees (i.e. new teachers) will be assigned a mentor teacher for a maximum three year period. The mentor teacher will have the responsibility of observing or modeling best teaching practices for the inductee a minimum of 8 times throughout the school year. Goals established by the inductee and mentor will be in direct alignment with the State of Pennsylvania teacher evaluation instrument.

The goals of this Induction Program are to provide opportunities which systematically orient inductees to the community, school district and classroom and to assist them in becoming efficient and effective teachers based on strategies of sound educational research.

INDUCTION TEAM

The Induction Team will be comprised of the Superintendent of Schools, , the Coordinator of Special Education, the Coordinator of Technology, all Principals and all active Support Teachers. The Board of Directors will receive periodic reports from the Superintendent of Schools regarding the activities of the Teacher Induction Program.

The objectives for inductees are:

A: ORIENTATION and INSTRUCTION

1. To become acclimated to district policies and procedures.
2. To implement appropriate instructional techniques, plans, methods and expectations.
 - a. Establishing classroom procedures for student behavior.
 - b. Organizing for effective instruction.
 - c. Establishing affirmative techniques for classroom discipline. The mentor will review discipline policies and procedures for inductees at their building.
 - d. establishing positive student-**teacher** relationships.
 - e. establishing positive parent-**teacher** relationships.
 - f . establishing positive **teacher**-community relationships.
 - g. establishing and monitoring **teacher** expectations for student behavior.

B: CLASSROOM PROCEDURES

1. Establishing classroom procedures for student behavior.

2. Organizing for effective instruction.

a. Lesson Plan Design:

(Items correspond to the formal evaluation instrument submitted as Exhibit B).

I. INTRODUCTION OF LESSON

OVERVIEW

Review content of previous lesson as a reference point and beginning of a new lesson.

Provide a rationale for purpose of current lesson.

Holds students accountable for homework.

TEACHER EXPECTATIONS

High achievement from all students.

Students to pay attention.

II. QUALITY OF INSTRUCTION

METHODS

Assumes role of instructional leader.

Is in control of lesson.

Confidence and enthusiasm are present.

SEQUENCING

Moves smoothly from one topic or activity to another.

Present material in small steps.

Periodically checks for understanding of new content.

III. STUDENT REACTION

INTEREST

Concentrates on academic activities rather than on socializing.

Eager, voluntary involvement.

PARTICIPATION

Individual autonomy from higher achieving students.

Directed responses from lower achieving students.

High success rate of response accompanied by some opportunity for challenge.

IV. CLASSROOM MANAGEMENT

LEARNING ENVIRONMENT

Expected behavior and attitudes are evident.

Begins class promptly.

Secures attention of students prior to beginning lesson.

DISCIPLINE

Effectively monitors classroom behavior.

Positively responds when a potential problem situation is developing.

Uses commonly accepted signals to maintain proper behavior.

Is consistent and fair in enforcement.

V. PLANNING

RELATIONSHIP OF LESSON PLANS TO COURSE OF STUDY

Must be present and observable.

Follows prescribed curriculum and moves through it thoroughly.

VI. CLOSURE

LESSON REVIEW

Reinforces main points of current assignment in a concise manner.

Provides reaction/inquiry time.

INTRODUCTION OF NEXT LESSON

Relates present lesson to next one.

C: INDUCTEE SUPPORT

1. To experience a support system which offers different sources of non-evaluative feedback.
2. To certify completion to meet Department of Education Requirements

D: TECHNOLOGY:

Inductees will receive assistance in all technology related to classroom instruction and

classroom record keeping.

E: RESPONSIBILITY OF MENTOR TEACHERS

1. Mentors are not evaluators.
2. Mentors help establish goals.
3. Mentors assist, guide, and observe.
4. Mentors discuss potential problem areas with the new teacher.
5. Provide the following services:
 - a. Help new teacher with identification of most immediate and pressing needs.
 - b. Help with ways to teach District planned courses and curriculum.
 - c. Help with all aspects of the teaching process.
 - d. Suggest ways to communicate with parents.
 - e. Introduce new teacher to all school faculty and staff.
 - f. Explain procedure to obtain information/material from the office and custodian.
 - g. Explain lunch procedures and help to set up account.
 - h. Explain schedule, school calendar, mid-marking reports, report cards, procedures for referral of at risk students.

