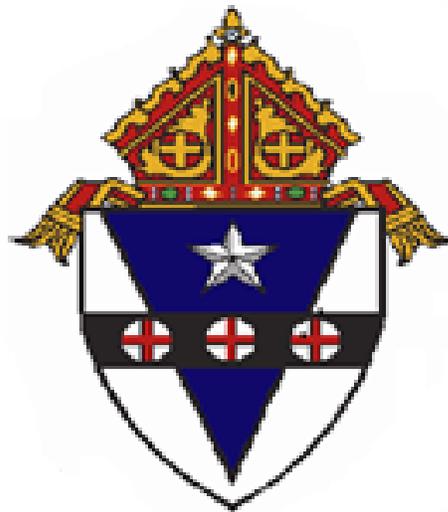


ARCHDIOCESE OF PHILADELPHIA
TEACHER INDUCTION PLAN
JUNE 2015



**Based on the Pennsylvania Induction Plan Guidelines,
September, 2013. Special acknowledgement is given to the
Archdiocesan Induction Council for their assistance in the
development of this plan.**

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Assistant Superintendent
Curriculum, Instruction
and Assessment**

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Assistant Superintendent
Elementary Educationa**

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Superintendent of
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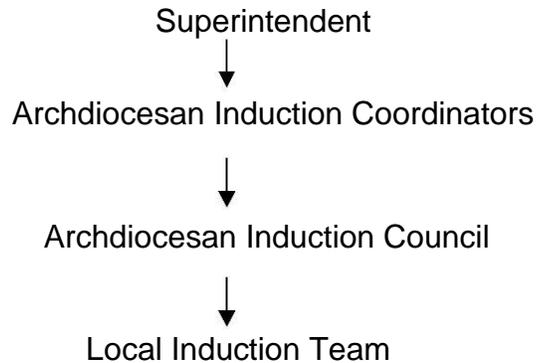
INTRODUCTION

Research indicates that participation in an Induction Program is an essential step necessary to facilitate the new teacher's entry into the education profession. The Induction Program underscores the importance of supporting the new teacher so that quality educators impact the learning that occurs within the classroom. A high quality Induction Program is a key step in enabling professional educators to move toward ever increasing high standards.

The elementary, secondary and special education schools of the Archdiocese of Philadelphia support our new teachers with a solid Induction Program developed through the Office of Catholic Education approved by the Pennsylvania Department of Education and carried out within the local school setting. Our core focus is to form the total person in the light of the teaching of the Master Teacher, Jesus Christ. Seasoned educators and administrators work to provide the new teachers with a mentoring relationship focused on leading them through their first experience as a professional educator within an Archdiocesan secondary school, parish or regional elementary school or Archdiocesan School or Program of Special Education.

All first-year teachers or those teaching for the first time in an Archdiocesan secondary school, parish or regional elementary school or Archdiocesan School or Program of Special Education are required to participate in the Induction Program. This supportive relationship with an experienced teacher and other school personnel will foster a positive, collegial learning environment. The new teachers will become familiar with Archdiocesan and local school policies, procedures and methods of operation. The mentoring relationship will provide the first year teacher with an understanding of curriculum standards and guidelines as well as the development of a variety of teaching skills and assessment practices. The guidance of professional development in a constructive, collaborative, non-evaluative manner will underscore the objectives of this formal Induction Program.

ORGANIZATIONAL CHART



MEMBERSHIP OF ORGANIZATIONAL STRUCTURE

- A. ***Superintendent***
- B. ***Archdiocesan Induction Coordinators***
 - 1. Assistant Superintendent for Curriculum, Instruction and assessment
 - 2. Assistant Superintendent for Elementary Education
 - 3. Director of Secondary Personnel
- C. ***Archdiocesan Induction Council***
 - 1. Superintendent or his/her designee (chairperson)
 - 2. Archdiocesan Induction Coordinators
 - 3. Other appointed members
- D. ***Local Induction Team***
 - 1. Principal
 - 2. Mentor/Support Teacher
 - 3. Inductee
 - 4. Other resource personnel as needed and available

