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 designed 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 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 lectureettes as needed based on observations from classroom visits and principal support.
Penn Hills School District  
New Teacher Induction Program  
First “STEPS”  
*Soaring to Excellence through Professional Development*  
Essential Components

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
  - Completes an observation task that helps the teachers focus 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
Year Three – Tenure

- **Four after-school Action Research Workshops**
  - The initial meeting is an introduction to action research and a brainstorming 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.