

ARCHDIOCESE OF PHILADELPHIA
TEACHER INDUCTION PLAN
AUGUST 2020



Based on the Pennsylvania Induction Plan Guidelines, September 2013.

**Special acknowledgement is given to the Archdiocesan Induction Council
for their assistance.**

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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 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, and 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, along with 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.

ORGANIZATION CHART AND STRUCTURE

Secretary / Superintendent

Archdiocesan Induction Coordinators

- Assistant Superintendent for Curriculum, Instruction and Assessment
- Assistant Superintendent for Elementary Education
- Director of Secondary Personnel

Archdiocesan Induction Council

- Chairperson – Superintendent (or designee)
- Archdiocesan Induction Coordinators
- Other Appointed Members

Local Induction Team

- Principal
- Mentor / Support Teacher
- Inductee
- Other Resource Personnel (as needed and available)

ORGANIZATION STRUCTURE RESPONSIBILITIES

SECRETARY/SUPERINTENDENT

- Appoint Archdiocesan Induction Council.
- Meet regularly with Archdiocesan Coordinators for progress review.
- Discuss evaluations of program with Council members.

ARCHDIOCESAN INDUCTION COORDINATORS

- Coordinate Induction Program within the schools.
- Provide training sessions for local induction teams.
- Provide a suggested timeline for implementing the Induction Program.
- Examine periodic reports of how the Induction Program is working at the local level and modify procedures, as needed.
- Inform the Superintendent regularly of the progress being made.

ARCHDIOCESAN INDUCTION COUNCIL

- Plan the Induction Program for all inductees.
- Identify training needs of new teachers.
- Review progress of local induction teams.
- Advise local teams, support teachers and/or inductees, as needed.
- Evaluate the Induction Program and make recommendations for revisions, as needed.
- Seek assistance from Intermediate Units or Higher Education, as needed.
- Submit reports to Pennsylvania Department of Education, as required.

LOCAL INDUCTION TEAM

Principal

- Responsible for the implementation of a year-long Induction Program.
- Provide each mentor teacher and inductee with a copy of the Induction Plan.
- Explain the philosophy of the Induction Process.
- Implement Archdiocesan policies at the local school.
- Ensure the entire faculty is aware of the purpose and procedures of the Induction Program.

- Ensure careful selection of the mentor teacher.
- Schedule meetings of the team on a regular basis.
- Coordinate and provide adequate time for interaction between mentor teacher and inductee.
- Observe the inductee.
- Make sufficient arrangements for the inductee to observe and consult with experienced teachers.
- Complete the Induction Program Evaluation Form and give suggestions for improvement of the Induction Process (Appendix E).
- Collect Initial and Continuing Needs Assessment (Appendix A) in September, January, and May.
- Submit Appendices B, C, D, and E to the Office of Catholic Education.

Mentor Teacher

- Establish rapport and maintain confidentiality with inductee.
- Assist inductee in prioritizing areas of need (Appendix A).
- Arrange a schedule of weekly meetings during the first trimester/semester. 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.
- Complete the Needs Assessment (Appendix A) with the inductee in September, January and May. Submit it to the Principal to place in inductee's school file.
- Encourage the inductee to provide varied instructional techniques to meet the specific needs of the students.
- Suggest procedures for maintaining an effective classroom climate that is disciplined and organized.
- Assist the inductee with techniques to improve student learning.
- Guide the inductee in varying student assessments and conferencing with parents/guardians.
- Provide ongoing feedback to the inductee.
- Visit the inductee's classroom and offer suggestions for areas of concern identified in pre-observation conference.
- Attend mentor teacher workshops, when provided.
- Complete the Induction Program Evaluation Form and give suggestions for improvement of the Induction Process (Appendix E).

Inductee

- Complete the Needs Assessment (Appendix A) jointly with the mentor teacher in September, January, and May.

- Initiate concerns and plans to be discussed with the mentor.
- Become aware of the role expectations of the teacher in the local school.
- Assume the various responsibilities necessary for becoming an effective teacher.
- Develop, through reflective practice, awareness of professional strengths and needs.
- Strive to meet the specific needs of the students by identifying students' strengths and needs.
- Develop skills of self-evaluation and of effective student evaluation.
- Participate in all Archdiocesan and local in-service programs related to the Induction Program.
- Observe model lessons presented by experienced teachers including, but not limited to, the mentor teacher.
- Complete the Induction Program Evaluation Form and give suggestions for improvement of the Induction Program (Appendix D).

INDUCTEE TOPICS AND ACTIVITIES

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
- B.** Philosophy, Policies and Procedures
 - a.** Archdiocesan
 - b.** Local School
- C.** Code of Ethics – State and Archdiocesan
- D.** Preparation and Planning
- E.** Classroom Environment
- F.** Instructional Practices
- G.** Professional Responsibilities
- H.** Reflective Practice
- I.** Monitoring and Evaluation

A supportive approach is necessary 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.

SELECTION OF MENTOR / SUPPORT TEACHER

CRITERIA

- No fewer than five years of successful teaching experience.
- Willingness to serve as a mentor teacher and an understanding of the responsibilities of a mentor.
- Present assignments similar to those assigned to the new teacher, where possible.

QUALITIES

- Recognized as a competent teacher.
- Works well with students and peers.
- Seen as an enthusiastic professional and has a positive attitude toward the school.
- Has knowledge of various effective assessment practices, as well as instructional and classroom management techniques.
- Has knowledge of curriculum standards and guidelines.
- Models continuous learning and reflection.

GENERAL ORIENTATION

GOAL

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

INDUCTION PROGRAM BENCHMARKS

- Understanding of the Archdiocesan Philosophy of Education
 - Catholic Identity
 - Mission Statement
 - Belief Statements
- Understanding the Code of Ethics
 - State Code of Professional Practice and Conduct for Educators
 - Archdiocesan Code
 - Mandated Reporting
- Understanding Archdiocesan Policies and Procedures
 - Current Manual
 - Curriculum Standards and Guidelines for Instruction, Assessment and Grading
 - Academic Vision
 - Web Resources for Education Tools
- Understanding of Local School Policies and Procedures
 - Mission Statement
 - Professional Expectations and Responsibilities
 - Teacher Records (i.e., planning, assessments, grading, attendance)
 - Whole School Curriculum Focus
 - Classroom Management and Behavioral Policies
 - Faculty Handbook
 - Parent / Guardian Handbook
- Professionalism
 - Parent / Guardian Communication
 - Certification
 - Available Resources
 - Professional Growth Opportunities
 - Act 48

PREPARATION AND 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.

PREPARATION AND PLANNING BENCHMARKS

- 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 planning.

CLASSROOM ENVIRONMENT

GOAL

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

CLASSROOM ENVIRONMENT BENCHMARKS

- 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 / student and student / 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.

INSTRUCTIONAL PRACTICES BENCHMARKS

- 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 RESPONSIBILITIES

GOAL

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

PROFESSIONAL RESPONSIBILITIES BENCHMARKS

- 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.

REFLECTIVE PRACTICE BENCHMARKS

- 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 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.



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Appendix A – 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: Basic awareness
- Proficient: Clear understanding
- Distinguished: Ability to apply understanding when necessary

*Note: Please keep this in the teacher’s file at the local school in which they are employed.

There is not a need to send this to the Office of Catholic Elementary.

Date: _____

Name (Last, First, MI): _____ FT: PT:

School: _____ County: _____

Grade(s): _____ Subject(s): _____

(Inductee’s Signature)

(Date)

(Mentor’s Signature)

(Date)

(Principal’s Signature)

(Date)

General Orientation – Appendix A

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 ongoing communication with parents/guardians, colleagues and students and students				

Preparation and Planning – Appendix A

INDUCTEE	INEFFECTIVE	BASIC	PROFICIENT	DISTINGUISHED
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 – Appendix A

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 – Appendix A

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 students with prompt and meaningful feedback and opportunities for self-assessment				
Participates in developing instructional and assessment strategies that span all grade levels				

Professional Growth – Appendix A

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 the 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 – Appendix A

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				



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Appendix B – Inductee Evaluation by Principal

This evaluation is based upon formal and informal classroom supervision on the part of the administrator for our first-year teachers.

- The first evaluation is due at the end of the first trimester/semester
- The second evaluation is due at the end of the second trimester/semester
- The assessment must be sent to [Jeanne Steitz](#) at the Office of Catholic Education

Respond to each of the statements below by checking the box that most closely corresponds to your observation.

Date: _____

Name (Last, First, MI): _____ FT: PT:

School: _____ County: _____

Grade(s): _____ Subject(s): _____

GENERAL ASSESSMENT OF TEACHER'S PERFORMANCE			
Distinguished <input type="checkbox"/>	Proficient <input type="checkbox"/>	Basic <input type="checkbox"/>	Ineffective <input type="checkbox"/>

(Inductee's Signature)

(Date)

(Principal's Signature)

(Date)

Appendix B – Inductee Evaluation by Principal

EVALUATION SCALE
4 = Closest Adherence to the Stated Objective
1 = Least Adherence to the 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 AND 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 target set for students				
Employs teaching strategies that are appropriate to the ability of each student				
Uses a variety of assessment practices				
Effectively incorporates higher order learning skills				
Uses flexible grouping to enhance the learning environment				
Uses a variety of assessment practices				
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 student 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				
Employs teaching strategies that are appropriate to the ability of each student				
Provides clear expectations for students within a learning environment				
Uses knowledge of student ability				
Provides clear expectations for students within a learning environment				
Uses knowledge of student abilities to shape instruction				
Sets high expectations of respectful interaction between student/teacher and student/student				
Demonstrates effective teaching and professional behavior within the classroom				
Provides for a safe and productive learning environment				

PROFESSIONAL GROWTH	1	2	3	4
Shares knowledge of and conforms to all Archdiocesan 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 – Appendix B

DATES OF CLASSROOM VISITS (MINIMUM OF 6 VISITS)	

COMMENDATIONS	
1	Click or tap here to enter text.
2	Click or tap here to enter text.
3	Click or tap here to enter text.

RECOMMENDATIONS	
1	Click or tap here to enter text.
2	Click or tap here to enter text.
3	Click or tap here to enter text.

Appendix C – Documentation of Inductee Program Completion

Please complete this form and send to [Jeanne Steitz](#) at the Office of Catholic Education

- The first evaluation is due at the end of the first trimester/semester
- The second evaluation is due at the end of the second trimester/semester
- The assessment must be sent to [Jeanne Steitz](#) at the Office of Catholic Education

Date: _____

Name (Last, First, MI): _____ FT: PT:

School: _____ County: _____

Grade(s): _____ Subject(s): _____

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

(Support Teacher's Name – Please Print)

(Date)

(Support Teacher's Signature)

(Principal Name – Please Print)

(Date)

(Principal's Signature)

(Superintendent's Signature)

(Date)

Appendix C – Documentation of Inductee Program Completion

ORIENTATION TO THE INDUCTION PROGRAM	DATE
Archdiocesan (New Teacher Induction)	
Local (Overview / Training at Local School)	

INDUCTION IN-SERVICE (Minimum of four related to area of teaching. Religion in-services are NOT acceptable on this form. May not include Archdiocesan New Teacher Orientation Day.)		
TOPIC	PROVIDER	DATE
1.		
2.		
3.		
4.		

MEETINGS WITH MENTOR / SUPPORT TEACHER (Minimum of nine meetings.)		
DATE	DATE	DATE

INITIAL / CONTINUING NEEDS ASSESSMENT – APPENDIX A		
SEPTEMBER	JANUARY	MAY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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**Appendix D – Evaluation of Induction Program
New Teacher**

This assessment must be completed by June 1 and should be sent to [Jeanne Steitz](#) at the Office of Catholic Education.

Date: _____

Name (Last, First, MI): _____ FT: PT:

School: _____ County: _____

Grade(s): _____ Subject(s): _____

1. Did this program provide the support that you need to make a smooth transition to a Catholic School within the Archdiocese of Philadelphia? Please explain.

2. What suggestions for change would you make to improve this program?

3. To what extent were the following objectives met by the program:

PROGRAM NEEDS	VERY EFFECTIVE	SOMEWHAT EFFECTIVE	NOT EFFECTIVE
Provided training in instructional skills.			
Provided orientation pertaining to curriculum classroom management and organization.			
Provided orientation to Archdiocesan policies and procedures.			
Provided a support system through use of mentor/support teacher.			
Provided opportunities to observe master teachers.			



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**Appendix E – Evaluation of Induction Program
Mentor / Support – Teacher / Evaluators**

This assessment must be completed by June 1 and should be sent to [Jeanne Steitz](#) at the Office of Catholic Education.

4. Did this program help you provide adequate support to the new teachers(s)? Please explain.

Click or tap here to enter text.

5. What suggestions for change would you make to improve this program?

Click or tap here to enter text.

6. To what extent did the program meet the needs of the in new teacher in the following areas:

PROGRAM NEEDS	VERY EFFECTIVE	SOMEWHAT EFFECTIVE	NOT EFFECTIVE
Adjusting to Archdiocesan and local level standards, policies, and procedures.			
Understanding and meeting individual needs of students.			
Implementing guidance given within mentor/inductee relationship.			
Developing effective classroom management techniques.			
Providing professional development.			

Mentor: _____ Date: _____

School: _____ County: Choose an item.