SELECTION OF MENTOR/SUPPORT TEACHER

- A. ***Criteria***
 - 1. No fewer than five years of successful teaching experience
 - 2. Willingness to serve as a mentor teacher and an understanding of the responsibilities of a mentor
 - 3. Present assignment similar to that of the new teacher where possible
- B. ***Qualities***
 - 1. Recognized as a competent teacher
 - 2. Works well with students and peers
 - 3. Seen as an enthusiastic professional and has a positive attitude toward the school
 - 4. Has knowledge of various effective assessment practices as well as instructional and classroom management techniques
 - 5. Has knowledge of curriculum standards/guidelines
 - 6. Models continuous learning and reflection

RESPONSIBILITIES FOR EACH COMPONENT OF ORGANIZATIONAL STRUCTURE

A. Superintendent

1. To appoint Archdiocesan Induction Council
2. To meet regularly with Archdiocesan Coordinators for review of progress
3. To discuss evaluations of program with the Council members

B. Archdiocesan Induction Coordinators

1. To coordinate Induction Program within the schools
2. To provide training sessions for Local Induction Teams
3. To provide a suggested timeline for implementing Induction Program
4. To examine periodic reports of how the Induction Program is working at the local level and modify procedures as needed
5. To inform the Superintendent regularly of the progress being made

C. Archdiocesan Induction Council

1. To plan the Archdiocesan Induction Program for all Archdiocesan Inductees
2. To identify training needs of new teachers
3. To review progress of Local Induction Teams
4. To advise local teams, support teachers and/or inductees as needed
5. To evaluate Archdiocesan Induction Program and make recommendations for revisions as needed
6. To seek additional help from Intermediate Units or Higher Education as needed
7. To submit reports to Pennsylvania Department of Education as required

D. Local Induction Team

1. *Principal*

- a. To be responsible for the implementation of a yearlong Induction Program
- b. To provide each mentor teacher and inductee with a copy of the Induction Plan
- c. To explain the philosophy of the Induction Process
- d. To implement Archdiocesan Policies at the local school
- e. To make the entire faculty aware of the purpose and procedures of the Induction Program
- f. To make careful selection of the mentor teacher
- g. To schedule meetings of the team on a regular basis
- h. To coordinate and provide adequate time for interaction of mentor teacher and inductee
- i. To observe the inductee
- j. To make sufficient arrangements for the inductee to observe and consult with experienced teachers
- k. To complete the Induction Program Evaluation Form and give suggestions for improvement of the Induction Process (Appendix E)
- l. To collect Initial and Continuing Needs Assessment (Appendix A) in September, January and May
- m. To submit Appendices B, C, D, and E to the Office of Catholic Education

2. *Mentor Teacher*

- a. To establish rapport and maintain confidentiality with inductee
- b. To assist inductee in prioritizing areas of need (Appendix A)
- c. To arrange a schedule of weekly meetings during the first trimester/semester and maintain a log of these meetings within the inductee's professional journal. Such meetings should be held regularly during the remaining school year to discuss strengths and concerns
- d. To complete the Needs Assessment (Appendix A) with the inductee in September, January and May and to submit it to the Principal to place in inductee's school file
- e. To encourage the inductee to provide varied instructional techniques to meet the specific needs of the students
- f. To suggest procedures for maintaining an effective classroom climate that is disciplined and organized
- g. To assist the inductee with techniques to improve student learning
- h. To guide the inductee in varying student assessments and conferencing with parents/guardians

- i. To provide ongoing feedback to the inductee
- j. To visit the inductee's classroom and offer suggestions for areas of concern identified in pre-observation conference
- k. To attend mentor teacher workshops when provided
- l. To complete the Induction Program Evaluation Form and give suggestions for improvement of the Induction Process (Appendix E)

