



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 | • Technology Integration |
| • Classroom culture and management | • Literacy to Support All Content Areas |
| • Trauma informed care | • AACMS Faculty Policies |
| • PDE Standard Aligned System | • Emergency Closings and procedures |
| • Professional ethics | • STAR Whole School Positive Behavior Plan |
| • Educator effectiveness and certification | • Grading Procedures and Power School |
| • Educator wellness | • Special Education and Policies |
| • Social Emotional Wellness | Referral of students (SAP and Child Find) |
| • Inclusive practices | • Supporting ELs |
| • Differentiated instruction strategies for exceptional learners | • Special education legal perspective |

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.



Teacher Induction Program

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

- 1) Registration fee for CLIU Professional Induction Cohort for each inductee
 - a) Year 1 - \$220
 - b) 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



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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



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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.



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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. 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 instructional or orientation needs that you might have below.



Teacher Induction Program

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 room
- ☐ 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 Staff
- ☐ Resource Room Staff
- ☐ Secretaries
- ☐ Computer Support person (IT)
- ☐ teachers in neighboring classrooms
- ☐ Director of Educational Support Services
- ☐ Lunchroom Staff
- ☐ 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 Manager

Continues on back



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READ

- ☐ Educators Code of Conduct
- ☐ SAP referral policy
- ☐ Emergency Operation Plan (Lockdown and fire drill plans)
- ☐ Teacher Evaluation Document (PVAAS)
- ☐ Homework Policy
- ☐ Teacher Handbook
- ☐ 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 handbook
- ☐ your computer and access
- ☐ STAR staff manual
- ☐ textbooks



Teacher Induction Program

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:



Teacher Induction Program

MONTHLY TEACHER INDUCTION REPORT (Make 8 copies)

Inductee _____ Mentor _____

Month ☐ Sept ☐ Oct ☐ Nov ☐ Dec ☐ Jan ☐ Feb ☐ Mar ☐ Apr

Topics Discussed:

Actions Planned:

Principal's Signature _____ Date _____



Teacher Induction Program

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				



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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



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INDUCTION COMPLETION DOCUMENT

Inductee _____ Mentor _____

Activities	Date(s) Completed
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	
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11. Completion of Induction Completion Document	
12. Completion of Evaluation of the Teacher Induction Program Form	
13. 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 _____



Teacher Induction Program

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				



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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				



Teacher Induction Program

Communicating effectively with others				
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Teacher Induction Program

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

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



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