# ARTS ACADEMY TEACHER INDUCTION PROGRAM

The goal of the Arts Academy Charter Middle School (AACMS) Teacher Induction Program (TIP) is to provide support, encouragement, and professional development for new professional staff members into the learning community committed to excellence for AACMS. To meet state requirements, this program must be completed over a two-year period.

The objectives of the program are to:

1. Familiarize the inductee with AACMS Policies and practices and integrate them into the professional and social system of the school and community.
2. To provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from mentor teachers.
3. To support the development of the inductee’s professional knowledge and skills.
4. To provide continued support through the challenges of the new teacher.
5. To cultivate a professional attitude towards teaching and learning and working with others.

The above objectives will be met through three main methods:

1. Inductees will attend CLIU sponsored Professional Induction Program
2. Inductees will meet with individual mentor teachers
3. Inductees will attend administrator presentations

Topics covered throughout the year may include but are not limited to the following:

|  |  |
| --- | --- |
| * Preparing for your first week
* Classroom culture and management
* Trauma informed care
* PDE Standard Aligned System
* Professional ethics
* Educator effectiveness and certification
* Educator wellness
* Social Emotional Wellness
* Inclusive practices
* Differentiated instruction strategies for exceptional learners
 | * Technology Integration
* Literacy to Support All Content Areas
* AACMS Faculty Policies
* Emergency Closings and procedures
* STAR Whole School Positive Behavior Plan
* Grading Procedures and Power School
* Special Education and Policies

Referral of students (SAP and Child Find)* Supporting ELs
* Special education legal perspective
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Ongoing meetings throughout the year will focus on any other topics deemed appropriate to familiarize inductees with AACMS and teaching as a profession. In addition to the activities designed specifically for inductees, each inductee will participate in the school’s Professional Development Plan and reflect on growth through the development of a professional portfolio.

Fiscally, AACMS will provide the following assistance to the TIP:

1. Registration fee for CLIU Professional Induction Cohort for each inductee
	1. Year 1 - $220
	2. Year 2 - $100
2. A mentor stipend of $250 for first inductee teacher and an additional $50 for each additional inductee for year 1. Then, a mentor stipend of $50 for each inductee in year 2.

**REQUIREMENTS AND TIMELINE**

1. CLIU Professional Induction Program meetings
2. Bi-weekly meetings of Inductee/Mentor (August through January)
3. Monthly meetings of Inductee/Mentor (February through May)
4. Monthly admin presentations
5. Two peer classroom observations
6. Completion of Needs Assessment for teacher inductees
7. Completion of Before the First Day Checklist
8. Completion of Checklist of Induction Discussion Topics
9. Completion of 8 Monthly Teacher Induction Reports
10. Completion of Mid-Year Progress Reflection Form
11. Completion of Induction Completion Document
12. Completion of Evaluation of the Teacher Induction Program Form
13. Completion of Professional Portfolio