3. ***Inductee***

- a. To complete the Needs Assessment (Appendix A) jointly with the mentor teacher in September, January and May
- b. To initiate concerns and plans to be discussed with the mentor
- c. To become aware of the role expectations of the teacher in the local school
- d. To assume the various responsibilities necessary for becoming an effective teacher
- e. To develop, through reflective practice, awareness of professional strengths and needs
- f. To strive to meet the specific needs of the students by identifying students' strengths and needs
- g. To develop skills of self-evaluation and of effective student evaluation
- h. To participate in all Archdiocesan and local in-service programs related to the Induction Program
- i. To observe model lessons presented by experienced teachers, including, but not limited to, the mentor teacher
- j. To complete the Induction Program Evaluation Form and give suggestions for improvement of the Induction Program (Appendix D)

TOPICS AND ACTIVITIES TO BE COVERED FOR INDUCTEES

The topics outlined in this section were identified as essential for the beginning teacher. These areas are to be consistently focused upon throughout the first year of teaching or the first year in an Archdiocesan Secondary, parish or regional elementary school or Archdiocesan School or Program of Special Education.

The major areas/topics forming the core of the Induction Program include:

- A. General Orientation**
 - 1. Philosophy, Policies and Procedures**
 - i. Archdiocesan**
 - ii. Local School**
 - 2. Code of Ethics – State and Archdiocesan**
- B. Preparation and Planning**
- C. Classroom Environment**
- D. Instructional Practices**
- E. Professional Responsibilities**
- F. Reflective Practice**
- G. Monitoring and Evaluation**

A supportive approach is necessary in order to further develop the above areas for the new teacher. The Archdiocesan orientation will enable the inductee to gain a sense of the relationship between the Archdiocese and the local school. A variety of resources will be offered to assist in their development as a teacher. At each individual school, the daily level of assistance and mentoring provided by the administration and/or mentor will enable the first year teacher to grow professionally.

The topics that follow should be considered as suggested guides only. The participants at the local level should adapt these suggestions to meet the individual school and situational needs as professional judgment dictates. The main focus of this Induction Program is to provide on-going assistance in the major areas which impact the quality of education the students will receive.

GENERAL ORIENTATION

Goal: To come to understand the essential policies, procedures and resources as they relate to: Catholic Identity, school philosophy and expectations for teachers.

Benchmarks to reach during the Induction Program:

- **Understanding of Archdiocesan Philosophy of Education**
 - f* Catholic Identity
 - f* Mission Statement
 - f* Belief Statements
- **Understanding the Code of Ethics**
 - State Code of Professional Practice and Conduct for Educators
 - Archdiocesan Code
 - Mandated Reporting
- **Understanding of Archdiocesan Policies and Procedures**
 - f* Current Manual
 - f* Curriculum Standards and Guidelines for Instruction
 - Assessment and Grading Policies
 - f* Current Academic Vision
 - f* Web resources for Twenty-First Century Education Tools
- **Understanding of Local School Policies and Procedures**
 - f* Mission Statement
 - f* Professional Expectations and Responsibilities
 - f* Teacher record keeping (planning, assessments, grading, attendance)
 - f* Current Whole-School Curriculum Focus
 - f* Classroom Management/Behavioral Policies
 - Faculty Handbook
 - f* Parent/Guardian Student Handbook
 - f*
- **Professionalism**
 - f* Parent/Guardian-Teacher communication
 - f* Certification
 - Available resources
 - f* Professional growth opportunities
 - f* Act 48
 - f*

PREPARATION & PLANNING

Goal: To guide the Inductee through an understanding of the curriculum content and a variety of pedagogical skills that will support and strengthen classroom preparation and planning.

Benchmarks to consider during the Induction Program:

➤ Preparation & Planning

- Awareness of grade level curriculum standards/guidelines
- Use of grade level curriculum standards/guidelines
- Guidance for pacing of grade level curriculum standards/guidelines
- Time schedule given to various academic subject areas
- Use of a variety of instructional approaches within the classroom setting
- Use of a variety of assessment practices to ascertain student progress in alignment with instructional goals and objectives
- Experimentation with a variety of planning models
- Clear and articulate goals to be accomplished within the grade level instruction and assignments
- Use of resources to support the varied learning styles within the classroom
- Personal reflection to gain understanding of successful instructional strategies for developing future plans

CLASSROOM ENVIRONMENT

Goal: To support the Inductee in developing a positive classroom environment conducive to learning

Benchmarks to consider during the Induction Program:

➤ Learning Environment

- High expectations for student achievement within a learning environment
- Concise and understandable rules of behavior and logical consequences
- Knowledge of student aptitude, ability and individual needs
- Active student engagement in learning
- High expectations for respectful interactions between teacher and student, student and student
- Effective classroom organization, routine and schedule
- Professional deportment and demeanor
- Provisions for a safe and productive learning environment

INSTRUCTIONAL PRACTICES

Goal: To work with the Inductee in developing knowledge of effective instructional practices and methods for implementing these within the classroom setting.

