

TEACHER INDUCTION PROGRAM

CLARION-LIMESTONE AREA SCHOOL DISTRICT

2023-2024 School Year

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Introduction to Program

The goal of the Clarion-Limestone Area School District Induction Program is to provide support for the new teacher while ensuring a successful initial teaching experience in the district.

The Clarion-Limestone Area School District induction program will familiarize the new teacher with the classroom, administrative policy, supplies, and daily routines. In addition, the new teacher will become familiar with the district's mission and goals.

An induction team composed of the inductee, teacher mentor, and a principal will provide support to the inductee. Inductees will include beginning teachers and veteran teachers who are new to the district, as per the professional contract.

Committee Membership

Clarion Limestone ASD Elementary School	Clarion Limestone ASD Junior-Senior High School
Mr. Brian Weible District Superintendent bweible@clasd.net	
Mrs. Donna Smith Administrative Assistant dsmith@clasd.net	
Mr. Rob Sintobin Principal K-12 rsintobn@clasd.net	Mr. David Eggleton, Jr. Assistant Principal K-12 deggleton@clasd.net
Mrs. Jamie Grace Elementary Professional Development jgrace@clasd.net	Mrs. Holly Pence High School Professional Development hpence@clasd.net

Goals of the Teacher Induction Process

1. To build a teacher induction team.
2. Select the best mentor teachers willing to commit the time and effort.
3. Establish a professional employee "resource center" at each school.
4. Design individual professional growth plans for all new employees.
5. Periodically monitor and evaluate the induction program demonstrated by monthly documentation.
6. Provide adequate training and professional development for mentors.

Roles, Responsibilities, and Definitions

- A. Induction Coordination
 - a. Superintendent responsibilities
 - i. Coordinate mentor teacher selection
 - ii. Conduct meetings with mentors and/or inductees
 - iii. Establish support systems for the mentorship of inductees
 - iv. Monitor program evaluation process
 - v. Maintain a file of mentor agreement letters of commitment and certification of completion
 - b. Principal responsibilities
 - i. Facilitate induction program activities according to the plan
 - ii. Assist with coordinating the mentor teacher selection and inductee needs assessment activities
 - iii. Conduct meetings with mentors and/or inductees
 - iv. Assist with establishing support systems for the mentorship of inductees
 - v. Monitor the program evaluation process
 - c. Mentor teacher responsibilities
 - i. Participate in appropriate training
 - ii. Identify areas of concern and develop a professional growth plan
 - iii. Assist inductees with their assigned job needs
 - iv. Conduct weekly inductee meetings and review inductee progress in areas of need
 - v. Provide feedback in professional manner
 - vi. Evaluate inductee program
 - vii. Confer regularly with principal
 - d. Inductee responsibilities
 - i. Attend induction program meetings
 - ii. Work with mentor teacher in a professional manner
 - iii. Develop and pursue a Professional Growth Plan
 - iv. Follow district policy and procedures
 - v. Complete the induction program requirements
 - vi. Maintain Monthly Personal Planners and Checklist of Activities

The Induction Process

- A. Mentor Selection- Mentor teachers will be chosen by the administration and approved by the Superintendent/School Board using the following criteria:
 - a. Must be a tenured volunteer.
 - b. Must be willing and able to commit time and effort to inductee. A letter of commitment will be on file in the induction coordinator's files.
 - c. Must possess effective teaching practices, classroom management and communication skills.
 - d. Must be designed to meet the maximum best interests of the inductee development.
- B. Initiating the Induction Process
 - a. Principal and Superintendent initiates the process by matching inductees with mentors.
 - b. Letter of Commitment is acquired from mentors.
 - c. Appropriate approvals are completed.
 - d. Appropriate training and orientation of mentors and inductees is completed.
- C. Needs Assessment
 - a. A needs assessment tool will be completed by the inductee along with the mentor in order to develop a professional growth plan.
 - b. The needs assessment tool will be used to plan induction activities.
 - c. The needs assessment will be used by the inductee and mentor to determine the focus of inductee experiences.
- D. Professional Growth Plan
 - a. Inductees and mentors will develop a Professional Growth Plan.
 - b. Professional Growth Plan will be based on identified needs.
- E. Monitoring
 - a. Continuous classroom assistance will be provided to the inductee.
 - b. Needs assessment tools will be revisited from time to time to identify any new need and to provide for ongoing formative evaluation. This step may result in adjustments to the Professional Growth Plan.
 - c. Inductees will maintain a Personal Planner and Checklist of Activities. This must be submitted to the superintendent.
 - d. Mentor will observe the inductee periodically.
 - e. Regular opportunities will be provided for mentors and coordinators to discuss the effectiveness of the process.
 - f. The need for professional education activities beyond the scope of the mentor will be directed by professional education coordinator and induction coordinator.
- F. Evaluation and Completion
 - a. Mentor will maintain the Induction Plan Personal Planner and Checklist of Activities and submit signed original upon completion of the induction process.
 - b. Mentor and Inductee will submit a written evaluation of the program to the building principal.
 - c. The Personnel Office maintains a copy of the Induction Plan Personal Planner, Checklist of Activities, and Certification in the inductee's personnel file.
 - d. Written induction completion verification will be provided to inductees by the Superintendent in the form of a signed copy of the Certification.