|  |  |  |
| --- | --- | --- |
| Activity/Requirement  | Date(s)  | Person Responsible  |
| **Year 1** |  |  |
| CLIU Professional Induction Program begins in-person | August 12-13 | CLIU |
| AACMS New Teacher Orientation sessions  | August 18-22 | Principal |
| Mentor assignment and meeting – Review checklist of Induction Discussion Topics, Portfolio requirements, Before First Day List  | August 19-22 | Mentor,Principal  |
| Completion of Needs Assessment for Teacher Inductee  | August 29 | Inductee  |
| Attend bi-weekly Meetings with Mentor  | Starting the first week in Sept until the last week in Jan  | Mentor, Inductee  |
| Attend monthly admin presentation | September TBD | Principal |
| Completion of September Monthly Teacher Induction report  | September 30 | Inductee  |
| Peer Classroom Observation #1  | By October 27 | Inductee  |
| Attend monthly admin presentation | October TBD | Principal |
| Completion of October Monthly Teacher Induction report  | October 31 | Inductee  |
| CLIU Professional Induction Program Virtual Session | November 3 | CLIU |
| Attend monthly admin presentation | November TBD | Principal |
| Completion of November Monthly Teacher Induction report  | November 30 | Inductee  |
| Peer classroom Observation #2  | By December 22 | Inductee  |
| Attend monthly admin presentation | December TBD | Principal |
| Completion of December Monthly Teacher Induction report  | December 31 | Inductee  |
| CLIU Professional Induction Program Virtual Session | January 7 | CLIU |
| Attend monthly admin presentation | January TBD | Principal |
| Completion of Mid-Year Progress Reflection Form  | January 31 | Mentor, Inductee  |
| Completion of January Monthly Teacher Induction report  | January 31 | Inductee  |
| Monthly Meetings with Mentor  | Monthly starting the first week of Feb until the last week of May | Mentor, Inductee  |
| Attend monthly admin presentation | February TBD | Principal |
| Completion of February Monthly Teacher Induction report  | February 29 | Inductee  |
| CLIU Professional Induction Program Virtual Session | March 2 | CLIU |
| Professional Portfolio Q & A and Work Session, if needed | March | Mentor, Principal |
| Attend monthly admin presentation | March TBD | Principal |
| Completion of March Monthly Teacher Induction report  | March 31 | Inductee  |
| Completion of Induction Completion Document  | April 30 | Mentor, Inductee  |
| Attend monthly admin presentation | April TBD | Principal |
| Completion of April Monthly Teacher Induction report  | April 30 | Inductee  |
| Attend monthly admin presentation | May TBD | Principal |
| Completion of Inductee Year End Reflection Form  | May 31 | Inductee  |
| Completion of Evaluation of Program Form  | May 31 | Inductee  |
| Professional Portfolio Due  | June 15 | Inductee  |
| **Year 2** |  |  |
| CLIU Professional Induction Program in-person | August TDB | CLIU |
| Completion of 6 professional development or networking hours | September – May | Inductee |
| Monthly Meetings with Mentor  | September – May | Mentor, Inductee  |
| Attend Monthly Admin Presentations | September – May | Principal  |

The Checklist of Induction Discussions Topics document and the Induction Completion Document will be placed in each inductee’s permanent file.

# NEEDS ASSESSMENT FOR TEACHER INDUCTEES

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

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ school year.

|  |  |
| --- | --- |
| **Domain 1: Planning and Preparation** 1. Individual Differences 2. Lesson Plans 3. Materials Acquisitions 4. Special Education 5. Pupil Support Services 6. IU Resources 7. Pupil Grading 8. Portfolio Assessment 9. Other | **Domain 2: The Classroom Environment** 1. Classroom Management 2. Restorative Practices vs. Discipline 3. School Facilities 4. School Procedures (Classroom and Non-Classroom) 5. Custodial / Clerical Relations 6. Nurse/First Aid 7. CPR/AED 8. Other |
| **Domain 3: Instruction** 1. Meeting the AACMS Benchmarks for the PA Academic Standards 2. Curriculum Mapping 3. Courses of Study 4. Instructional Delivery Models (Teaching Strategies) 5. Communicating clearly and accurately 6. Demonstrating flexibility and responsiveness 7. Other | **Domain 4: Professional Responsibilities** 1. Professionalism2. Record keeping/Reporting 3. School Philosophy 4. Public Relations 5. Teacher Evaluation 6. Parent/Teacher Relationships 7. Parent Conferences 8. School Policy/Procedures 9. Employee Handbook11. Budget 12. Contributing to the School 13. Other |

Please list additional instructional or orientation needs that you might have below.