Benchmarks to consider during the Induction Program:

➤ **Instructional Practices**

- Clear and appropriate targets for all students
- Variety of instructional strategies and assessment practices to meet the needs and learning styles among students
- Student engagement in daily classroom learning
- Implementation of the Rigor and Relevance Framework
- Incorporation of technology within instruction
- Knowledge of local school's commitment to utilizing various instructional delivery
- Attentiveness to time frames for various academic areas
- Insertion of higher order thinking skills within instructional planning process
- Use of flexible groupings within the classroom to remediate, challenge and advance the learner
- Clear and effective feedback to student, parent/guardian

PROFESSIONAL RESPONSIBILITY

Goal: To develop in the Inductee an ongoing need for, and appreciation of, participation in various professional development opportunities and organizations.

Benchmarks to consider during the Induction Program:

➤ **Professional Responsibility**

- Full knowledge of and commitment to all professional and Archdiocesan codes, standards, and mandated reporting
- Knowledge of and utilization of web resources for 21st century teaching tools
- Frequent participation in Archdiocesan and/or district in-service opportunities
- Local school in-services through faculty meetings and department/coordinators meetings
- Compliance with Act 48 requirements
- Understands Teacher Evaluation Process as an instrument for professional growth

REFLECTIVE PRACTICE

Goal: To encourage the Inductee to keep a reflective journal throughout the Induction Process so that growth can be clearly documented.

Benchmarks to consider during the Induction Program:

➤ **Reflective Practice**

- Ongoing journal is kept as the Inductee meets with the mentor on a regular basis
- Inductee shares key aspects of in-service opportunities with the mentor and/or administrator and periodically records how these learning opportunities have impacted the instructional approach used within the classroom
- Inductee meets with the administrator throughout the school year to engage in ongoing professional dialogue

EVALUATING INDUCTEE, INDUCTION PROGRAM AND MAINTENANCE OF RECORDS

1. *Initial/Continuing Needs Assessment Inventory (Appendix A)* submitted to the Principal by September 15, January 15 and April 15 with a copy retained in the inductee's school file.
2. *Inductee evaluation by school Principal (Appendix B)* must be completed two times within the school year. The first of the two evaluations should be completed by the end of the first trimester/semester with the second evaluation completed by the end of the second trimester/semester. Copies of the two evaluations should be placed in the inductee's school file as well as copies forwarded to the Office of Catholic Education by the Principal by December 15, April 15 (trimester), June 15 (semester).
3. *Documentation of Inductee's Completion of the Induction Program (Appendix C)* must be submitted by the Principal to the Office of Catholic Education by May 15 or September 15 depending upon participation in the Archdiocesan Orientation Day.
4. *Evaluation form to be completed by the inductee (Appendix D)* should be submitted by the Principal to the Office of Catholic Education by May 15.
5. *The evaluation of the Induction Program* is to be completed by the mentor teacher and Administrator (**Appendix E**) and should be submitted by the Principal to the Office of Catholic Education by May 15.

Copies of Appendices A through D should be given to the Inductee for his/her own file.