Program Evaluation

1. Program evaluation meetings will be scheduled yearly or as needed.
2. Information from these meetings will be used to revise the program. Additional feedback from professional staff will be sought for future program improvements.
3. Evaluations completed by the mentor will be used to measure effectiveness of the induction program.
4. Future group induction activities will be developed as indicated through program evaluation.

Clarion-Limestone Area School District
4091 CL School Road,
Strattanville, PA 16258

Mentor Agreement Letter

Dear (Superintendent),

This letter is submitted to certify that I accept the responsibilities of the position of mentor for

_____ for the 20____-20____ school year.

I have been given a copy of the Induction Program for Clarion-Limestone School District. I have read the plan and understand my responsibilities. I have also read and understand the compensation of the mentorship section of the current teacher contract. I will begin the task of providing mentoring to the above-named staff member upon completion of appropriate training.

Sincerely,

Mentor Teacher Signature

Date

To be completed by a mentor teacher upon acceptance of mentoring responsibilities and emailed to the Business Office for documentation at dsmith@clasd.net.

Inductee Needs Assessment

In order to provide focus for the induction process, we ask the inductee teacher to complete this questionnaire. Please check items of importance according to individual needs.

Effective Classroom Management

- Classroom Management
- Record Keeping (MMS, CSIU)
- Discipline
- Hyperactivity in Children
- Time Management
- Effective Monitoring of Student Progress
- Grouping for Instruction
- Motivating Students
- Improving the Learning Environment
- Improving the Effectiveness of Homework
- Time on task (Student Engaged Time)
- Organizing for Instruction
- Routine Office Procedures

Instructional Delivery Skills

- Learning Styles
- Diagnostic Teaching/Assessment Analysis
- Writing and Developing Effective and Valid Tests
- Special Education Students in the Regular Education Setting
 - Modifications
 - Accommodations
 - Supports Provided/Available
 - Child Study Process/IEP Meetings
 - Additional Interventions Provided (Bright Beginners, Title I, etc.)
- Creating Learning Centers in the Classroom
- Teaching at Various Levels of Difficulty
- Assessing Student Learning
- Improving Basic Teaching Techniques
- Dealing with Low Achievers in Regular Classroom
- Using Mastery Learning
- Instructional Leadership
- Meeting Needs of Gifted and Talented Students
- Developing Better Habits Among Students
- Peer Tutoring
- Teaching Reading Skills in the Content Areas
- Improving Student Study Skills
- Selection of Appropriate Materials for Instruction
- Developing Critical Thinking Skills

School/Community Relations

- Effective Parent-Teacher Communications
- Using Volunteers Effectively
- Gaining Parent Support for School Programs
- Getting Parents Involved
- Using Community Resources

Professional Education

- Professional Development Opportunities
- Professionally Related Stress Management
- Understanding the Role of Professionalism in Education
- Creating/Monitoring Student Learning Objectives (SLO)

Computer Assisted Instruction

- Using Computers as a Tool for Teachers
- Managing Instruction with the Computer
- Integrating Technology with Instruction
- Flexible Instruction Days (FID) Preparation
- Google Classroom Tools
- Remote Learning Resources
- Classroom Technology for Educators (Promethean Boards, Smart Boards, Projectors, etc.)