**BEFORE THE FIRST DAY CHECKLIST**

Below is a list of activities that, if performed, can make a big difference at the start of the school year. The list below will provide important places, individuals, and resources that you should locate before students arrive on the first day.

|  |  |
| --- | --- |
| **LOCATE** ⃝ Visual Art areas ⃝ Instrumental Music Areas ⃝ Vocal Music Area ⃝ Dance Areas ⃝ Theatre Areas ⃝ Faculty Room aka Huddle Room ⃝ Copier on the 3rd Floor ⃝ School Counselor office ⃝ Principal’s Office ⃝ Health Room ⃝ Resource Room (Special Ed.) ⃝ Your room⃝ Small cafe and large cafe ⃝ teacher mailboxes ⃝ teacher sign in/out sheet ⃝ restrooms (student and faculty on each floor) ⃝ main office ⃝ handicap lifts (2) ⃝ business forms wall display ⃝ stairways and exits ⃝ bus drop off area & parent drop off/pick up area ⃝ designated faculty parking area ⃝ Dean of Students office ⃝ Supply shelves | **MEET** ⃝ Principal ⃝ CEO ⃝ Nurses ⃝ Dean of Students ⃝ Maintenance Staff⃝ Resource Room Staff ⃝ Secretaries ⃝ Computer Support person (IT) ⃝ teachers in neighboring classrooms ⃝ Director of Educational Support Services ⃝ Lunchroom Staff⃝ Your grade level Team teachers and your subject team teachers ⃝ Artistic Area teachers (if you are an Academic teacher) ⃝ Academic Teachers (if you are an Artistic teacher) ⃝ ESOL teacher ⃝ PE/Health teacher ⃝ Human Resources Manager ⃝ Business ManagerContinues on back |
| READ ⃝ Educators Code of Conduct⃝ SAP referral policy ⃝ Emergency Operation Plan (Lockdown and fire drill plans) ⃝ Teacher Evaluation Document (PVAAS) ⃝ Homework Policy ⃝ Teacher Handbook⃝ Discipline Policy ⃝ Teacher dress code ⃝ Sexual Harassment Policy ⃝ student dress code ⃝ Tobacco Policy ⃝ student handbook ⃝ Weapons Policy ⃝ Student Academic concern form ⃝ Computer Policy ⃝ Teacher Job Description | OBTAIN ⃝ class lists ⃝ supplies ⃝ Codes/passwords (PowerSchool, Schoology, Accelerate, etc) ⃝ Emergency Exit map/plan ⃝ Special Education lists & accommodation sheets ⃝ schedules ⃝ key ⃝ your assigned duty list ⃝ Teacher and student handbook⃝ your computer and access ⃝ STAR staff manual ⃝ textbooks  |

# CHECKLIST OF INDUCTION DISCUSSION TOPICS

Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topics preceded by the mentor’s initials indicate the areas addressed by the above Inductee and Mentor during the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ school year.

|  |  |
| --- | --- |
| **Domain 1: Planning and Preparation** \_\_\_1. Individual Differences \_\_\_2. Lesson Plans \_\_\_3. Materials Acquisitions \_\_\_4. Special Education \_\_\_5. Pupil Support Services \_\_\_6. IU Resources \_\_\_7. Pupil Grading \_\_\_8. Portfolio Assessment \_\_\_9. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Domain 2: The Classroom Environment** \_\_\_1. Classroom Management \_\_\_2. Restorative Practices vs. Discipline \_\_\_3. School Facilities \_\_\_4. School Procedures (Classroom and Non-Classroom) \_\_\_5. Custodial / Clerical Relations \_\_\_6. Nurse/First Aid \_\_\_7. CPR/AED \_\_\_8. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Domain 3: Instruction** \_\_\_1. Meeting the AACMS Benchmarks for the PA Academic Standards \_\_\_2. Curriculum Mapping \_\_\_3. Courses of Study \_\_\_4. Instructional Delivery Models (Teaching Strategies) \_\_\_5. Communicating clearly and accurately \_\_\_6. Demonstrating flexibility and responsiveness \_\_\_7. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Domain 4: Professional Responsibilities** \_\_\_1. Professionalism\_\_\_2. Record keeping/Reporting \_\_\_3. School Philosophy \_\_\_4. Public Relations \_\_\_5. Teacher Evaluation \_\_\_6. Parent/Teacher Relationships \_\_\_7. Parent Conferences \_\_\_8. School Policy/Procedures \_\_\_9. Employee Handbook\_\_\_11. Budget \_\_\_12. Contributing to the School \_\_\_13. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Please list additional topics covered below:

