



REDBANK VALLEY SCHOOL DISTRICT
HOME OF THE BULLDOGS

TEACHER INDUCTION PLAN

2023-2029

Dr. Amy Rupp – Superintendent

Ms. Sandy Shirey – Elementary Principal

Mr. Roddy Hartle – HS Principal

Mr. Josh Temchulla – Director of Special Education

Mission

The mission of Redbank Valley School District community is to instill the knowledge, attitudes, and skills needed for each student to achieve at his or her highest potential while providing a safe, disciplined, and inviting environment

Vision

Redbank Valley School District is committed to forging strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge while becoming well-rounded individuals prepared to succeed in our community and global society.

Authority

Chapter 49, Title 22 of the Pennsylvania Code, Section 49.16, mandates that each school district develop an induction program for first-year teachers. The Bureau of Teacher Preparation and Certification, PDE, will require evidence of completion of an induction year prior to the issuance of the Instructional II Permanent Certification of Professional Personnel. The induction program for Redbank Valley School District has been developed to comply with the guidelines established by the Pennsylvania Department of Education. It is, however, anticipated that this plan will be modified periodically as recommended by its evaluation process.

Purpose

Redbank Valley School District believes the classroom teacher is the most important element of any successful education program. It also recognizes that teachers new to the school have special needs that must be met to ensure professional competence. In addition to traditional teaching competencies, new teachers must also attain competency in many areas of technology. This plan has been designed to provide experiences and activities for these teachers to become self-directed, self-motivated, fully effective members of the professional staff. Redbank Valley School District Teacher Induction Program is a process to help beginning teachers and teachers new to Redbank Valley School District to function more effectively and grow professionally during their first and second years in the teaching profession.

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Goals and Objectives

1. Enhance teaching performance and student achievement.
2. Develop effective classroom techniques and procedures in line with strategic planning and student outcome goals.
3. Train teachers in general state of the art technology tools such as: the current student information system (SIS), and the technology needs of constructing and or using rapidly evolving curriculum online and offline.
4. Promote the personal and professional well-being of teachers.
5. Invite new teachers to become a part of the positive culture of the school.
6. Build a knowledge base of essential school resources, policies, procedures of Redbank Valley School District.
7. Foster positive professional relationships between all Redbank Valley School District community members.

Mentor Teacher

Qualifications:

1. Has no fewer than three years of satisfactory teaching experience in the district;
2. Holds an Instructional II Certificate;
3. Is selected by the principal from a voluntary pool of qualified teachers;
4. Teaches in the same location as the inductee; and
5. Where practical, will have relevant experience in the same teaching field as the inductee.

Qualities:

1. Shows a deep commitment to continuous learning and professional growth;
2. Is an effective problem solver;
3. Communicates effectively with peers, parents and students;
4. Serves as a role model and has respect for colleagues;
5. Shows discernment in judgment;
6. Shows sensitivity to the concerns of beginning teachers;
7. Able to build trusting relationships;
8. Is enthusiastic and positive;
9. Is supportive – “The mentor is a helper, not a supervisor;”
10. Demonstrates flexibility;
11. Has the knowledge to assist with curricular areas and instructional strategies; and
12. Willing to provide time to support the new teacher

Compensation:

Individuals who agree to serve as a mentor and meet the specified qualifications will be compensated \$700 per inductee per year assigned by Redbank Valley School District.

Inductee

Qualifications:

1. The inductee shall be a newly hired employee. Employees hired at the beginning of the year will begin the Induction Process in August. Employees hired at mid-year will begin the Induction Process immediately. The induction period will last two years from hire date.
2. If the newly hired employee is an experienced teacher, the building principal will determine which aspects of the Induction Process are appropriate to the employee based on the teacher's prior knowledge and experience.

Principals

The principals will oversee the implementation and coordination of the teacher induction program at the school level and will provide leadership for the induction program. He/she will do this by:

1. Taking into consideration the needs of the inductee and the mentor teacher.
2. Promoting a positive rapport between the inductee, the mentor teacher, and other members of the faculty;
3. Disseminating information regarding policies and procedures to the inductee;
4. Attending teacher induction meetings and activities;
5. Verifying completion of the Induction Process;
6. Completing tasks and activities designated by the Induction Program;
7. Participating in the evaluation of the Teacher Induction Program;
8. Providing training on the Code of Professional Practices and Conduct for Educators, prepared by the Pennsylvania Department of Education, during the August Induction Academy or at the time of employment of the teacher;
9. Collecting and keeping track of all forms;
10. Recommending mentor teachers for employment to the Board of Directors;
11. Maintaining funding in the budget for Induction Program expenses;
12. Establishing a pool of mentor teachers each April for the following school year;
13. Issuing certificates to the Superintendent for signature: one for the personnel file and one for the teacher.
14. Evaluate the mentor/inductee relationship and effectiveness of mentor to determine best course of action for year 2

Teacher Mentor

The teacher mentor will collaborate with and work closely with the inductee. He/she will do this by:

1. Participating in training programs related to the Induction Program;
2. Helping inductees identify their most immediate and pressing needs;
3. Meeting with inductee on a regular basis to provide feedback;
4. Completing tasks and activities designated by the Induction Program;
5. Promoting professionalism and involvement in appropriate professional organizations;
6. Establishing a supportive, non-evaluative relationship;

7. Participating in the annual evaluation of the Induction Program; and
8. Providing assistance with school policies and procedures.

Inductee

In order for the process to be a success, the inductee must also take an active role in the Induction Process. He/she will do this by:

1. Meeting with the mentor teacher on a regular basis;
2. Participating in induction workshops, seminars or classroom observations;
3. Completing tasks and activities designated by the Induction Program;
4. Cooperating with mentor teacher and other team members; and
5. Participating in the annual evaluation of the Induction Program.

Evaluation of Induction Program

Redbank Valley School District Induction planning team shall conduct the evaluation of the Induction Program annually. Data collected via the evaluation process will be used to enhance the program for the next school year. An end of year meeting with the planning team will be conducted in May of each school year.

Maintenance of Records

Inductees, mentors, and the Principals and/or his or her designee, will maintain an initial checklist of conferences, meetings and other activities related to the Teacher Induction Program. Inductees and mentors shall submit completed checklists to the building principal in May of each school term. The Superintendent shall keep on file the names of those individuals who have completed the Induction Program and provide written verification to the inductee.