Implementing Research

- Implementing Effective School Research Findings
- Cooperative Learning (Student Team Learning)

Building/District Procedures

- Understanding School Support Services
 - IU#6
 - County Agencies
 - Clarion County Career Center
 - Behavioral/Mental Health Agencies
 - Drug and Alcohol Supports
- Understanding and Applying the Referral/Evaluation Process
- Understanding School Board Policy and Procedures
- Understanding and Agreeing to School Handbook
- Building Tour
- Supplies/Resources Available to Faculty

Other

- _____
- _____
- _____

Professional Growth Plan for Inductees

Inductee's Name _____

Mentor Teacher's Name _____

School Building _____

Review Date _____

Mentor and Inductee teacher work together to determine professional goals, activities, and a timeline for the next two school years.

Year 1 Professional Goals	Activities/Strategies	Timeline
<i>Ex: Obtain Level II Certification</i>	<i>Act 48 Hours</i>	<i>Monthly Inservice and Professional Development</i>
Year 2 Professional Goals	Activities/Strategies	Timeline

To be used by mentor and inductee to develop new yearly goals and strategies. Maintained and kept by inductee.

Monthly Personal Planner- Year 1

Month: September

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	<ul style="list-style-type: none">• Building tour• Course outlines• IEPs/GIEPs	
Collaborator	<ul style="list-style-type: none">• Create Mentor Plan• Collaboration for first day/month	
Coach	<ul style="list-style-type: none">• Discuss experiences, strengths/weaknesses, goals• Classroom management & parent communication plans	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed by the inductee teacher, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 1

Month: October

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	<ul style="list-style-type: none"> • Assessment/Evaluation Tools • Rules of school culture • Model effective teaching practices 	
Collaborator	<ul style="list-style-type: none"> • Attend professional development session together • Prepare for first Open House 	
Coach	<ul style="list-style-type: none"> • Provide feedback to develop reflections • Classroom procedures and routines to maximize learning 	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed by the inductee teacher, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 1

Month: November

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	<ul style="list-style-type: none"> • Share practical resources • Provide tips to enhance instructional practices • Ongoing assessment strategies for instruction and interventions 	
Collaborator	<ul style="list-style-type: none"> • Co-develop strategies to address planning and classroom progress • Student feedback strategies 	
Coach	<ul style="list-style-type: none"> • Prepare for Parent/Teacher conferences • Identify positive classroom experiences and student accomplishments 	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 1

Month: December

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	<ul style="list-style-type: none"> • Model strategies to recognize cultural diversity of students • Identify learning needs of all students 	
Collaborator	<ul style="list-style-type: none"> • Co-develop strategies to meet diverse learning needs/learning styles • Strategies to assess student understanding and prior knowledge 	
Coach	<ul style="list-style-type: none"> • Clarify thoughts and reflections from first few months of teaching 	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Mentor Teacher Survey of Progress- Mid-Year 1

Complete the mid-year progress checklist below regarding Inductee's progress in the induction process. Circle "yes" or "no" to reply to the statements. Return form to the principal within a week. This survey is to be completed by Mentor Teacher.

YES	NO	1. I am reviewing progress in areas of need with my inductee about once a week through meetings and/or informal discussions.
YES	NO	2. My inductee and I are maintaining our Monthly Personal Planner and reflections on a monthly basis.
YES	NO	3. I have observed my inductee teaching on his or her classroom.
YES	NO	4. Adjustments to the Professional Growth Plan have been made on an as-needed basis.
YES	NO	5. My inductee is progressing well.

If you answered "no" to any question above, please explain below:

Comments:

Mentor Teacher Signature: _____ Date: _____

Month 15y Personal Planner- Year 1

Month: January

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	<ul style="list-style-type: none"> • Emphasize planning as important component to success • Discuss how/when to communicate with parents 	
Collaborator	<ul style="list-style-type: none"> • Reflect on fall term lessons learned • Review and revise mentoring plan 	
Coach	<ul style="list-style-type: none"> • Self-assess progress to date • Revisit personal and instructional goals 	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 1

Month: February

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	<ul style="list-style-type: none"> • Highlight strategies for struggling learners 	
Collaborator	<ul style="list-style-type: none"> • Co-develop adapted assessment strategies • Discuss wait time for students to construct responses 	
Coach	<ul style="list-style-type: none"> • Discuss use of assessment data, look for patterns/trends • Reflect on “themes of success” and challenges in the classroom 	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 1