# MONTHLY TEACHER INDUCTION REPORT (Make 8 copies)

Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month ⃝ Sept ⃝ Oct ⃝ Nov ⃝ Dec ⃝ Jan ⃝ Feb ⃝Mar ⃝Apr

**Topics Discussed:**

|  |
| --- |
|                  |

**Actions Planned:**

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|          |

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

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

**MID YEAR PROGRESS REFLECTION FORM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| To what extent has the Induction Program provided you with guidance so far? Mark (X) for each item.  |  Not yet  | A little so far  | A moderate amount  | A great deal  |
| Understanding this school’s culture, policies, and practices |   |   |   |   |
|  Accessing community resources  |   |   |   |   |
|  Handling paperwork  |   |   |   |   |
| Working with other teachers to plan instruction  |   |   |   |   |
| Working with other school staff, such as principal, counselors, staff, learning support  |   |   |   |   |
| Teaching in your art form.  |   |   |   |   |
| Working with parents  |   |   |   |   |
| Teaching reading/language arts  |   |   |   |   |
|  Teaching mathematics  |   |   |   |   |
| Teaching children with varying levels of achievement ability  |   |   |   |   |
| Reviewing and assessing student work  |   |   |   |   |
| Implementing classroom management strategies. |   |   |   |   |
| Managing student discipline and behavior  |   |   |   |   |
| Using multiple instructional strategies/techniques to teach students  |   |   |   |   |
| Selecting or adapting curriculum materials  |   |   |   |   |
| Understanding/teaching toward state standards |   |   |   |   |
| Infusing Arts into Academic subjects  |   |   |   |   |
| Planning lessons  |   |   |   |   |
| Using assessments to inform your teaching  |   |   |   |   |
| Motivating students  |   |   |   |   |
| Reflecting on your instructional practices  |   |   |   |   |
|  Teaching English language learners  |   |   |   |   |
| Teaching students with special needs  |   |   |   |   |
| Teaching students of varying ethnic/racial and socioeconomic backgrounds  |   |   |   |   |
| Communicating effectively with others  |  |  |  |   |
|  |  |  |  |  |
| Since the start of the year, how much have you altered your teaching or classroom based on what you have learned in the TIP?  | Not at all | A little so far  | A moderate amount  | A great deal  |
| Understanding this school’s culture, policies, and practices |   |   |   |   |
|  Accessing community resources  |   |   |   |   |
|  Handling paperwork  |   |   |   |   |
| Working with other teachers to plan instruction  |   |   |   |   |
| Working with other school staff, such as principal, counselors, staff, learning support  |   |   |   |   |
| Teaching in your art form.  |   |   |   |   |
| Working with parents  |   |   |   |   |
| Teaching reading/language arts  |   |   |   |   |
|  Teaching mathematics  |   |   |   |   |
| Teaching children with varying levels of achievement ability  |   |   |   |   |
| Reviewing and assessing student work  |   |   |   |   |
| Implementing classroom management strategies  |   |   |   |   |
| Managing student discipline and behavior  |   |   |   |   |
| Using multiple instructional strategies/techniques to teach students  |   |   |   |   |
| Selecting or adapting curriculum materials  |   |   |   |   |
| Understanding/teaching toward state standards  |   |   |   |   |
| Infusing Arts into Academic subjects  |   |   |   |   |
| Planning lessons  |   |   |   |   |
| Using assessments to inform your teaching  |   |   |  |   |
| Motivating students  |   |   |   |   |
| Reflecting on your instructional practices  |   |   |   |   |
| Teaching English language learners  |   |   |   |   |
| Teaching students with special needs  |   |   |   |   |
| Teaching students of varying ethnic/racial and socioeconomic backgrounds  |   |   |   |   |
| Communicating effectively with others  |  |  |  |   |
|  Inductee Signature |  |  |  Date |  |