Assessment Processes

At the start of the induction program, all inductees will be asked to complete the following survey:

MONTROSE AREA SCHOOL DISTRICT

NEEDS ASSESSMENT SURVEY FORM FOR INDUCTEE

NAME SCHOOL ASSIGNMENT

GRADE LEVEL(S) SUBJECT(S)

_____ Check here if your Instructional I teaching certificate was issued June 1, 1987 or after.

Below is a list of areas which research has shown are related to student achievement and teacher success. Your

cooperation in responding to them will help our district to focus our efforts in assisting you according to your

needs. Please read and consider each area carefully and then indicate your evaluation of your competency.

1. How competent do you feel at this stage in your career in the following areas:

Please check one Very Competent Somewhat Competent Not Very Competent

A. Content Preparation

B. Classroom Management

C. District and Building Operating Procedures

D. Awareness of Student Needs

E. Student Learning Styles

F. Parent Relations and Conferences

G. Computer Skills

H. Audio Visual Skills

I. Pennsylvania Standards/Assessment Anchors

2. If you have any other school-related needs other than those listed above, add them here:

COMMENTS:

SIGNATURE DATE

EXHIBIT A

Mentor Selection

Mentor TEACHERS

Each Inductee will be required to work with a Mentor Teacher up to his/her first three years of employment.

Potential Mentor Teachers will be generated within each building. Recommendation for appointment of Mentor Teachers will be made to the Board of Directors by the Superintendent of Schools. Mentor Teachers will be expected to meet with their assigned Inductee at least once per week during the first month of school and complete 8 classroom visitations throughout the school year. Mentor Teachers will be provided a stipend for their efforts. Each Mentor Teacher will also be expected to assist with any special circumstances which may involve the Inductee.

The Superintendent supervises all aspects of the Teacher Induction Program of the Montrose Area School District

MENTOR SELECTION PROCESS

A written vacancy posting for mentor teachers, when needed, will be presented to teachers. Volunteer applications will be screened for inclusion into the program using the following criteria:

Qualifications of Mentor Teacher

1. Possess an Instructional II certificate.
2. Experience in the area of assignment of a new teacher is desirable, however the mentor may be selected for other attributes at the discretion of the principal.
3. Have a good grasp of the teaching-learning act and are willing to implement change when necessary.
4. Have demonstrated a mastery of instructional, organizational and management techniques.

FISCAL SUPPORT

Each Support Teacher and Inductee will be compensated at a daily rate to be determined by the Board of Directors for the one-day pre-preparation day orientation and at a stipend for the school year also to be determined by the Board of Directors.

Activities and Topics

A: The Superintendent supervises all aspects of the Teacher Induction Program of the Montrose Area School District

SPECIFIC FUNCTIONS OF THE SUPERINTENDENT

1. Write Teacher Induction Program.
2. Devise training program for Support Teachers.
3. Arrange one day, pre-preparation day orientation.
4. Monitor activities of Building Induction Teams.

5. Chair the District Induction Team.
6. Make recommendations to Board of Directors of Inductee/Support Teacher pairings.
7. Evaluate Teacher Induction Program and make periodic reports to the Board of Directors and The Superintendent of Schools.
8. Maintain records of teacher participation for verification to the Department of Education.

B: The orientation day for Inductees addressing school/community relations, will be held for one full day on a day prior to the regularly scheduled teacher preparation day which is part of the in-service program for all teachers. The morning agenda for the meeting conducted in the Superintendent's office shall include, but not be limited to:

I. Part I - Morning Session

- A. Introduction to the District administrators and office personnel.
- B. Introduction to Support Teacher.
- C. Explanation of Act 48.
- D. Overview of District Induction Program.
- E. Overview of immediate curriculum changes that will affect all teachers.
- F. Give an overview of the school calendar
- G. Questions/Discussions.