Month: March

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	<ul style="list-style-type: none"> • Revisit importance of work/life balance • Discuss new technology practices for instruction 	
Collaborator	<ul style="list-style-type: none"> • Brainstorm ideas to enhance parental involvement 	
Coach	<ul style="list-style-type: none"> • Inquire about instructional objectives for the balance of the year • Discuss variations of diagnostic, formative, and summative assessments to improve instruction 	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 1

Month: April

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	<ul style="list-style-type: none"> • Discuss time management strategies to maximize uninterrupted learning time • Reflect on area of growth demonstrated 	
Collaborator	<ul style="list-style-type: none"> • Work together on school project, club, or team 	
Coach	<ul style="list-style-type: none"> • Discuss concerns/problems and choices that correspond • Discuss supports/ new learning that is needed to manage classroom environment more effectively 	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 1

Month: May

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	<ul style="list-style-type: none"> • Share knowledge about school vacancy and surplus procedures • Provide clarification about report obligations 	
Collaborator	<ul style="list-style-type: none"> • Co-design culminating activities and tasks for classroom • Celebrate year long growth together 	
Coach	<ul style="list-style-type: none"> • Reflect on challenges as end of year approaches (report cards, end of year procedures) • Discuss further supports/knowledge to meet needs of students at-risk or not meeting full potential 	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 2

Month: September

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	<ul style="list-style-type: none"> • Building tour • Course outlines • IEPs/GIEPs • • 	
Collaborator	<ul style="list-style-type: none"> • Create Mentor Plan • Collaboration for first day/month • • 	
Coach	<ul style="list-style-type: none"> • Discuss experiences, strengths/weaknesses, goals • Classroom management & parent communication plans • • 	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 2

Month: October

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	•	
Collaborator	•	
Coach	•	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 2

Month: November

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	•	
Collaborator	•	
Coach	•	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 2

Month: December

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	•	
Collaborator	•	
Coach	•	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Mentor Teacher Survey of Progress- Mid-Year 2

Complete the mid-year progress checklist below regarding Inductee's progress in the induction process. Circle "yes" or "no" to reply to the statements. Return form to the principal within a week. This survey is to be completed by Mentor Teacher.

YES	NO	1. I am reviewing progress in areas of need with my inductee about once a week through meetings and/or informal discussions.
YES	NO	2. My inductee and I are maintaining our Monthly Personal Planner and reflections on a monthly basis.
YES	NO	3. I have observed my inductee teaching on his or her classroom.
YES	NO	4. Adjustments to the Professional Growth Plan have been made on an as-needed basis.
YES	NO	5. My inductee is progressing well.

If you answered "no" to any question above, please explain below:

Comments:

Mentor Teacher Signature: _____ Date: _____

Monthly Personal Planner- Year 2

Month: January

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	•	
Collaborator	•	
Coach	•	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 2

Month: February

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	•	
Collaborator	•	
Coach	•	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 2

Month: March

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	•	
Collaborator	•	
Coach	• •	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 2

Month: April

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	•	
Collaborator	•	
Coach	•	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Monthly Personal Planner- Year 2

Month: May

Date(s) of Meeting: _____

Identify One Way Your Mentor May Assist As Your:	Goals for the Month	Inductee Reflections
Consultant	<ul style="list-style-type: none"> • 	
Collaborator	<ul style="list-style-type: none"> • Celebrate personal and professional growth together 	
Coach	<ul style="list-style-type: none"> • Reflect on mentoring experience • Inquire about future goals/professional development opportunities 	

Signature of Inductee: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

**This form must be completed, signed, and submitted to the building principal by the last day of the month.*

Checklist of Activities for New Inductees

List the month each topic was introduced or discussed between inductee and mentor teacher. Once a section is completed, it should be initialed by the mentor teacher. Completed checklists must be turned in with your monthly planner at the end of the induction period.