# INDUCTION COMPLETION DOCUMENT

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

|  |  |
| --- | --- |
| Activities | Date(s) Completed |
| 1. CLIU Professional Induction Program meetings
 |  |
| 1. Bi-weekly meetings of Inductee/Mentor (August through January)
 |  |
| 1. Monthly meetings of Inductee/Mentor (February through May)
 |  |
| 1. Monthly admin presentations
 |  |
| 1. Two peer classroom observations
 |  |
| 1. Completion of Needs Assessment for teacher inductees
 |  |
| 1. Completion of Before the First Day Checklist
 |  |
| 1. Completion of Checklist of Induction Discussion Topics
 |  |
| 1. Completion of 8 Monthly Teacher Induction Reports
 |  |
| 1. Completion of Mid-Year Progress Reflection Form
 |  |
| 1. Completion of Induction Completion Document
 |  |
| 1. Completion of Evaluation of the Teacher Induction Program Form
 |  |
| 1. Completion of Professional Portfolio
 |  |

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

Mentor Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

CEO Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**EVALUATION OF THE TEACHER INDUCTION PROGRAM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| After completion of the Teacher Induction Program, how well prepared do you feel to do the following?  | Not at all prepared | Somewhat Prepared  | Well Prepared | Very Well Prepared  |
| Understanding this school’s culture, policies, and practices |   |   |   |   |
| Accessing community resources  |   |   |   |   |
| Handling paperwork  |   |   |   |   |
| Working with other teachers to plan instruction |  |  |  |  |
| Working with other school staff, such as principal, counselors, staff, learning support  |   |   |   |   |
| Teaching in your art form |   |   |   |   |
| Working with parents  |   |   |   |   |
| Teaching reading/language arts  |   |   |   |   |
| Teaching mathematics  |   |   |   |   |
| Teaching children with varying levels of achievement ability  |   |   |   |   |
| Reviewing and assessing student work  |   |   |   |   |
| Implementing classroom management strategies  |   |   |   |   |
| Managing student discipline and behavior  |   |   |   |   |
| Using multiple instructional strategies/techniques |  |  |  |  |
| Selecting or adapting curriculum materials  |  |  |  |  |
| Infusing Arts into Academic subjects |  |  |  |   |
| Planning lessons  |   |   |   |   |
| Using assessments to inform teaching  |   |   |   |   |
| Motivating students  |   |   |   |   |
| Reflecting on your instructional practices  |   |   |   |   |
| Teaching English language learners  |   |   |   |   |
| Teaching students with special needs  |   |   |   |   |
| Teaching students of varying ethnic/racial and socioeconomic backgrounds  |   |   |   |   |
| Communicating effectively with others  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| To what extent has your mentor or the Induction Program provided you with guidance on the following topics. Write N/A in the first column if needed.  | None at all  | A Little  | A Moderate Amount  | A Great Deal  |
| Understanding this school’s culture, policies, and practices  |   |   |   |   |
|  Accessing community resources  |   |   |   |   |
|  Handling paperwork  |   |   |   |   |
| Working with other teachers to plan instruction  |   |   |   |   |
| Working with other school staff, such as principal, counselors, staff, learning support  |   |   |   |   |
| Teaching in your art form.  |   |   |   |   |
| Working with parents  |   |   |   |   |
| Teaching reading/language arts  |   |   |   |   |
|  Teaching mathematics  |   |   |   |   |
| Teaching children with varying levels of achievement ability  |   |   |   |   |
| Reviewing and assessing student work  |   |   |   |   |
| Implementing classroom management strategies |   |   |   |   |
| Managing student discipline and behavior  |   |   |   |   |
| Using multiple instructional strategies/techniques |   |   |   |   |
| Selecting or adapting curriculum materials  |  |   |   |   |
| Infusing Arts into Academic subjects  |   |   |   |   |
| Planning lessons  |   |   |   |   |
| Using assessments to inform your teaching |  |   |  |  |
| Motivating students  |   |   |   |   |
| Reflecting on your instructional practices |   |   |   |   |
|  Teaching English language learners  |   |   |   |   |
| Teaching students with special needs  |   |   |   |   |
| Teaching students of varying ethnic/racial and socioeconomic backgrounds  |   |   |   |   |
| Communicating effectively with others  |  |  |  |  |

Please explain in this space what changes you would suggest to the Teacher Induction Program to make it more effective for an incoming teacher.

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Inductee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROFESSIONAL PORTFOLIO REQUIREMENTS**

Develop a binder with five sections. Label and separate sections clearly. Include a cover sheet with inductee’s name and date.

Section 1 - Domain # 1 Planning and Preparation

Artifact #1

Artifact #2

Section 2 - Domain #2 The Classroom Environment

Artifact #1

Artifact #2

Section 3 - Domain #3 Instruction

Artifact #1

Artifact #2

Section 4 - Domain #4 Professional Responsibility

Artifact # 1

Artifact #2

Section 5 - Evaluations and Surveys

* Needs Assessment for teacher Inductees
* Before the First Day Checklist
* Checklist of Induction Discussion Topics
* 8 Monthly Teacher Induction Reports
* Mid-Year Progress Reflection Form
* Induction Completion Document
* Evaluation of the Teacher Induction Program Form

**Guiding Questions for the Selection of Portfolio Artifacts Representative of Danielson's Four Domains**

## Domain 1: Planning/Preparation

What artifacts can I include to show that I...?

* plan for the use of effective methodology
* attend to prerequisite skill requirements in the planning process
* account for knowledge of my students when planning for instruction
* can formulate instructional goals that are
	+ aligned with academic standards
	+ functionally relevant to students' lives
	+ measurable and stated with clarity
	+ suitable for students with diverse learning needs
* select evaluation methods that coincide with instructional objectives
* utilize quality resources for both teachers (instructional) and students (learning)
* can design cohesive, long-range instructional units
* utilize assessment in the planning process to
	+ determine readiness levels
	+ identify learning strengths/needs
	+ inform future instruction

## Domain 2: Classroom Environment

What product(s) could represent my ability to...?

* encourage warm, respectable interactions in the classroom
* create a culture of learning that inspires students to perform at their best
* employ effective classroom management procedures that ensure
	+ smooth transitions
	+ orderly dissemination/collection of materials and supplies
	+ effective supervision/use of volunteers and paraprofessionals
* monitor and manage student behavior using a proactive, positive approach
* address disciplinary problems using tactics that preserve students' dignity and foster behavioral reform
* organize physical space in ways that ensure
	+ the environment is safe and conducive to learning
	+ students and teachers can navigate around the room with ease
	+ resources, materials, and technology are physically accessible

**Domain 3: Instructional Delivery**

What could I include to demonstrate that I...?

* communicate information clearly and accurately
* utilize effective questioning and discussion techniques
* actively engage students in teaching/ learning exchanges
* provide useful feedback to students in a timely manner
* monitor and support students' efforts to internalize and apply constructive feedback
* adjust pacing and planned activities as needed
* provide responsive accommodations

## Domain 4: Professionalism

What artifact(s) could serve as evidence that I...?

* function in a reflective capacity
* continually evaluate the effects of my professional decisions
* work to maintain behaviors/procedures that work well
* make efforts to enhance practices that warrant improvement
* maintain accurate, current records on students (e.g., homework completion, data on progress)
* communicate effectively with families to
	+ provide information re: educational programming and activities
		- keep parents updated on progress
		- convey information re: student successes and difficulties
		- solicit family involvement in school functions/programs
* actively contribute to the school and/or district by
	+ serving students/parents in a voluntary capacity
	+ taking on extracurricular duties
	+ fulfilling committee responsibilities
	+ interacting with colleagues in a productive manner
	+ participating in building and district-wide projects/programs
* participate in activities that enable growth and professional development
	+ attend conferences or workshops
	+ conduct professional readings
	+ share expertise/ideas with colleagues
	+ make professional presentations
	+ complete educational coursework
* demonstrate professionalism in actions and interactions

## Ideas for Representative Artifacts

* annotated professional reading list and evidence of research
* awards and/or certificates earned
* classroom diagram and rationale statement
* correspondence to/from parents
* daily lesson plan sample(s)
* description of contribution to committees or professional organizations (e.g., PSEA, PFCEC)
* example of formative, constructive feedback to students
* log of notes from collaborative planning sessions and/or committee meetings
* photos of instructional tools