II. Part II of the morning session will be for administrators/principals to:

- A. Explain classroom management expectations.
- B. Review building level handbook, discipline practices, building duties and assignments.
- C. Give an overview of the teacher evaluation system.

III. Part III - Afternoon Session will involve mentor and inductee to report to assigned school.

- A. Review of morning activities.
- B. Develop one-year schedule of mentor and new teachers meetings with mentor and inductee.
- C. Conduct activities listed under "Specific Duties of Support Teacher".
- D. Answer questions as they arise.

The orientation day's goals are:

1. To orient Inductees to the school community and the community-at-large.

2. To familiarize Inductees with fringe benefits and personnel procedures.
3. To inform Inductees of the administrative structure of the school district.
4. To brief Inductees about available curriculum and instructional support services.
5. To introduce each Inductee to his/her assigned Support Teacher.
6. To provide additional time for each Inductee in his/her building and classroom.

The Superintendent supervises all aspects of the Teacher Induction Program of the Montrose Area School District

The following is a check list of activities and topics. The inductee and mentor will be required to address each of these topics. All questions and concerns should be addressed by the mentor. The professional code of conduct will also be reviewed by the inductee and mentor.

| DATE | SUPPORT SERVICES |
|------|---|
| | Guidance Services and personnel |
| | Librarians and Libraries |
| | Health Services and personnel |
| | Special Services and Special Services personnel |
| | Intermediate Unit (IU vision, speech, hearing) |
| | Psychologists (MDT, IEP, Referral procedure) |
| | Audio Visual (films, video tape, copier, IU procedures, etc.) |
| | MANAGEMENT FUNCTIONS - Building Level |
| | Facility Use |
| | Building Regulations |
| | Requisition Procedures (Ex. - texts, supplies, etc.) |
| | Parent/Teacher Relationships (Parent Conferences) |
| | Student/Teacher Relationships (Written Notices) |
| | Teacher/Administration Relationships |
| | Departmentalization |
| | Scheduling (Regular, 2 hour delay, early dismissal, programs, etc.) |
| | Substitute Teachers |
| | Standardized Testing |
| | Student Grading (Report cards, Presidential Academic Fitness, etc.) |
| | Teacher Evaluation |
| | Discipline Codes and Handbook (Notices) |
| | Attendance Procedures |
| | Conferences, Workshops |
| | In-Service Days |
| | Textbooks (Numbering and Recording) |
| | Safety Manual |

| | |
|--|--|
| | Room Arrangement and Assignment |
| | Fire Drill Procedures |
| | Procedures for Taking Time Off |
| | MANAGEMENT FUNCTIONS - Classroom Level |
| | Professional Code of Conduct |
| | Discipline/Classroom Management |
| | Time Management/Lesson Plans |
| | Appearance/Atmosphere |
| | Scheduling for Self-Contained Classrooms (Chapter I, L.D., etc.) |
| | Curriculum |
| | Items Unique for the Particular Grade Level or Subject |
| | SOCIALIZATION PROCESS |
| | Introduction to Faculty, Support Staff, Special Teachers |
| | Attendance at Department/Building Functions Throughout the Year |
| | Involvement in the Activities of the School |

C: Timeline of Activities and Topics

August: Inductee/Mentor Orientation Day

August/September

Inductee Checklist (above) completed

Evaluation and Monitoring

EVALUATION PROCESS

TIMELINE FOR IMPLEMENTATION

The Supervisory Program is divided into two incremental phases: informal observations and formal supervisory visitations.

1. Informal Observations — The Superintendent of Schools will conduct four informal evaluations throughout the school year for each teacher in the district, including new teachers.

2. Formal Classroom Supervisory Visits - A formal evaluation form is used during a classroom supervisory visitation when the Superintendent, Director of Educational Services, Coordinator of Special Education or a Principal visit's the teacher's classroom or work area for a period of time for the purpose of assessing the professional employee's performance on the job. The professional employee receives a copy of the formal evaluation. Also, copies are retained by the Superintendent of Schools and the Principal

involved. A copy of the formal evaluation form(s) becomes part of the professional employee's file.

3. Mentor teacher- It will be the responsibility of the mentor teacher to visit the new teachers classroom a minimum of eight times throughout the school year. These classroom visitations should last the duration of the instructional period. Classroom visits should occur at least one time per month starting in September and ending in April. More classroom visitations may be planned at the discretion of the new teacher, mentor, and /or building principal. The observation will assist the new teacher in setting and attaining goals. The observation will not be considered a formal evaluation.

FREQUENCY OF EVALUATION

New teachers shall be formally evaluated during the first two weeks of the school year and throughout the year. Also, they shall have a minimum of four formal evaluations during the school year, two during each semester. Inductees who are experiencing abnormal difficulty could have formal evaluations as frequently as once per month until the difficulty is alleviated. Formal evaluations shall be a minimum of one full period in the secondary schools and shall be not less than thirty minutes in the elementary schools.

Supervision is an integral part of pacing the induction program with regard to stages of development and differentiated learning times and skill acquisition rates among inductees in the areas of classroom management, teaching techniques and meeting the special needs of individual students. The list of observable classroom activities focusing on these areas follows. (Items correspond to the formal evaluation instrument submitted as Exhibit B).

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EVALUATION PROCEDURES

In order to monitor the success of the Montrose Area School District Induction Program, evaluations will be made by each Inductee, each Support Teacher and Administrators. Ongoing appraisals will serve to affect changes in the program to best serve the intended goals and objectives. The evaluation instrument used to measure the effectiveness of the induction plan is included as Exhibit C. This measurement will be completed by the Inductee and by all members on the District Induction Team.

Continuing assessment will be made by the Inductees to determine orientation and instructional needs in order that assistance can be provided. The instrument that will be used for this purpose is included as Exhibit D.

Role of the Principal: It will be the role of the principal to formally evaluate the new teacher. The Montrose Area School District recognizes only properly certified administrative staff as evaluators of the new teacher. The principal shall offer help, guidance and suggestions to the new teacher. The principal will seek input from the mentoring teacher as to the progress of the new teacher.

Each building will maintain an evaluation committee. The building evaluation committee consists of five teachers who have demonstrated mastery in their ability to professionally teach students. Members of the building evaluation committee will be selected by the principal through established posting procedures and must meet established criteria.

Role of the Building Evaluation Committee: The building committee will be put into action at the request of the building principal. The building committee offers suggestions and support for the new teacher. Members of the building evaluation committee may be utilized to visit the new teacher to provide support in addition to the mentor teacher. A team may be assembled at the discretion of the principal on an as needed basis.

Cases of Unsatisfactory Ratings: In the event a new teacher is rated unsatisfactory by the building principal, the new teacher would then be referred to the District Board of Review.

Role of the District Board of Review: The District Board of Review is headed by the Superintendent of Schools. Members include: Superintendent, Principals, and Mea representation. The review board will develop a professional objective plan to address any identified weaknesses.

** (Unsatisfactory ratings leading to termination, will be handled under the sole authority of the Superintendent of Schools and School Board of Directors).

Moving from Instructional I to Instructional II: Advancement to an instructional II certificate requires six satisfactory semi-annual evaluations, as well as the required credits. The form PDE 427 will be utilized as a measure of six satisfactory evaluations.

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Continuing assessment will be made by the Inductees to determine orientation and instructional needs in order that assistance can be provided. The instrument that will be used for this purpose is included as Exhibit D.

Instructional II Certificate

The Commonwealth of Pennsylvania currently provides two levels of certification. The initial certificate, Instructional I, is also known as a provisional certificate. Depending on the type, it is valid for a specific number of years of service, during which the individual must complete an established set of requirements (e.g. coursework, teaching experience, or an induction program). Upon completion of those requirements, the individual is eligible for the Instructional II Certificate. If the individual does not complete the established requirements within the statute of limitations mandated by the Commonwealth of Pennsylvania, the Instructional I Certificate lapses and the individual becomes ineligible for employment in the Pennsylvania public school system.

The applicant for the Instructional II Certificate must:

- complete an approved certification program at the bachelor's or graduate level;
- receive the recommendation of the college/university from which he or she is receiving certification;
- meet all testing requirements established by the Pennsylvania State Board of Education; and
- meet all other requirements established by the Pennsylvania School Code.