ARCHDIOCESE OF PHILADELPHIA
OFFICE OF CATHOLIC EDUCATION

INITIAL/CONTINUING NEEDS ASSESSMENT INVENTORY

(This assessment must be completed by a joint meeting of the Inductee and mentor and submitted to the Principal in September, January and May. Inductee and mentor should keep a copy to assess the progress of the inductee during subsequent meetings and assessments.) Please rate the following items as Ineffective (unsure of at the time of assessment), Basic (for a basic awareness), Proficient (for a clear understanding) and Distinguished (for the ability to apply understanding when necessary)

****PLEASE KEEP IN THE TEACHER'S FILE IN THE LOCAL SCHOOL.**

GENERAL ORIENTATION

The Inductee	Ineffective	Basic	Proficient	Distinguished
Articulates concept of school as a faith community				
Articulates Archdiocesan and local school policies and procedures				
Knows faculty/department meeting responsibilities				
Knows grade/ departmental responsibilities				
Understands service and/or extracurricular responsibilities				
Comprehends importance of effective record keeping, i.e., roll slips, report cards, plan book, mark book, electronic record keeping				
Values the importance of professional appearance/demeanor				
Realizes the need for continuing professional development, i.e., certification, graduate studies, in-service opportunities				
Recognizes the need for on-going communication with parents/guardians, colleagues and students				

PREPARATION AND PLANNING

The Inductee	Below Basic	Basic	Proficient	Advanced
Comprehends the curriculum guidelines/standards for each discipline taught				
Understands and effectively implements the school routine and scheduling				
Grasps the need to plan for effective instruction and assessment for varied ability levels				
Knowledgeable of the essential components in designing effective lesson plans				
Explains the goals and objectives of classroom instruction				
Understands procedure for obtaining equipment for use during classroom instruction				
Knows the importance of reflecting on learning outcomes				
Understands the need for pacing of instruction to maximize student learning				

LEARNING ENVIRONMENT

The Inductee	Ineffective	Basic	Proficient	Distinguished
Understands the importance of creating and maintaining a positive learning environment				
Has instituted clear expectations for student behavior				
Has established effective classroom procedures				
Understands school climate and its impact upon student behavior, attendance, engagement and achievement				
Acknowledges the need to gain knowledge of each student's abilities				
Has an affirmative and respectful technique for classroom discipline				
Knows the importance of establishing and maintaining a safe, productive learning environment				

INSTRUCTIONAL PRACTICES

The Inductee	Ineffective	Basic	Proficient	Distinguished
Sets clear instructional goals and expectations				
Implements differentiated instructional and assessment strategies				
Comprehends and applies the Rigor and Relevance Framework				
Integrates curricular areas when meaningful				
Incorporates technology effectively				
Utilizes instructional techniques to create a student centered learning environment				
Effectively uses questioning techniques which include wait time				
Implements the use of flexible grouping opportunities				
Provides for individual student learning styles				
Provides student with prompt and meaningful feedback and opportunities for self-assessment				
Participates in developing instructional and assessment strategies that span all grade levels				

PROFESSIONAL GROWTH

The Inductee	Ineffective	Basic	Proficient	Distinguished
Understands all professional codes and standards, including Mandated Reporting, within the school and the Archdiocese				
Participates in in-service opportunities from Archdiocese, local school and other professional educational resources				
Is familiar with teacher evaluation tool and process				
Understands the ongoing professional development hours (Act 48) needed to keep certification active				

REFLECTIVE PRACTICE

The Inductee	Ineffective	Basic	Proficient	Distinguished
Makes use of a reflective journal or tool to chart progress during the Induction process				
Shares with mentor techniques gained from professional development opportunities and their incorporation into the classroom				
Dialogues with the Principal and the mentor in a reflective, constructive manner during the review of Appendix B				

INDUCTEE'S SIGNATURE

DATE

MENTOR'S SIGNATURE

DATE

PRINCIPAL'S SIGNATURE

DATE

***Appendix A should be kept in the teacher's local school personnel file.**

ARCHDIOCESE OF PHILADELPHIA
TEACHER INDUCTION

First evaluation due end of first trimester/semester

Date: _____

Second evaluation due end of second trimester/semester

NAME:

_____ Last

_____ First

_____ M.I.

_____ Maiden

GRADE(S): _____ or SUBJECT AREA(S): _____ FT PT

SCHOOL: _____ COUNTY: _____

This evaluation is based upon formal and informal classroom supervision on the part of the administrator for our first-year teachers. Respond to each of the statements below by checking the box that most closely corresponds to your observation.