Resource List for Inductee

Business Manager

- I-9
- W-4 and state tax forms
- Direct deposit forms
- Provide information on benefits (health insurance, retirement plans, etc.)
- Insurance Policy
- Enroll employee in benefit plans (if applicable)
- Purchase requests or expense reporting

Confidential Secretary

- Ensure background checks completed
- Fingerprint
- Child Abuse
- Criminal History

Director of Special Education

- Referral process for students with special needs (gifted/special education)

High School Secretary

- Teacher parking - Parking permits

Maintenance

- Keys and access cards

Principals

- Have new hire read and acknowledge the employee handbook
- Explain emergency procedures, security policies (e.g. building access) and school safety plans
- Provide agenda for new-teacher orientation

- Review school and district policies
- Dress code (students and staff)
- Google Classroom
- Provide building tour
- Employee evaluation process
- Share resources and information on professional development opportunities
- Share your organization's mission, vision, and goals.

SAP Coordinator

- Student Assistance Program (SAP)

School Nurse

- Nurse procedures

Special Education Secretary

- IEP Writer (special education)

Superintendent

- Visitor Policy
- Attendance procedures (students and staff)
- SIS
- Substitute System
- Professional development process
- Informational websites and logins
- Curriculum development process and expectations
- Lesson plan procedures and expectations

Technology Director

- Email creation
- Classroom telephone
- Intercom system

Introduction

The next several pages of this document contain discussion items and tasks to be completed each month. As the inductee and mentor work together throughout the year, they will check off items that have been completed or mark them as not applicable via our digital tracking sheets.

Year One Professional Development

All teachers will complete or provide evidence of previous completions of the following training during the first year of hire. These trainings represent the PA Dept of Education requirements for classroom teachers.

Act 126 - Mandated Reporting

Act 126 - Educator Misconduct

Act 71 - Suicide Awareness

Act 49 - Structured Literacy ** <https://tinyurl.com/About-Structured-Literacy>

Act 49 - Culturally Relevant and Sustaining Education <https://tinyurl.com/About-CR-SE>

Act 49 - Professional Ethics <https://tinyurl.com/About-Professional-Ethics>

Act 14 - Trauma Informed Education

** Only for those teaching in the following areas: early childhood education, elementary-middle level, PK-12 special education, English as a second language, and reading specialist.

August

Here are some general tasks to discuss with your mentor during the month of August. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation.

Discussion items for this month:

- **Knowledge of Resources:** What resources are available to improve learning and professional practice?
- **Designing Coherent Instruction:** How does the inductee ensure lessons and activities are appropriately developed?
- **Creating and Environment of Respect and Rapport:** How can the inductee facilitate a classroom environment that promotes respect and builds rapport with students?
- **Managing Classroom Procedures:** How can routines and procedures be maximized to ensure maximum instructional time?
- **Managing Student Behavior:** How can the inductee be proactive to prevent misbehavior and how do they properly react to it if it occurs?
- **Organizing Physical Space:** How does the inductee ensure a safe, inviting, and accessible physical environment within the classroom, appropriate for the learning environment?
- **Maintaining Accurate Records:** How can the inductee ensure all instructional and non-instructional records are effectively maintained?
- **Participating in the Professional Community:** How can the inductee participate in school events, and contribute to the overall culture of the school community?
- **Showing Professionalism:** How can the inductee hold to the highest standards of professionalism, comply fully with school and district policies, and take a leadership role within the school community?

Knowledge of Content and Pedagogy	
Status? ▾	
Knowledge of Students	
Status? ▾	
Setting Instructional Outcomes	
Status? ▾	
Knowledge of Resources	
Status? ▾	Show inductee where to locate textbooks and teacher guide
Status? ▾	Discuss computer accessibility/availability for teacher use (e.g. teacher

	Chromebook)
Status? ▾	Show how to use current Student Information System (SIS)
Status? ▾	Locate current curriculum maps
Designing Coherent Instruction	
Status? ▾	Help inductee create their first week’s lesson plans
Status? ▾	Help inductee organize materials for the first week of instruction
Designing Student Assessments	
Status? ▾	
Creating and Environment of Respect and Rapport	
Status? ▾	Share ways to create rapport with students during the first week of school <i>(starting the year off “right”)</i>
Establishing a Culture for Learning	
Status? ▾	
Managing Classroom Procedures	
Status? ▾	
Managing Student Behavior	
Status? ▾	Review positive techniques for managing student behavior and proactive technique to avoid misbehavior
Status? ▾	Help the inductee create a discipline plan for their classroom
Organizing Physical Space	
Status? ▾	Discuss a plan for the inductee’s physical classroom space and how to attain materials to decorate
Communicating with Students	
Status? ▾	
Using Questioning and Discussion Techniques	

Status? ▾	
Engaging Students in Learning	
Status? ▾	
Using Assessment in Instruction	
Status? ▾	
Demonstrating Flexibility and Responsiveness	
Status? ▾	
Reflection on Teaching	
Status? ▾	
Maintaining Accurate Records	
Status? ▾	Access and review all IEP, 504, and GIEP's assigned to inductee
Status? ▾	Show inductee how to enter assignments, grades, and comments into the SIS
Communicating with Families	
Status? ▾	
Participating in the Professional Community	
Status? ▾	Review the District's mission and vision statement
Status? ▾	Review the professional ethics requirement (link on page 9)
Growing and Developing Professionally	
Status? ▾	
Showing Professionalism	
Status? ▾	Review duties and responsibilities outside the classroom
Status? ▾	Review student and parent handbook
Status? ▾	Review emergency drill procedures

Status? ▾	Discuss start and end times for teachers and building accessibility after hours
Status? ▾	Discuss the roles of the paraeducator, TSS worker, and/or behavior support staff with the classroom
Status? ▾	Review upcoming responsibilities outside the classroom (<i>e.g. Meet the teacher night, Sixth Grade Orientation</i>)
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

September

Here are some general tasks to discuss with your mentor during the month of September. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation.

Discussion items for this month:

- **Knowledge of Resources:** What resources are available to improve learning and professional practice?
- **Designing Student Assessments:** How does the inductee design effective assessments and use data to inform and guide instruction?
- **Creating an Environment of Respect and Rapport:** How can the inductee facilitate a classroom environment that promotes respect and builds rapport with students?
- **Establishing a Culture for Learning:** How can the inductee ensure high expectations for learning are taking place?
- **Managing Student Behavior:** How can the inductee be proactive to prevent misbehavior and how do they properly react to it if it occurs?
- **Engaging Students in Learning:** How can the inductee ensure their lessons are engaging, challenging, and well structured?
- **Reflection on Teaching:** How does the inductee make thoughtful and accurate assessments of the effectiveness of lessons?
- **Maintaining Accurate Records:** How can the inductee ensure all instructional and non-instructional records are effectively maintained?
- **Communicating with Families:** How can the inductee properly communicate with families?
- **Participating in the Professional Community:** How can the inductee participate in school events, and contribute to the overall culture of the school community?
- **Growing and Developing Professionally:** How can the inductee seek out opportunities for professional development, seek feedback, and contribute to the teaching profession?
- **Showing Professionalism:** How can the inductee hold to the highest standards of professionalism, comply fully with school and district policies, and take a leadership role within the school community?

Knowledge of Content and Pedagogy	
Status? ▾	
Knowledge of Students	
Status? ▾	
Setting Instructional Outcomes	

Status? ▾	
Knowledge of Resources	
Status? ▾	Gauge whether inductee has any questions or concerns regarding requests for resources
Status? ▾	Ensure inductee knows how to access district website, including the district calendar
Designing Coherent Instruction	
Status? ▾	
Designing Student Assessments	
Status? ▾	Review best practices for grading and assessment procedures, including best practice for number or graded assignments for SIS
Creating an Environment of Respect and Rapport	
Status? ▾	Ask the inductee to share a success and challenge developing rapport with students thus far
Establishing a Culture for Learning	
Status? ▾	Share your learning expectations within your classroom
Managing Classroom Procedures	
Status? ▾	
Managing Student Behavior	
Status? ▾	Do a classroom management “check-in” (<i>what successes and areas of concern are inductees experiencing?</i>)
Organizing Physical Space	
Status? ▾	
Communicating with Students	
Status? ▾	
Using Questioning and Discussion Techniques	

Status? ▾	
Engaging Students in Learning	
Status? ▾	
Using Assessment in Instruction	
Status? ▾	
Demonstrating Flexibility and Responsiveness	
Status? ▾	
Reflection on Teaching	
Status? ▾	Share a challenge and a success story with the mentor, regarding teaching thus far
Status? ▾	Discuss with your mentor teacher how he/she can assist you at this point in the year
Maintaining Accurate Records	
Status? ▾	Review procedures for entering a day of absence
Status? ▾	Ensure emergency plan availability for substitute teachers
Status? ▾	Review progress report procedures
Status? ▾	Discuss the issue of confidentiality of records
Status? ▾	Discuss special education referral process
Communicating with Families	
Status? ▾	Discuss how to communicate with student families including proper etiquette
Participating in the Professional Community	
Status? ▾	Review CR-SE Guidelines (link on page 9)
Growing and Developing Professionally	
Status? ▾	Review the professional teacher contract

Status? ▾	Review the evaluation procedure
Status? ▾	Review any upcoming opportunities for professional development (<i>e.g. workshops, in-services</i>)
Showing Professionalism	
Status? ▾	Review responsibilities and best practices for substitute teacher lesson plans
Status? ▾	Establish norms of communication between inductee and mentor
Status? ▾	Review social media guidelines
Status? ▾	Review the technology “acceptable use policy” for staff and students
Status? ▾	Write any holidays, schedule changes, faculty meetings, or “special events” in your schedule book or planner.
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

October

Here are some general tasks to discuss with your mentor during the month of October. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation.

Discussion items for this month:

- **Knowledge of Content and Pedagogy:** How can you improve your knowledge of content, assessment, and instruction
- **Knowledge of Students:** How do systematically gain knowledge of students to improve learning and relationships?
- **Knowledge of Resources:** What resources are available for inductees?
- **Designing Coherent Instruction:** How does the inductee ensure lessons and activities are appropriately developed?
- **Using Assessment in Instruction:** How can a variety of formative assessments be properly integrated into instruction to provide feedback and guide instruction?
- **Maintaining Accurate Records:** How can the inductee ensure all instructional and non-instructional records are effectively maintained?
- **Special Activities of Note:** What items are important to know and do this month?

Knowledge of Content and Pedagogy	
Status? ▾	Discuss inductee’s gaps/strengths in content knowledge
Status? ▾	Discuss inductee’s gaps/strengths in assessing student comprehension or assessment?
Status? ▾	Discuss inductee’s gaps/strengths in instruction
Knowledge of Students	
Status? ▾	Discuss two ways inductee acquired knowledge of student interests
Setting Instructional Outcomes	
Status? ▾	
Knowledge of Resources	
Status? ▾	Discuss and share resources that are available to you as a teacher through the school
Designing Coherent Instruction	

Status? ▾	Talk about how you choose materials and resources to support instructional goals
Status? ▾	Discuss how to vary the grouping of students
Status? ▾	Discuss ways students can take initiative in choosing activities and learning in the classroom
Status? ▾	Talk about how you plan for a daily lesson (short-term planning) and for a unit (long-term planning)
Designing Student Assessments	
Status? ▾	
Creating and Environment of Respect and Rapport	
Status? ▾	
Establishing a Culture for Learning	
Status? ▾	
Managing Classroom Procedures	
Status? ▾	
Managing Student Behavior	
Status? ▾	
Organizing Physical Space	
Status? ▾	
Communicating with Students	
Status? ▾	
Using Questioning and Discussion Techniques	
Status? ▾	
Engaging Students in Learning	
Status? ▾	

Using Assessment in Instruction	
Status? ▾	Discuss how assessment criteria and/or standards can be communicated to students.
Status? ▾	How do you match assessment with instructional goals?
Status? ▾	Talk about authentic and real world assessment techniques.
Demonstrating Flexibility and Responsiveness	
Status? ▾	
Reflection on Teaching	
Status? ▾	
Maintaining Accurate Records	
Status? ▾	Begin discussion of annual budget
Communicating with Families	
Status? ▾	
Participating in the Professional Community	
Status? ▾	
Growing and Developing Professionally	
Status? ▾	
Showing Professionalism	
Status? ▾	
Special Activities of Note	
Status? ▾	Discuss with your mentor the expectation for “Halloween traditions” with respect to grade level, district, and parent concerns
Status? ▾	End of first marking period is fast approaching
Notes	

November

Here are some general tasks to discuss with your mentor during the month of November. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation.

Discussion items for this month:

- **Knowledge of Resources:** What resources are available to improve learning and professional practice?
- **Designing Student Assessments:** How does the inductee design effective assessments and use data to inform and guide instruction?
- **Managing Student Behavior:** How can the inductee be proactive to prevent misbehavior and how do they properly react to it if it occurs?
- **Using Assessment in Instruction:** How can a variety of formative assessments be properly integrated into instruction to provide feedback and guide instruction?
- **Reflection on Teaching:** How does the inductee make thoughtful and accurate assessments of the effectiveness of lessons?
- **Maintaining Accurate Records:** How can the inductee ensure all instructional and non-instructional records are effectively maintained?
- **Communicating with Families:** How can the inductee properly communicate with families?
- **Growing and Developing Professionally:** How can the inductee seek out opportunities for professional development, seek feedback, and contribute to the teaching profession?
- **Participating in the Professional Community:** How can the inductee participate in school events, and contribute to the overall culture of the school community?

Knowledge of Content and Pedagogy	
Status? ▾	close reading or text dependant analysis
Knowledge of Resources	
Status? ▾	Discuss with your teacher meteor any questions/concerns,
Status? ▾	Inquire from your teacher mentor procedures for information and material requests
Designing Coherent Instruction	
Status? ▾	close reading or text dependant analysis
Designing Student Assessments	
Status? ▾	Discuss frequency and amount of assignments to be given in the subject area

Status? ▾	Discuss ways inductee can aid in the preparation of students for PSSA/Keystone testing through subject area assessments and instruction
Managing Student Behavior	
Status? ▾	Discuss some strategies to use with a student who is disruptive in the classroom
Status? ▾	Discuss some strategies to use with a student who is disruptive in the classroom
Status? ▾	Discuss some strategies to use with a student who is confrontational
Using Assessment in Instruction	
Status? ▾	Discuss ways to provide student feedback during and after instruction
Reflection on Teaching	
Status? ▾	Discuss instructional strategies that have been successful and create a goal for instruction for next meeting
Reflection on Teaching	
Status? ▾	Share a challenge and a success story with the mentor, regarding teaching thus far
Status? ▾	Discuss with your mentor teacher how he/she can assist you at this point in the year
Maintaining Accurate Records	
Status? ▾	Review procedures for submitting a student discipline referral, including policy for contacting parents
Status? ▾	Check in on budget preparations
Status? ▾	Discuss what to do with truancy/academic probation
Communicating with Families	
Status? ▾	Discuss what typical parental contact/conferencing looks like in the district
Status? ▾	Discuss various ways to contact parents/guardians
Status? ▾	Discuss reasons to contact parents/guardians (<i>both positive and in areas of student concern</i>)

Growing and Developing Professionally	
Status? ▾	Show inductee how to access Act 48 summary using their Personal Professional ID (PPID). Review the state requirements for Act 48.
Status? ▾	Ensure inductee is aware of upcoming faculty/department/grade level/curriculum meetings as well as required trainings on page 9
Showing Professionalism	
Status? ▾	Review the school calendar and write down upcoming events, meetings, schedule changes, etc.
Status? ▾	Discuss district policy regarding accepting and grading late work
Status? ▾	Discuss with teacher mentor the expectation for holiday traditions with respect to parent concerns
Status? ▾	Discuss district procedure/expectation is for students taking extended trips or holidays
Status? ▾	Review building expectations for how long a student has to complete the work and turn it in to the teacher for credit after a vacation
Status? ▾	Discuss PSSA/Keystone testing and the role the inductee might play in their delivery
Status? ▾	Review the sexual harassment policy
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

December

Here are some general tasks to discuss with your mentor during the month of December. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation.

Discussion items for this month:

- **Designing Coherent Instruction:** How does the inductee ensure lessons and activities are appropriately developed?
- **Designing Student Assessments:** How does the inductee design effective assessments and use data to inform and guide instruction?
- **Managing Student Behavior:** How can the inductee be proactive to prevent misbehavior and how do they properly react to it if it occurs?
- **Reflection on Teaching:** How does the inductee make thoughtful and accurate assessments of the effectiveness of lessons?
- **Maintaining Accurate Records:** How can the inductee ensure all instructional and non-instructional records are effectively maintained?
- **Communicating with Families:** How can the inductee properly communicate with families?
- **Participating in the Professional Community:** How can the inductee participate in school events, and contribute to the overall culture of the school community?
- **Showing Professionalism:** How can the inductee hold to the highest standards of professionalism, comply fully with school and district policies, and take a leadership role within the school community?

Designing Coherent Instruction	
Status? ▾	Discuss opportunities to use project-based instruction
Designing Student Assessments	
Status? ▾	Review frequency of assignments being employed by inductee
Status? ▾	Discuss ways inductee has aided in the preparation of students for PSSA/Keystone testing through subject area assessments and instruction
Managing Student Behavior	
Status? ▾	Discuss strategies used by inductee for disruptive students
Status? ▾	Review classroom discipline plan for alterations/revisions
Reflection on Teaching	

Status? ▾	Review inductee’s goal for improving instruction
Maintaining Accurate Records	
Status? ▾	Review inductee’s gradebook for accuracy
Status? ▾	Verify completion and submission of budget preparations
Status? ▾	Have your teacher mentor show you the location of cumulative files on students that are available to teachers
Communicating with Families	
Status? ▾	Check-in to ensure inductee has contacted parents/guardians for both student areas of concern and notes of student praise
Status? ▾	Discuss reasons to contact parents/guardians (<i>both positive and in areas of student concern</i>)
Status? ▾	Discuss how you inform parents about assignments or information covered in class
Participating in the Professional Community	
Status? ▾	Introduce inductee to any staff members they have not met
Status? ▾	Ensure inductee is aware of upcoming faculty/department/grade level/curriculum meetings - review Structured Literacy Requirement
Showing Professionalism	
Status? ▾	Review the school calendar and write down upcoming events, meetings, schedule changes, etc.
Status? ▾	Discuss PSSA/Keystone testing and the inductee’s role as an administrator/proctor
Status? ▾	Talk with about RVSDs procedure for reporting special problems or concerns
Status? ▾	Show inductee Child Find procedures
Special Activities of Note	
Status? ▾	
Notes	

Status? ▾	
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January

Here are some general tasks to discuss with your mentor during the month of January. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation.

Discussion items for this month:

- **Setting Instructional Outcomes:** How can the inductee ensure a high-level of learning in their discipline?
- **Designing Coherent Instruction:** How does the inductee ensure lessons and activities are appropriately developed?
- **Designing Student Assessments:** How does the inductee design effective assessments and use data to inform and guide instruction?
- **Creating and Environment of Respect and Rapport:** How can the inductee facilitate a classroom environment that promotes respect and builds rapport with students?
- **Establishing a Culture for Learning:** How can the inductee ensure high expectations for learning are taking place?
- **Managing Student Behavior:** How can the inductee be proactive to prevent misbehavior and how do they properly react to it if it occurs?
- **Organizing Physical Space:** How does the inductee ensure a safe, inviting, and accessible physical environment within the classroom, appropriate for the learning environment?
- **Reflection on Teaching:** How does the inductee make thoughtful and accurate assessments of the effectiveness of lessons?
- **Maintaining Accurate Records:** How can the inductee ensure all instructional and non-instructional records are effectively maintained?
- **Communicating with Families:** How can the inductee properly communicate with families?
- **Participating in the Professional Community:** How can the inductee participate in school events, and contribute to the overall culture of the school community?
- **Showing Professionalism:** How can the inductee hold to the highest standards of professionalism, comply fully with school and district policies, and take a leadership role within the school community?

Knowledge of Content and Pedagogy	
Knowledge of Students	
Setting Instructional Outcomes	
Status? ▾	Review best practice for when to use group work and assigning roles within groups as needed
Knowledge of Resources	

Designing Coherent Instruction	
Status? ▾	Review progress of project-based instruction plans
Status? ▾	Discuss alternative activities for students who finish early on class work (enrichment) and for students who need additional help (remediation)?
Status? ▾	Discuss how to handle transitions effectively between activities
Designing Student Assessments	
Status? ▾	Discuss mid-year CDT's
Creating an Environment of Respect and Rapport	
Status? ▾	Review strategies used by the inductee to develop positive relationships with students
Establishing a Culture for Learning	
Status? ▾	Discuss ways to present content effectively while keeping the students' interest level high
Status? ▾	Discuss with how students can show pride in their work
Status? ▾	Discuss how to determine different expectations for students on varied levels
Managing Classroom Procedures	
Managing Student Behavior	
Status? ▾	Discuss ways to continue to manage student behavior and re-establishing structure, procedures, and classroom rules if needed
Status? ▾	Discuss changes in classroom discipline plan, including expectations and consequences for misbehavior
Organizing Physical Space	
Status? ▾	Share different ways to create instructional learning groups
Status? ▾	Discuss the pros and cons of inductee's classroom setup; are there alternative ways to rearrange their room so that resources are more accessible to students?
Communicating with Students	

Using Questioning and Discussion Techniques	
Using Assessment in Instruction	
Demonstrating Flexibility and Responsiveness	
Reflection on Teaching	
Status? ▾	Review inductee's goal for improving instruction
Maintaining Accurate Records	
Status? ▾	Ensure accuracy of gradebook for end of Quarter 2; review procedures for submitting grades
Communicating with Families	
Status? ▾	Check-in to ensure inductee has contacted parents/guardians for both student areas of concern and notes of student praise
Participating in the Professional Community	
Status? ▾	Introduce inductee to any staff members they have not met
Status? ▾	Ensure inductee is aware of upcoming faculty/department/grade level/curriculum meetings
Growing and Developing Professionally	
Showing Professionalism	
Status? ▾	Review the school calendar and write down upcoming events, meetings, schedule changes, etc.
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

February

Here are some general tasks to discuss with your mentor during the month of February. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation.

Discussion items for this month:

- **Designing Coherent Instruction:** How does the inductee ensure lessons and activities are appropriately developed?
- **Creating and Environment of Respect and Rapport:** How can the inductee facilitate a classroom environment that promotes respect and builds rapport with students?
- **Establishing a Culture for Learning:** How can the inductee ensure high expectations for learning are taking place?
- **Communicating with Students:** How can the inductee ensure their instructions, directions, and explanations are clear and connect with students interests?
- **Using Questioning and Discussion Techniques:** How can the inductee use a variety of questions or prompts to challenge students and promote a higher level of thinking, and promote civil discourse?
- **Using Assessment in Instruction:** How can a variety of formative assessments be properly integrated into instruction to provide feedback and guide instruction?
- **Demonstrating Flexibility and Responsiveness:** How can the inductee enhance learning by being responsive to spontaneous events or students’ interests, and adjust instruction to address misconceptions or misunderstandings?
- **Reflection on Teaching:** How does the inductee make thoughtful and accurate assessments of the effectiveness of lessons?
- **Maintaining Accurate Records:** How can the inductee ensure all instructional and non-instructional records are effectively maintained?
- **Participating in the Professional Community:** How can the inductee participate in school events, and contribute to the overall culture of the school community?
- **Showing Professionalism:** How can the inductee hold to the highest standards of professionalism, comply fully with school and district policies, and take a leadership role within the school community?

Knowledge of Content and Pedagogy	
Status? ▾	Discuss ways that you teach students multiple strategies in order to problem-solve and to achieve mastery of the content
Knowledge of Students	
Setting Instructional Outcomes	
Knowledge of Resources	

Designing Coherent Instruction	
Status? ▾	Review progress and/or outcome of project-based instruction plan
Status? ▾	Discuss methods used for students who finish early on class work (enrichment) and for students who need additional help (remediation)?
Status? ▾	Discuss success in transitioning effectively between activities
Designing Student Assessments	
Creating an Environment of Respect and Rapport	
Status? ▾	Check-in on the strategies used by the inductee to develop positive relationships with students
Establishing a Culture for Learning	
Status? ▾	Review ways inductee is finding success presenting content effectively while keeping the students' interest level high
Status? ▾	
Status? ▾	Review how the inductee is finding success differentiating expectations for students on varied levels
Managing Classroom Procedures	
Managing Student Behavior	
Organizing Physical Space	
Communicating with Students	
Status? ▾	Discuss how directions are communicated clearly to the students in your class
Status? ▾	Talk about ways in which directions can be adapted for students with special needs
Status? ▾	Discuss ways to clearly state the daily objective to the students in your class
Status? ▾	Think back to the beginning of the school year. Discuss how classroom procedures established in September have affected the daily routine to this point. Were procedures explained clearly at the beginning of the year?
Status? ▾	Talk about how classroom rules are communicated to students and parents

Status? ▾	Discuss how you encourage students to be effective note takers and how you help them organize their information
Using Questioning and Discussion Techniques	
Status? ▾	Review questioning techniques that engages all students
Status? ▾	Review examples of high-level questions (<i>e.g. Bloom's taxonomy</i>)
Status? ▾	Share examples of how to engage students in proper classroom discussions
Engaging Students in Learning	
Using Assessment in Instruction	
Status? ▾	Review best practices for providing student feedback during instruction
Demonstrating Flexibility and Responsiveness	
Status? ▾	Share some specific instances in which you have had to re-teach or extend a lesson
Status? ▾	Explain how you respond to a child that is not grasping the concept at hand and how you address the situation
Reflection on Teaching	
Status? ▾	Review inductee's ongoing goal for improving instruction
Status? ▾	Discuss how to determine the effectiveness of assignments
Maintaining Accurate Records	
Status? ▾	Ensure accuracy of gradebook for 3rd Quarter progress reports
Communicating with Families	
Status? ▾	Check-in to ensure inductee has contacted parents/guardians for both student areas of concern and notes of student praise
Status? ▾	Ensure inductee has a method to inform parents about assignments or information covered in class
Participating in the Professional Community	
Status? ▾	Ensure inductee is aware of upcoming faculty/department/grade level/curriculum meetings

Growing and Developing Professionally	
Showing Professionalism	
Status? ▾	Review the school calendar and write down upcoming events, meetings, schedule changes, etc.
Status? ▾	Ask inductee to create three professional goals for the following school year
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

Engaging Students in Learning:

1. Discuss how you determine the effectiveness of the assignments
2. Talk about how you differentiate instruction for the students in your class for appropriate instruction. Is the grouping flexible or rigid? Is this current grouping method as effective as it could be? If not, how can it be improved?
3. Do you feel that the classroom rules established at the start of the year are still effective?

Demonstrating Flexibility and Responsiveness

1. Discuss how you promote or encourage student persistence? Talk about ways in which you could further promote this concept

February Checklist:

_____ Meeting the needs of students with IEPs

March

Here are some general tasks to discuss with your mentor during the month of March. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation.

Discussion items for this month:

- **Knowledge of Content and Pedagogy:** How can you improve your knowledge of content, assessment, and instruction
- **Designing Coherent Instruction:** How does the inductee ensure lessons and activities are appropriately developed?
- **Creating and Environment of Respect and Rapport:** How can the inductee facilitate a classroom environment that promotes respect and builds rapport with students?
- **Establishing a Culture for Learning:** How can the inductee ensure high expectations for learning are taking place?
- **Communicating with Students:** How can the inductee ensure their instructions, directions, and explanations are clear and connect with students interests?
- **Using Questioning and Discussion Techniques:** How can the inductee use a variety of questions or prompts to challenge students and promote a higher level of thinking, and promote civil discourse?
- **Using Assessment in Instruction:** How can a variety of formative assessments be properly integrated into instruction to provide feedback and guide instruction?
- **Demonstrating Flexibility and Responsiveness:** How can the inductee enhance learning by being responsive to spontaneous events or students' interests, and adjust instruction to address misconceptions or misunderstandings?
- **Reflection on Teaching:** How does the inductee make thoughtful and accurate assessments of the effectiveness of lessons?
- **Maintaining Accurate Records:** How can the inductee ensure all instructional and non-instructional records are effectively maintained?
- **Participating in the Professional Community:** How can the inductee participate in school events, and contribute to the overall culture of the school community?
- **Growing and Developing Professionally:** How can the inductee seek out opportunities for professional development, seek feedback, and contribute to the teaching profession?
- **Showing Professionalism:** How can the inductee hold to the highest standards of professionalism, comply fully with school and district policies, and take a leadership role within the school community?

Knowledge of Content and Pedagogy	
Status? ▾	Discuss gaps in content knowledge and talk about a plan to fill those gaps
Knowledge of Students	

Setting Instructional Outcomes	
Knowledge of Resources	
Designing Coherent Instruction	
Status? ▾	Talk about the most effective portion of inductee’s lessons, and areas of concern
Status? ▾	Describe what the inductee would like to change or add to their typical daily lessons or classes
Designing Student Assessment	
Creating an Environment of Respect and Rapport	
Status? ▾	Check-in on the effectiveness of inductee’s strategies to develop positive relationships with students
Establishing a Culture for Learning	
Status? ▾	Check-in on effectiveness of strategies inductee is using to present content effectively while keeping the students’ interest level high
Managing Classroom Procedures	
Managing Student Behavior	
Organizing Physical Space	
Communicating with Students	
Status? ▾	Ensure inductee is employing best practices for communicating instructions, directions and daily objectives within their class
Status? ▾	Talk about ways to encourage students to finish the year “strong”
Status? ▾	Review how inductee is encouraging students to be effective note takers and how they are helping them organize their information
Using Questioning and Discussion Techniques	
Status? ▾	Check-in on inductees questioning techniques that engages all students
Status? ▾	Check-in on inductees use of high-level questions (<i>e.g. Bloom’s taxonomy</i>)

Status? ▾	Ask inductee to share examples of how they are engaging students in proper classroom discussions
Engaging Students in Learning	
Using Assessment in Instruction	
Status? ▾	Ask inductee how they are providing student feedback during instruction
Demonstrating Flexibility and Responsiveness	
Status? ▾	Ask inductee for example in which they had had to re-teach or extend a lesson
Status? ▾	Ask inductee how they responded to a child that not grasping a concept at hand
Reflection on Teaching	
Status? ▾	Review instructional pacing using the curriculum map: is the inductee going too fast? Too slow? What might need adjusted for next year?
Maintaining Accurate Records	
Status? ▾	Ensure accuracy of gradebook for 3rd Quarter grade reporting
Communicating with Families	
Status? ▾	Discuss how frequently inductee contacts parents/guardians for both student areas of concern and notes of student praise
Participating in the Professional Community	
Status? ▾	Ensure inductee is aware of upcoming faculty/department/grade level/curriculum meetings
Status? ▾	Talk about ways teachers contribute to the teaching profession (<i>e.g. presenting at conferences, serving on committees, taking part in local, state, and national education initiatives</i>)
Growing and Developing Professionally	
Status? ▾	Discuss the inductee's greatest strengths as a new teacher to Redbank Valley School District, and areas of weakness
Status? ▾	
Showing Professionalism	

Status? ▾	Review the school calendar and write down upcoming events, meetings, schedule changes, etc.
Status? ▾	Check-in on inductees three professional goals for the following school year; set a deadline for next meeting for final goal creation
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

Maintaining Accurate Records

1. Discuss how you maintain information on student completion of assignments
2. Describe the pros and cons of your current system
3. Talk about how you maintain information on student progress in learning
4. Discuss what you like/dislike about your system and why

Communicating with Families

1. Describe how you provide information to parents about your instructional program and individual student progress
2. Discuss ways you try to engage parents and families in your instructional programs

April

Here are some general tasks to discuss with your mentor during the month of April. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation.

Discussion items for this month:

- **Standardized testing**
- **Preparing for final quarter of the year**

Knowledge of Content and Pedagogy	
Status? ▾	
Knowledge of Students	
Setting Instructional Outcomes	
Knowledge of Resources	
Designing Coherent Instruction	
Status? ▾	
Status? ▾	
Designing Student Assessments	
Creating an Environment of Respect and Rapport	
Status? ▾	
Establishing a Culture for Learning	
Status? ▾	Brainstorm different strategies that the inductee would like to use the next school year to ensure engagement of all students
Managing Classroom Procedures	
Managing Student Behavior	
Organizing Physical Space	
Communicating with Students	

Status? ▾	Talk about changes in communication methods the inductee would like to use next year
Status? ▾	Review ways to encourage students to finish the year “strong”
Status? ▾	
Using Questioning and Discussion Techniques	
Status? ▾	Talk about change inductee would like to make in their questioning tactics for next year
Status? ▾	Talk about how inductee would like to change their methods of engaging student discussions for next year
Engaging Students in Learning	
Status? ▾	Reflect on ways to improve student engagement. Are students being challenged? Are there opportunities for more complex thinking?
Status? ▾	
Status? ▾	
Status? ▾	
Using Assessment in Instruction	
Status? ▾	Ask inductee for an example of how they used student feedback to guide or change instruction
Status? ▾	Provide an example of a final examination
Demonstrating Flexibility and Responsiveness	
Status? ▾	
Status? ▾	
Reflection on Teaching	
Status? ▾	
Maintaining Accurate Records	
Status? ▾	Ensure accuracy of gradebook for 4th Quarter progress reporting

Communicating with Families	
Status? ▾	Did you communicate with parents/guardians regarding students in danger of failing the year?
Participating in the Professional Community	
Status? ▾	Ensure inductee is aware of upcoming faculty/department/grade level/curriculum meetings
Status? ▾	
Growing and Developing Professionally	
Status? ▾	Discuss areas of growth for next year
Status? ▾	
Showing Professionalism	
Status? ▾	Review the school calendar and write down upcoming events, meetings, schedule changes, etc.
Status? ▾	Review inductees three professional goals for the following school year
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

Special Focus This Month: Year-End Activities

1. Discuss how to order supplies and materials for the upcoming school year
2. Determine whether or not there are Teacher special activities that teachers should be aware of for planning this month

May

Here are some general tasks to discuss with your mentor during the month of May. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation.

Discussion items for this month:

- School Year wrap up
- Student notes

Knowledge of Content and Pedagogy	
Status? ▾	
Designing Coherent Instruction	
Status? ▾	Establish goals for lesson plan improvement
Status? ▾	
Creating an Environment of Respect and Rapport	
Status? ▾	
Establishing a Culture for Learning	
Status? ▾	
Communicating with Students	
Status? ▾	
Status? ▾	
Status? ▾	
Using Questioning and Discussion Techniques	
Status? ▾	
Status? ▾	
Engaging Students in Learning	
Status? ▾	

Status? ▾	
Status? ▾	
Status? ▾	
Using Assessment in Instruction	
Status? ▾	Review plans for inductee's final examination(s)
Status? ▾	Review gradebook weights if applicable
Demonstrating Flexibility and Responsiveness	
Status? ▾	Willingness to cover for other teachers in need.
Status? ▾	Willingness to work additionally with students to increase student achievement.
Reflection on Teaching	
Status? ▾	Updating curriculum maps after each unit.
Maintaining Accurate Records	
Status? ▾	Ensure accuracy of gradebook for 4th Quarter final grade reporting
Status? ▾	Ensure final SPM data is recorded and submitted
Communicating with Families	
Status? ▾	Up to date logging of parent communication within the SIS.
Participating in the Professional Community	
Status? ▾	Ensure inductee is aware of upcoming faculty/department/grade level/curriculum meetings
Status? ▾	Active participation in schoolwide activities and initiatives.
Growing and Developing Professionally	
Status? ▾	Review of growth for next year
Status? ▾	Review of Act 48 hours and plans to earn Instructional 2 if applicable.

Showing Professionalism	
Status? ▾	Review the school calendar and write down upcoming events, meetings, schedule changes, etc.
Status? ▾	Re-visit inductees three professional goals for the following school year
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

May Checklist

- _____ End of year tasks
 - _____ Plan for last week of school activities
 - _____ Reflection for the year including formal feedback form
 - _____ Review curriculum map and reflection to jot down notes for the next year
 - _____ Schedule to plan to prepare room for following year
1. Demonstrating knowledge of content
 - a. Identify gaps in content knowledge and establish goals
 2. Reflection on teaching
 - a. What were some challenges you encountered in developing positive relationships with students, families, and colleagues?
 - b. How did you overcome those challenges?
 - c. What will you do differently to improve in this area?
 - d. What would you do differently when planning learning experiences (lesson plans, interventions, etc.) to support student learning outcomes?
 3. Organizing physical space
 - a. Reflect on how the physical classroom space was organized and discuss improvements to ensure the space is most effective

Second Year of Teacher Induction

Introduction

The next several pages of this document contain discussion items and tasks to be completed each month. As the inductee and mentor work together throughout the year, they will check off items that have been completed or mark them as not applicable via our digital tracking sheets.

Beginning of Year Two

Here are some general tasks to discuss with your mentor during the month of August or the first week of September. These topics are to help guide your discussion at the beginning of Year Two. Some of these items may be non-applicable to your individual situation.

Discussion items for this meeting:

- **Setting Instructional Outcomes:** How can the inductee ensure a high-level of learning in their discipline?
- **Knowledge of Students:** How do systematically gain knowledge of students to improve learning and relationships?
- **Knowledge of Resources:** What resources are available to improve learning and professional practice?
- **Designing Coherent Instruction:** How does the inductee ensure lessons and activities are appropriately developed?
- **Assessing Student Learning:** How does the inductee design effective assessments and use data to inform and guide instruction?
- **Special Activities of Note:** What items are important to know and do this month?

Setting Instructional Outcomes	
Status? ▾	Discuss successful instructional strategies used during year 1 and further strategies the inductee would like to use
Status? ▾	Discuss lesson plan improvement goals
Knowledge of Students	
Status? ▾	Discuss how the inductee found success in building positive and productive student relationships, while establishing boundaries
Status? ▾	Reflect on classroom management successes and shortcomings

Knowledge of Resources	
Status? ▾	Discuss and share resources that are available to you as a teacher through the school
Status? ▾	Review options for Google Classroom (e.g. archive previous year's classes, duplication a class, reusing assignments)
Designing Coherent Instruction	
Status? ▾	Reflect on the previous year's SPM to gauge this year's goals
Status? ▾	Set a goal of having a draft of the SPM ready for next meeting
Assessing Student Learning	
Status? ▾	Reflect on best practices for grading and assessments, both formative and summative
Special Activities of Note	
Status? ▾	Review teacher evaluation from previous year and review goals for year 2
Status? ▾	Review teacher evaluation from previous year and review goals for year 2
Status? ▾	Classroom syllabus creation
Status? ▾	Social media guidelines (revisit district policies; sharing what is happening in the classroom with district administrators)
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

Mid-Quarter 1

Here are some general tasks to discuss with your mentor during the month of August or the first week of September. These topics are to help guide your discussion at the beginning of Year Two. Some of these items may be non-applicable to your individual situation.

Discussion items for this meeting:

- **Knowledge of Students:** How do systematically gain knowledge of students to improve learning and relationships?
- **Growing and Developing Professionally:** How can the inductee seek out opportunities for professional development, seek feedback, and contribute to the teaching profession?
- **Knowledge of Content and Pedagogy:** How can you improve your knowledge of content, assessment, and instruction
- **Designing Coherent Instruction:** How does the inductee ensure lessons and activities are appropriately developed?
- **Assessing Student Learning:** How does the inductee design effective assessments and use data to inform and guide instruction?
- **Participating in the Professional Community:** How can the inductee participate in school events, and contribute to the overall culture of the school community?
- **Engaging Students in Learning:** How can the inductee ensure their lessons are engaging, challenging, and well structured?
- **Communicating with Families:** How can the inductee properly communicate with families?
- **Maintaining Accurate Records:** How can the inductee ensure all instructional and non-instructional records are effectively maintained?

Knowledge of Students	
Status? ▾	Have the inductee share a story of an individual student’s varied approach to learning
Growing and Developing Professionally	
Status? ▾	Review opportunities for professional development
Status? ▾	Review ACT 48 credits and ensure inductee knows how to check progress
Designing Coherent Instruction	
Status? ▾	Review inductee’s SPM prior to submission

Assessing Student Learning	
Status? ▾	Discuss the importance of student feedback, and review different ways to provide it
Status? ▾	Review how to establish criteria for learning (e.g. rubrics). Were there opportunities during Year 1 where a rubric could have improved student output?
Participating in the Professional Community	
Status? ▾	Discuss ways of getting involved at the school (clubs, extracurricular activities, etc.)
Engaging Students in Learning	
Status? ▾	Discuss how the inductee found success in challenging students and what improvements they would like to make this year
Status? ▾	Review different ways to engage students in learning activities, and discuss what challenges the inductee faced last year
Communicating with Families	
Status? ▾	Do a check-in on procedures and good practice for contacting parents regarding student academic progress and behavior, both for the positive and areas of concern
Maintaining Accurate Records	
Status? ▾	Budgeting task: Reflect on the previous year to project what resources and/or materials are needed and which are wanted
Status? ▾	Budgeting task: Set a goal of having a list of materials and resources needed/wanted by next meeting
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

Mid-Quarter Two

Here are some general tasks to discuss with your mentor at the midpoint of Quarter 2. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation. Every meeting should begin with a mental health check-in: *How are you feeling?*

Discussion items for this meeting:

- **Knowledge of Resources:** What resources are available to improve learning and professional practice?
- **Using Assessment in Instruction:** How can a variety of formative assessments be properly integrated into instruction to provide feedback and guide instruction?
- **Maintaining Accurate Records:** How can the inductee ensure all instructional and non-instructional records are effectively maintained?
- **Communicating with Families:** How can the inductee properly communicate with families?
- **Participating in the Professional Community:** How can the inductee participate in school events, and contribute to the overall culture of the school community?
- **Growing and Developing Professionally:** How can the inductee seek out opportunities for professional development, seek feedback, and contribute to the teaching profession?

Knowledge of Resources	
Status? ▾	Ensure inductee is aware of the different technology tools available for teaching and assessment (<i>e.g. Kahoot, Quizizz, Quizlet, BrainPop, Blooket, EdPuzzle</i>)
Using Assessment in Instruction	
Status? ▾	Discuss how the inductee uses evidence in lessons to guide instruction
Status? ▾	Discuss ways the inductee gathers feedback from students during a lesson
Status? ▾	Review the use of rubrics and establishing criteria for learning
Maintaining Accurate Records	
Status? ▾	Review the “wants and needs” list from the previous meeting’s budget tasks
Status? ▾	Review how to fill out the online budget requisition form
Status? ▾	Ensure teacher knows the deadline for budget

Communicating with Families	
Status? ▾	Check-in on procedures and good practice for contacting parents regarding student academic progress and behavior, both positive and areas of concern
Participating in the Professional Community	
Status? ▾	Discuss opportunities for field trips
Status? ▾	Review the field trip submission form and district designed permission slip
Growing and Developing Professionally	
Status? ▾	Review requirements for attaining Instructional Level II
Status? ▾	Discuss options for teacher to attain their Level II certification
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

Mid-Quarter Three

Here are some general tasks to discuss with your mentor at the midpoint of Quarter 3. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation. Every meeting should begin with a mental health check-in: *How are you feeling?*

Discussion items for this meeting:

- **Knowledge of Content and Pedagogy:** How can you improve your knowledge of content, assessment, and instruction?
- **Organizing Physical Space:** How does the inductee ensure a safe, inviting, and accessible physical environment within the classroom, appropriate for the learning environment?
- **Communicating with Families:** How can the inductee properly communicate with families?
- **Setting Instructional Outcomes:** How can the inductee ensure a high-level of learning in their discipline?
- **Managing Student Behavior:** How can the inductee be proactive to prevent misbehavior and how do they properly react to it if it occurs?

Knowledge of Content and Pedagogy	
Status? ▾	Discuss the inductees gap in content knowledge and means to improve
Organizing Physical Space	
Status? ▾	Review ways of file management (e.g. Google Drive organization with folders, color-coding, shared drives)
Using Assessment in Instruction	
Status? ▾	Discuss how the inductee uses evidence in lessons to guide instruction
Status? ▾	Discuss ways the inductee gathers feedback from students during a lesson
Status? ▾	Review the use of rubrics and establishing criteria for learning
Communicating with Families	
Status? ▾	Check-in on procedures and good practice for contacting parents regarding student academic progress and behavior, both positive and areas of concern

Setting Instructional Outcomes	
Status? ▾	Review a recent lesson plan created by the inductee and discuss the learning outcomes and ways to improve
Managing Student Behavior	
Status? ▾	Discuss ways to ensure student behavior can be effectively managed as the second half of the year progresses
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

End of Year Two

Here are some general tasks to discuss with your mentor at the midpoint of Quarter 3. These topics are to help guide your discussion. Some of these items may be non-applicable to your individual situation. Every meeting should begin with a mental health check-in: *How are you feeling?*

Discussion items for this meeting:

- **Communicating with Students:** How can the inductee ensure their instructions, directions, and explanations are clear and connect with students interests?
- **Creating and Environment of Respect and Rapport:** How can the inductee facilitate a classroom environment that promotes respect and builds rapport with students?
- **Reflection on Teaching:** How does the inductee make thoughtful and accurate assessments of the effectiveness of lessons?
- **Maintaining Accurate Records:** How can the inductee ensure all instructional and non-instructional records are effectively maintained?
- **Participating in the Professional Community:** How can the inductee participate in school events, and contribute to the overall culture of the school community?
- **Showing Professionalism:** How can the inductee hold to the highest standards of professionalism, comply fully with school and district policies, and take a leadership role within the school community?

Communicating with Students	
Status? ▾	Review the inductee’s classroom syllabus; assist in making changes for the following school year
Creating and Environment of Respect and Rapport	
Status? ▾	Discuss successes inductee had in building rapport with students during Year 2
Reflection on Teaching	
Status? ▾	Discuss challenges the inductee encountered in developing positive relationships with students, families, and colleagues?
Status? ▾	Discuss what the inductee would do differently when planning learning experiences (lesson plans, interventions, etc.) to support student learning outcomes?
Maintaining Accurate Records	

Status? ▾	Review curriculum map(s) and reflect what needs updated
Participating in the Professional Community	
Status? ▾	Review the school district's mission statement and discuss how the inductee is helping fulfill it
Showing Professionalism	
Status? ▾	Review end-of-year tasks and administration directives to ensure compliance
Special Activities of Note	
Status? ▾	
Notes	
Status? ▾	

