**Teacher Induction Program**

**2022-2023**

**Canton Area School District**



**Inductee Handbook**

**Goals of the CASD Teacher Induction Program (TIP)**

 The goals of the Canton Area School District Teacher Induction Program (TIP) are to provide each inductee with a general orientation to the Canton Area School District and to increase his/her knowledge and improve his/her teaching skills.

The objectives of the program are to:

a. Familiarize the inductee with school district policies and practices and to integrate them into the social system of the school and community.

b. To provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran teachers.

 c. To support the development of the inductee’s professional knowledge and skills.

d. To provide continued assistance to face the challenges of the new teacher.

e. To cultivate a professional attitude toward teaching and learning, and working with others such as students, parents and colleagues.

**The general topics to be covered in our TIP can be classified into two categories:**

a. Those designed as orientation activities to familiarize the inductee with the Canton Area School District.

b. Those activities designed to develop and define the professional knowledge and skills of the inductee.

An orientation program will be presented by district staff prior to the beginning of each school year in August. A similar type program will be presented to any newly-hired inductee throughout the school year by the chairperson of the TIP program to insure the continuity of the program. Some of the topics that will familiarize inductees with the Canton Area School District will include:

* The Framework for Teaching
* District calendar
* PA Public School Code and district’s policy book
* Grading Policies/Procedures
* Emergency closings
* Employee Assistance Program (EAP)
* Act 48, Instructional I, Instructional II, Tenure
* Technology
* Bell schedules
* School handbooks
* Emergency Plans

General activities designed to develop and refine the professional knowledge and skills of the inductees are presented by district staff at the orientation session in August and throughout the year. The orientation session will include presentations on classroom management, student exceptionalities and referrals, observation and evaluation of professional personnel, behavior management, data collection and analysis, and current issues in education. Ongoing activities throughout the year will focus on any other activities deemed appropriate to familiarize the inductees with the Canton Area School District.

**Timeline of Activities/Events for TIP**

 **(time)**

**Activity Date Location**

District/Building Orientation/required Annual Notices/Act 13 \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

(Wells/Martell)

School Safety (D Jannone) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

The Formal Evaluation Process/PVAAS: What to Expect? \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

(Wells/Martell)

The Parent Teacher Conference: What to Expect? \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

(Wells/Martell)

Comprehensive Planning (Wells/Martell) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Relationship Building with All Students (Jacopetti) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

The Evaluation Process: Special Education (Repard) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Positive Behavior Interventions and Supports (Wells) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Statewide Assessments: What do I need to Know? (Seeley) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Reflections on my First Year \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Requirements of TIP**

Weekly meetings of Inductee/Mentor (1st four months)

 Bi-monthly meetings of Inductee/Mentor (Last 3 months)

Two peer classroom observations (By April 30, 2023)

2 Observations of Inductee by Mentor (By April 30, 2023)

Completion of Needs Assessment for Teacher Inductees (Addendum #1)

Completion of Checklist of Induction Discussions (Addendum #2)

Completion of Monthly Teacher Induction Reports (Addendum #3)

Completion of Induction Completion Document (Addendum #4)

Completion of the Evaluation of TIP Document (Addendum #5)

\*To verify participation in the TIP, a copy of the Checklist of Induction Discussions document together with a copy of the Induction Completion Document will be placed in each inductee’s permanent file in the Superintendent’s office. The original Induction Completion Document along with a Certificate of Completion will be given to each inductee for their records.

**Required Documents**

 The following pages list the required documents required for the Teacher Induction Program. Copies of these documents will be placed in the Google Drive Folder Titled Induction.

**Needs Assessment for Teacher Inductees (Addendum #1)**

**Inductee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Building: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Some typical components of the Framework of Teaching are listed below. **Please circle three specific items from each of the Four Domains of Teaching.** The circled items should be addressed by you and your Mentor during the 2022-2023 school year.

**Domain 1: Planning and Preparation Domain 2: The Classroom Environment**

1.Individual Differences 1. Classroom Management

2.Lesson Plans 2. Discipline

3. Materials Acquisitions 3. School Facilities

4.Special Education 4. School Procedures

5.Pupil Support Services 5. Custodial/Clerical Relations

6.IU Resources 6. Nurse/First Aide

7.Pupil Grading 7. CPR/AED

8.Teaming Collaboration 8. Other

9. Other

**Domain 3: Instruction Domain 4: Professional Responsibilities**

1. Student Learning Maps 1. Professionalism
2. Understanding the Curriculum 2. Record Keeping/Data Collection
3. Learning Focused Schools Practices 3. Teacher Evaluation
4. Communicating Clearly and Concisely 4. Relations with Students and Parents
5. Demonstrating flexibility and responsiveness 5. Parent/Teacher Conference
6. Professional Learning 6. Budget
7. Differentiation 7. Contributing to Community/District

**Checklist of Induction Discussions (Addendum #2)**

**Inductee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Building: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Topics preceded by the mentor’s initials indicate the areas addressed by the above Inductee and Mentor during the 2022-2023 school year:

**Domain 1: Planning and Preparation Domain 2: The Classroom Environment**

1.\_\_\_\_\_Individual Differences 1. \_\_\_\_\_Classroom Management

2.\_\_\_\_\_Lesson Plans 2. \_\_\_\_\_Discipline

3. \_\_\_\_\_Materials Acquisitions 3. \_\_\_\_\_School Facilities

4.\_\_\_\_\_Special Education 4. \_\_\_\_\_School Procedures

5.\_\_\_\_\_Pupil Support Services 5. \_\_\_\_\_Custodial/Clerical Relations

6.\_\_\_\_\_IU Resources 6. \_\_\_\_\_Nurse/First Aide

7.\_\_\_\_\_Pupil Grading 7. \_\_\_\_\_CPR/AED

8.\_\_\_\_\_Teaming Collaboration 8. \_\_\_\_\_Other

9. \_\_\_\_\_Other

**Domain 3: Instruction Domain 4: Professional Responsibilities**

1.\_\_\_\_\_Student Learning Maps 1. \_\_\_\_\_Professionalism

2.\_\_\_\_\_Understanding the Curriculum 2. \_\_\_\_\_Record Keeping/Data Collection

3.\_\_\_\_\_Learning Focused Schools Practices 3. \_\_\_\_\_Teacher Evaluation

4.\_\_\_\_\_Communicating Clearly and Concisely 4. \_\_\_\_\_Relations with Students/Parents

5.\_\_\_\_\_Demonstrating flexibility and responsiveness 5. \_\_\_\_\_Parent/Teacher Conference

6.\_\_\_\_\_Professional Learning 6. \_\_\_\_\_Budget

7.\_\_\_\_\_Differentiation 7. \_\_\_\_\_Contributing to Community/District

**Monthly Teacher Induction Report (Addendum #3)**

**Inductee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Building: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic(s) Discussed:**

**1.**

**2.**

**3.**

**4.**

**5.**

**Action(s) Planned:**

**1.**

**2.**

**3.**

**4.**

**5.**

**Principal Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**

**Induction Completion Document (Addendum #4)**

**(To be completed by Mentor)**

**Inductee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Activities Date of Participation**

1. District Orientation Session \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Formal Evaluation/PVAAS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Parent/Teacher Conference \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Curriculum and Instruction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Relationship Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Evaluation Process: Special Education \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Positive Behavior Intervention Supports \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Statewide Assessments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Reflection \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Two Peer Observations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Two Mentor Observation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Monthly Report to Principal:**

**\_\_\_\_\_**Sept. \_\_\_\_\_ Oct. \_\_\_\_\_Nov. \_\_\_\_\_Dec. \_\_\_\_\_Jan. \_\_\_\_\_Feb.

\_\_\_\_\_ Mar. \_\_\_\_\_Apr. \_\_\_\_\_ May

This certifies that the above named inductee participated in and successfully completed

the requirements of the Teacher Induction Program during the 2023-2023 school year.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Superintendent Signature Mentor Signature**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Date**

**Evaluation of Program (Addendum #5)**

1. Did this program provide the support that you needed to make the transition to the Canton School District? Explain.

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

3. What changes in the program would you recommend?

4. To what extent were the following objectives met by the program?

**Professional Area Excellent Good Fair**

Improvement of Teaching Skills \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Adjustment to district and building operations \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Adjustments to student needs \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

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

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

**Inductee Signature Date**