EVALUATION SCALE:

4– CLOSEST ADHERENCE TO STATED OBJECTIVE

1– LEAST ADHERENCE TO STATED OBJECTIVE

PHILOSOPHY, POLICIES & PROCEDURES

1 2 3 4

Fosters a Catholic atmosphere in the classroom				
Fosters a community of faith within the school				
Demonstrates Catholic values and principles				
Observes the Archdiocesan and local parish/regional school policies and procedures				

PREPARATION & PLANNING

1 2 3 4

Demonstrates understanding of curriculum standards and guidelines				
Develops an effective lesson plan that includes rigorous and relevant instruction and incorporates clear goals and objectives				
Manages classroom time efficiently				
Uses a variety of resources to support special needs and varied learning styles within the classroom				

INSTRUCTIONAL PRACTICES

	1	2	3	4
Clear and appropriate targets set for students				
Employs teaching strategies that are appropriate to the ability level of each student				
Uses a variety of assessment practices				
Effectively incorporates higher order thinking skills				
Uses flexible grouping to enhance the learning environment				
Creates opportunities for remediation and enrichment within the classroom leading to academic progress of learners within the classroom				
Provides clear and effective feedback to student				
Involves students in self-assessment practices				
Facilitates student engagement in classroom learning				
Integrates technology within instruction				
Maintains communication with mentor, coordinator, administrator and regular education teachers				

CLASSROOM ENVIRONMENT

	1	2	3	4
Works to connect instructional practices with school-wide goals				
Provides clear expectations for students within a learning environment				
Uses knowledge of student abilities to shape instruction				
Sets high expectations of respectful interaction between teacher and student, student and student				
Demonstrates effective teaching and professional behavior within the classroom				
Provides for a safe and productive learning environment				

PROFESSIONAL GROWTH

	1	2	3	4
Shows knowledge of and conforms to all Archdiocesan and professional codes and standards				
Participates in in-service opportunities to strengthen professional practice				
Uses ongoing staff development practices to improve instruction				
Demonstrates appropriate progress towards fulfillment of goals set at the beginning of the school year				
Dresses in a manner that is reflective of a Catholic school educator				
Employs reflective strategies to strengthen ongoing professional growth and development				

SUMMARY SHEET

DATES OF CLASSROOM VISITS

(Minimum of six visits)

COMMENDATIONS:

1.

2.

RECOMMENDATIONS:

1.

2.

GENERAL ASSESSMENT OF TEACHER'S PERFORMANCE:

Distinguished Proficient Basic Ineffective

SIGNATURE OF ADMINISTRATOR: _____ **DATE:** _____

SIGNATURE OF TEACHER: _____ **DATE:** _____

**ARCHDIOCESE OF PHILADELPHIA
OFFICE OF CATHOLIC EDUCATION
INDUCTEE SUMMARY SHEET**

Directions: **TYPE AND SEND TO THE OFFICE OF CATHOLIC EDUCATION**

Inductee's Name: _____ **Date:** _____

School: _____ **County:** _____

Grade Level: _____ **Subject(s):** _____

- I. Orientation to Induction Process:
 Archdiocesan (New Teacher Orientation) Date: _____
 Local (Overview/Training at local school) Date: _____
- II. Induction In-service: (**Minimum** of four; no Religion in-services acceptable on this form, may not include Archdiocesan New Teacher Orientation day)

Date: _____ Topic: _____

Date: _____ Topic: _____

Date: _____ Topic: _____

Date: _____ Topic: _____

- III. Meetings with Mentor/Support Teacher: (**Minimum** of nine meetings)

Date: _____ Date: _____ Date: _____

Date: _____ Date: _____ Date: _____

Date: _____ Date: _____ Date: _____

- IV. Initial/Continuing Needs Assessment (Appendix A): Completed by Mentor/Support Teacher and Inductee.

√ **Check if completed.**

September _____ January _____ May _____

We hereby certify that the above named inductee has completed the requirements of the Induction Program.

SUPPORT TEACHER'S NAME (Print) SIGNATURE DATE

PRINCIPAL'S NAME (Please Print) SIGNATURE DATE

SUPERINTENDENT'S SIGNATURE DATE