Instructional II Requirements:

The Level II Certificate will be issued to an applicant who has completed:

- a Department-approved induction program;

- three years of satisfactory teaching with an Instructional I Certificate, as attested to by the chief school administrator of the approved public or nonpublic school entity in which the most recent service of the applicant was performed;
- twenty-four credit-hours of collegiate study or inservice courses approved by the Department.

Test Requirements for Certification

Initial certification for all instructional areas requires that the applicant achieves qualifying scores on the PRAXIS/NTE Core Battery and the specialty area test approved by the state for that subject/field. Applicants must take a specialty test for each area in which they seek certification. To add an area of instruction to a certificate, all applicants **must** pass the appropriate specialty test. To place an additional subject/field on the certificate, the applicant must complete an approved college/university preparation program and successfully met the appropriate PRAXIS/NTE specialty area test requirement. The college/university adviser or certification office is available to assist candidates with this requirement.

The Instructional Level I Certificate is valid for six **service**, not calendar, years in Pennsylvania. Tests can be taken at any point during the preparation, but test scores are valid only for five years after the date a test is taken. The Department encourages everyone to consider taking the tests as soon as they feel they are ready.

If the tests are taken in Pennsylvania, the scores will be sent to the Pennsylvania Department of Education automatically. If any of the PRAXIS/NTE tests are taken outside of Pennsylvania, the applicant must request that the Educational Testing Service send the scores(s) to the Department by writing the code **8033** in the area where this information is requested. In order to process the application, the college/university must have all test scores.

Converting a Level I Certificate to a Level II Certificate

It is the responsibility of each certificate holder to obtain the Level II Certificate before the service life of the Level I Certificate expires.

After the applicant has completed all requirements, he or she may apply for Level II Certification. A minimum of three years of satisfactory service (a minimum of half-time in Pennsylvania in an appropriate position on a Pennsylvania Level I Certificate) is required. For certificates issued in September 1980 and thereafter, the time frame begins anytime after the third year of service in Pennsylvania and ends at the completion of the school year of the sixth year of service in Pennsylvania.

Other requirements for Level II Certification (e.g. credit requirement and the induction requirement) depend on the type of Level I Certificate and the year it was issued.

Participation and Completion

One of the stated responsibilities of the building principals is to "Maintain documentation of each Inductee's induction program within a given school". One of the stated responsibilities of the Director of Educational Services is to "Maintain records of teacher participation for verification to the Department of Education".

The process to implement these responsibilities will be the submission of written semiannual summaries by the building principals to the Superintendent of Schools with anecdotal documentation of requirements needed for final reporting to the Department of Education. The

Superintendent of Schools will submit the proper reports to the Department of Education in a timely manner.

The following is a list of forms used by the Montrose Area school District as further evidence of how records of participation and program completion will be kept.

MONTROSE AREA SCHOOL DISTRICT

NEEDS ASSESSMENT SURVEY FORM FOR INDUCTEE

NAME SCHOOL ASSIGNMENT

GRADE LEVEL(S) SUBJECT(S)

_____ Check here if your Instructional I teaching certificate was issued June 1, 1987 or after.

Below is a list of areas which research has shown are related to student achievement and teacher success. Your

cooperation in responding to them will help our district to focus our efforts in assisting you according to your

needs. Please read and consider each area carefully and then indicate your evaluation of your competency.

1. How competent do you feel at this stage in your career in the following areas:

Please check one: Very Competent Somewhat Competent Not Very Competent

- A. Content Preparation
- B. Classroom Management
- C. District and Building Operating Procedures
- D. Awareness of Student Needs
- E. Student Learning Styles
- F. Parent Relations and Conferences
- G. Computer Skills
- H. Audio Visual Skills
- I. Pennsylvania Standards/Assessment Anchors

2. What other areas would you like to see addressed in the Induction Program.

If you have any other school-related needs other than those listed above, add them here:

COMMENTS:

SIGNATURE DATE

EXHIBIT A

**MONTROSE AREA SCHOOL DISTRICT
CLASSROOM EVALUATION FORM**

Teacher _____ Date _____

Class _____ Time _____

This form will be utilized during a classroom observation/evaluation of a member of the professional staff. The evaluator should bear in mind the aspects of teaching for each category and refer to the rubric language. The evaluator will measure only those items observable in the lesson observed.

In each category and each item teacher will be given a (1) Satisfactory; (2) Unsatisfactory; (3) Not Observed

Category I: Planning and Preparation: Through his/her knowledge of content and pedagogy skills in planning and preparation, teacher makes plans and sets goals based on the content to be learned, their knowledge of students and his/her instructional context.

_____ Knowledge of Content

_____ Knowledge of Pedagogy

_____ Knowledge of Pennsylvania's Academic Standards

_____ Knowledge of students and how to use this knowledge in order to impart information

_____ Use of resources, materials or technology available through the school or district

_____ Instructional goals that show a recognizable sequence with adaptations for individual student needs

_____ Assessments of students learning aligned to the instructional goals and adapted as required for student needs

_____ Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

_____ Overall rating for Category I (Planning and Preparation)

Justification for Evaluation Rating:

Category II: Classroom Environment: Teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued and respected by instituting routines and setting clear expectations for student behavior.

_____ Expectations for student achievement with value placed on the quality of student work

_____ Attention to equitable learning opportunities for students

_____ Appropriate interactions between teacher and students and among students

_____ Effective classroom routines and procedures resulting in little or no loss of instructional time

_____ Clear standards of conduct and effective management of student behavior

_____ Appropriate attention given to safety in the classroom to the extent that is under the control of the teacher

_____ Ability to establish and maintain rapport with students

_____ Overall rating for Category II (Classroom Environment)

Justification for Evaluation Rating:

Category III: Instructional Delivery: Teacher, through his/her knowledge of content and his/her skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

_____ Use of knowledge of content and pedagogical theory through his/her instructional delivery

_____ Instructional goals reflecting Pennsylvania's K-12 standards

_____ Communication of procedures and clear expectations of content

_____ Use of instructional goals that show a recognizable sequence, clear student expectations and adaptations for individual needs

_____ Engagement of students in learning and adequate pacing of instruction

_____ Feedback to students on their learning

_____ Use of informal and formal assessments to meet learning goals and to monitor student learning

_____ Flexibility and responsiveness in meeting the learning needs of the students

_____ Overall rating for Category III (Instructional Delivery)

Justification for Evaluation Rating:

Category IV: Professionalism: Professionalism is demonstrated through qualities that characterize a professional person in aspects occurring in and beyond the classroom/building.

_____ Knowledge of school and district procedures and regulations related to attendance, punctuality and the like

_____ Knowledge of school and district requirements for maintaining accurate records and communicating with families

_____ Knowledge of school and/or district events

_____ Knowledge of district professional growth and development opportunities

_____ Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for

Educators; and local, state and federal law and regulations

_____ Effective communications, both oral and written with students, colleagues, paraprofessionals, related service personnel and

administrators

_____ Overall rating for Category IV (Professionalism)

Justification for Evaluation Rating:

Overall Rating for this evaluation: _____ Satisfactory _____ Unsatisfactory

Justification for Overall Rating:

Your signature below indicates that you have reviewed this formative evaluation and that you have been afforded the opportunity to discuss it with the administrator. Your signature does not necessarily reflect agreement with its content. Please attach any comments that you wish to make.

Teacher: _____ Date _____

Supervisor/Evaluator: _____ Date _____

EXHIBIT B

MONTROSE ARE ASCHOOL DISTRICT

TEACHER INDUCTION PLAN EVALUATION INSTRUMENT

NAME SCHOOL ASSIGNMENT

GRADE LEVEL(S)/TITLE SUBJECT(S)

_____ Check here if your Instruction I teaching certificate was issued June 1, 1987, or after.

During this past year _____, in which of the following have you participated in:

_____ Orientation day activities

_____ Graduate level work - - Number of credits _____

_____ Pennsylvania Department of Education (PDE) approved in-service courses (from IU #19)

_____ A professional conference, seminar, and/or meeting

_____ A school visitation in another school district

_____ Professional library readings

_____ Instructional related video tapes viewing

If you have any other induction needs other than those listed above, add them here:

How well did the induction program serve the needs of the Inductee?