Beginning of School Year- Year 1

Activity	Date of Discussion	Mentor Initials	Inductee Initials
Overview of Induction Program Packet			
Room Arrangement			
Bulletin Boards/Paper Roll Location			
Tour of Buildings			
Inservice Agenda			
First Day Forms/Procedures			
Use of Laminator/Copy Machines/Poster Machine			
Daily Procedures- Beginning to End of Day			
Discipline Referral Form			
Classroom Management/Discipline Plan			
Positive Behavior Support Plan (PBIS)			
Special Education- Review IEPs			
Nurse's Office- Review Student Medical Conditions			
Lesson Planning Expectations/Collection			
Building Forms in Main Office			
Classroom Computer Carts			
Teacher Chargers/Devices			
Student Chargers/Devices/Headphones			
Substitute Service/When to Call			
Substitute Plans/Forms			
Emergency Plans Easily Found			
Chain of Command Document			
MMS/CSIU Gradebook			
Open House			
Curriculum Alignment			
Fire Drills/Crisis/Emergency Procedures/Maps			
Inclement Weather Procedures			
School Reach Calling System			
PA System/Telephone Extensions			
Supply and Materials Acquisition			
MMS/CSIU Attendance			
Schedule/Activity Period			
Non-Instructional Duties			
Home to School Connections			

Code of Professional Practice and Conduct (Review Handbook)			
Principal Observations/Walkthroughs			
Office Procedures (Phone, mailbox, etc.)			
Meet Key Office Personnel			
How To Put in A Work Ticket (Technology or Maintenance)			

During the First 9 Weeks- Year 1

Activity	Date of Discussion	Mentor Initials	Inductee Initials
Meet with Superintendent			
Differentiated Instruction			
Senior Projects			
Grading, Reporting Student Progress			
Student Discipline, Rights and Welfare			
Contractual Obligations			
Certification/Tenure Needs			
Parent/Teacher Conference Procedures			
PA Standards/Eligible Content/SAS Portal			
PSSA Procedures			
Textbooks and Resources			
Library and Media Center Services			
Technology Services			
Field Trip Procedures			
Professional Development Procedures/Paperwork			
Student Services (SAP Program)			
Special Education Services/ IEPs			
Guidance Program			
Mental Health Supports			
Mandatory Reporting			
Health Services Program			
Assessments			
Activity Accounts (Reflex Math, IXL Learning, etc.)			
Committee Participation			
Initial Budgeting Planning Discussion			

During the Second 9 Weeks- Year 1

Activity	Date of Discussion	Mentor Initials	Inductee Initials
Board Policy (Location/Access/Purpose)			
Retention Policies			

Federal Programs			
Community Resources			
PTO			
Homebound Instruction Program			
Extra-Curricular Activities			
Budgeting- Kurtz Order/Dept Budgets			
Inventory			
Act 48 System			
Other Concerns of Inductee			

End of Year- Year 1

Activity	Date of Discussion	Mentor Initials	Inductee Initials
Report Cards			
End of Year Closeout Room Checklist			
Packing Room for Summer			
Room Updates/Summer Maintenance			
Technology Summer Maintenance			
End of Year Reflections Discussion			

Beginning of Year- Year 2

Activity	Date of Discussion	Mentor Initials	Inductee Initials
SLO Completion			
Curriculum and Lesson Changes for Year 2			
Professional Development Needs			
Technology Needs			
Schedule Formal Observation #1			

End of Year- Year 2

Activity	Date of Discussion	Mentor Initials	Inductee Initials
Report Cards			
End of Year Closeout Room Checklist			
Packing Room for Summer			
Room Updates/Summer Maintenance			
Technology Summer Maintenance			
End of Year Reflections Discussion			

Teacher Induction Certification

Building Principal's Name: _____

Mentor Teacher's Name: _____

Inductee's Name: _____

Building Name: _____

The monthly planner serves as the inductee and mentor teacher activity record. Please attach a copy of the completed full year planner as a record of your activity.

The undersigned hereby certify that the inductee has satisfactorily completed the Clarion-Limestone Area School District Teacher Induction Program requirements.

Building Principal's Signature

Date

Mentor Teacher's Signature

Date

Inductee Teacher's Signature

Date

Superintendent's Signature

Date

To be completed by mentor by the end of the induction period. Signed copies to be sent to inductee, mentor, superintendent, and personnel file.

Teacher Induction Program Evaluation

Inductee Teacher Evaluation

1. Was the Clarion-Limestone ASD program initiation for Teacher Induction complete?
2. List any changes you would recommend for next year's program.
3. What suggestions would you offer future inductees?
4. Other comments:

Teacher Induction Program Evaluation

Mentor Teacher Evaluation

1. Was the Clarion-Limestone ASD program initiation for Teacher Induction complete?

2. List any changes you would recommend for next year's program.

3. What suggestions would you offer future inductees?

4. Other comments: