

Penn Hills School District
New Teacher Induction Program
First “STEPS”
Soaring to Excellence through Professional Development
Essential Components

Year One – Novice

- ❖ **Four day orientation prior to the start of school**
 - Welcome/Introductions/Meet your Mentor
 - District/Community bus tour
 - Discussion of district demographics/diversity issues
 - Taking Care of Business
 - Insurance
 - Payroll
 - Benefits
 - Sub-finder
 - Welcome from the Union
 - Meetings with specific building principals
 - Tour of the school
 - Building Routines
 - Meet the Staff
 - Use of District Technology
 - Lesson Planning/Curriculum and Assessment
 - Preparations for the first day of school
 - Discuss/Design Discipline Plans
 - Discuss/Design lessons for the first day of school
 - Procedures and Routines
 - Discuss/Design essential procedures for the classroom

- ❖ **Attend Monthly, After-School, Instructional Coaching Session**
 - Research-based strategies for instruction are reviewed and modeled for the teachers.
 - Topics for all teachers are based on needs determined by the classroom visits, but are deigned to include:
 - ❖ Best practice reading and math instructional strategies for elementary teachers.
 - ❖ Reading in the content area, active learning, and differentiation for secondary teachers.

- ❖ **Observation of two classroom teachers**
 - Teacher chooses two classroom teachers to observe for one period/class and completes an observation task that helps the teachers focus in on key elements of effective instruction.

- ❖ **Classroom Visitations**
 - Mentor visits the inductee’s classroom for one period/class

- Teacher completes pre and post visitation sheets with mentor
- Professional Development staff visits teachers classrooms regularly to:
 - Identify new teacher areas of need
 - Provide regular support and feedback to new teachers

❖ **Five hours minimum of conference time with mentor**

- At the beginning of the school year the teacher and mentor attend to specific tasks concerning all aspects of building procedures, curriculum, and management.
- As they proceed throughout the school year the meetings are less structured and are based on individual teacher areas and need.

❖ **Attend Monthly Study Groups**

- Monthly study groups are held at three levels, elementary, middle, and high school
- Every month we:
 - Discuss current educational issues (for example, open house, mid-terms, etc.)
 - Conduct Classroom Management and Lesson Planning lecturettes as needed based on observations from classroom visits and principal support.

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Year Two – Advanced Beginner

- ❖ **Five after-school advanced induction workshops**
 - Workshops are based on Classroom Instruction that Works Research-Based Strategies for Increasing Student Achievement, Marzano, Pickering, and Pollock, 2001.
 - At each workshop the teachers
 - Share experiences applying the instructional strategies in their classrooms
 - Discuss/Describe two of the Marzano strategies
 - Design a lesson, in Madeline Hunter format, using one of the strategies discussed
 - Execute the lesson in their classroom
 - Complete an instructional artifact
- ❖ **Four hours minimum of conference time with advisor**
 - Teacher chooses an advisor
 - As needed throughout the entire school year
- ❖ **Observation of two classroom teachers**
 - Teacher chooses two classroom teachers to observe for one period/class and completes an observation task that helps the teachers focus in on key elements of effective instruction.
- ❖ **Classroom Visitation**
 - Professional Development staff visits teacher’s classroom for one period/class
 - Teacher completes pre and post visitation sheets with professional development specialist

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Year Three – Tenure

- ❖ **Four after-school Action Research Workshops**
 - The initial meeting is an introduction to action research and a brain storming session designed to generate ideas for the action research project
 - The steps to action research are discussed, examples are given, a project is modeled for the participants
 - All subsequent workshops are for discussion/presentation of the results of each teacher’s action research project
- ❖ **Two hours minimum of conference time with advisor**
 - Teacher chooses an advisor
 - Meet as needed throughout the entire school year
- ❖ **Observation of two classroom teachers**
 - Teacher chooses two classroom teachers to observe for one period/class and completes an observation task that helps the teachers focus in on key elements of effective instruction.