(Well) 5 4 3 2 1 (Poor) (Please circle appropriate number)

COMMENTS/RECOMMENDATIONS:

SIGNATURE DATE

EXHIBIT C

MONTROSE AREA SCHOOL DISTRICT

INDUCTEE'S CONTINUING NEEDS ASSESSMENT SURVEY FORM

NAME SCHOOL ASSIGNMENT

GRADE LEVEL(S) SUBJECT(S)

_____ Check here if you Instructional I teaching certificate was issued June 1, 1987, or after.

What needs of yours are not being met?

_____ For additional orientation in the area of _____

_____ For additional assistance in teaching strategies on the topic of _____

_____ For specific assistance in classroom management regarding _____

_____ To take graduate level work

_____ To attend a professional conference, seminar, and/or meeting

_____ To visit a school in another school district

_____ To read from our professional libraries

_____ To view instructional related video tapes

If you have Any other needs other than those listed above, add them here:

ADDITIONAL COMMENTS

SIGNATURE DATE

EXHIBIT D

MENTOR CHECKLIST

NAME OF MENTOR _____ **DATE** _____

NAME OF TEACHER _____

| DATE | AREA OF DEVELOPMENT |
|------|---|
| | SUPPORT SERVICES |
| | Guidance Services and personnel |
| | Librarians and Libraries |
| | Health Services and personnel |
| | Special Services and Special Services personnel |
| | Intermediate Unit (IU vision, speech, hearing) |
| | Psychologists (MDT, IEP, Referral procedure) |
| | Audio Visual (films, video tape, copier, IU procedures, etc.) |
| | MANAGEMENT FUNCTIONS - Building Level |
| | Facility Use |
| | Building Regulations |
| | Requisition Procedures (Ex. - texts, supplies, etc.) |
| | Parent/Teacher Relationships (Parent Conferences) |
| | Student/Teacher Relationships (Written Notices) |
| | Teacher/Administration Relationships |
| | Departmentalization |
| | Scheduling (Regular, 2 hour delay, early dismissal, programs, etc.) |
| | Substitute Teachers |
| | Standardized Testing |
| | Student Grading (Report cards, Presidential Academic Fitness, etc.) |
| | Teacher Evaluation |
| | Discipline Codes and Handbook (Notices) |
| | Attendance Procedures |
| | Conferences, Workshops |
| | In-Service Days |
| | Textbooks (Numbering and Recording) |
| | Room Arrangement and Assignment |
| | MANAGEMENT FUNCTIONS - Classroom Level |
| | Discipline/Classroom Management |
| | Time Management/Lesson Plans |
| | Appearance/Atmosphere |
| | Scheduling for Self-Contained Classrooms (Chapter I, L.D., etc.) |
| | Curriculum |
| | Items Unique for the Particular Grade Level or Subject |
| | SOCIALIZATION PROCESS |
| | Introduction to Faculty, Support Staff, Special Teachers |
| | Attendance at Department/Building Functions Throughout the Year |
| | Involvement in the Activities of the School |

MAKE NOTES ON EACH AREA COVERED

Goal Setting

New teachers and mentors responsibilities

| |
|--|
| Beginning of year meet once a week or as often as necessary |
| |
| Monthly report submitted to building administrator |
| |
| Reviewed program at mid-year |
| |
| Update on any new policies or procedures during the year |
| |
| End of the Year Report and Evaluation: Submitted to building administrator and then the superintendent (should include any suggestions on the program and list any items that you feel relate to your particular grade level or subject). |
| |

will include establishing goals that are in direct alignment with the Department of Education's Performance Evaluation (PDE 426). For each classroom visitation, the new teacher and his/her mentor will choose one of four goal categories as the classroom visitation focus. Specific goals for the classroom visitation will be written and submitted to the building principal before the classroom visitation takes place.