

Montgomery Area School District  
Teacher Induction Program



120 Penn Street  
Montgomery, PA 17752

## **Goals and Competencies of the MASD Teacher Induction Program**

Facilitate a seamless transition into the teaching profession and the Montgomery Area School District

Develop a working knowledge of department / or grade level, building, district, and state procedures, policies, and regulations

Support the culture of collaborative practice, continuous professional learning, and professional accountability

Promote and encourage participation in trauma awareness, secondary trauma, and self-care to prevent teacher burnout.

Introduce and support the culture of teaching and learning consistent with our professional practices including the use of reflective practice that promotes evidenced-based teaching and learning.

Create strong working relationships between the inductee and the induction team, administration, professional staff, support staff, school directors, students, and our community

Provide opportunities for professional growth as outlined in the Danielson Framework with an initial focus on classroom management.

An orientation program will be presented by district staff prior to the beginning of each school year in August. A similar type program will be presented to any newly-hired inductee throughout the school year. General activities designed to develop the professional knowledge and skills of the inductees are presented at the orientation session and throughout the school year. The orientation will include presentations on classroom management, student exceptionalities and referral process, observation and evaluation of professional personnel, blended learning, TEE Initiative, and current issues in education. Mentors and Inductees will meet monthly on the 3rd Tuesday of the month with various school personnel to discuss a variety of topics throughout the school year focusing on any other activities deemed appropriate to familiarize the inductees with the Montgomery Area School District. In addition to the activities designed specifically for new hires, inductees will participate in the district's professional development plan and reflect on growth through the development of a professional portfolio.

**The Montgomery Area School District will provide the following assistance to inductees and mentor teachers:**

- Release time for two peer observations with the approval of the building principal (one per semester).
- Mentor teachers will receive one compensation day for serving as a board approved mentor in the first year of the inductee's program. This compensation day must be used within the year or it will be lost and may not be traded for monetary reimbursement. In addition, Mentors will be compensated at \$500 per inductee for the first year of the induction program when the inductee year 1 portfolio is completed and accepted by the building principal. Mentors will be compensated \$250 for year 2 and \$250 for year 3 upon completion and approval of each year's portfolios.

**Mentor Selection**

Mentor teaching is the process by which a practicing teacher, who has demonstrated commitment and competence, shares their expertise and training with new teachers. The Montgomery Area School District will provide all new teachers with a mentor teacher to support them through the three-year Induction Plan. Mentors are selected by the building principal based on the needs of the new teacher.

Teacher Mentor Preferred Qualifications and Qualities:

- An experienced teacher with no less than three years of successful teaching experience
- Must hold an Instructional II certificate
- Works in the same building or has relevant experience in the same teaching field/area as the inductee if possible.
- Knowledge of district/school policies, procedures, and resources
- Models continuous learning and reflection
- Show evidence of ongoing professional growth
- Coaching and conferencing skills
- Possesses good communication and interpersonal skills
- Be able to demonstrate effective classroom management and discipline, is familiar with blended learning, inclusionary practices, and assessing individual student achievement.
- Reflects positive peer relations
- Shows sensitivity to the concerns of beginning teachers
- Ability to build trusting relationships
- Is enthusiastic and has a positive attitude
- Is willing and able to support an inductee outside of the MASD contracted hours

Teacher Mentor Roles and Responsibilities:

- Support the inductee to ensure a successful start to the school year
- Transmit a working knowledge of department or grade level goals
- Establish a culture of collaborative practice, procedures, and policies that create a positive working/teaching environment among staff and students

- Complete peer observations and provide informal feedback in a non-evaluative manner on inductee recorded lessons
- Collaborate with inductee in preparing lesson plans for blended learning
- Create student learning plans and grade level goals for curriculum areas based on standards
- Participate in other activities assigned by the building principal or MASD Induction Plan

Inductee Roles and Responsibilities:

- Attend all meetings as required by the MASD Induction Plan
- Work regularly with the mentor in preparing lesson plans that individualize student learning
- Engage in self-reflective practices
- Meet with the mentor on a regular basis to receive feedback, guidance, and support (ask for help when needed)
- Demonstrate membership and participation within two online professional learning communities. One of those communities must be Schoology while the inductee may choose their second community based on their needs and interests.
- Provide evidence of continued professional learning through high quality professional development
- Complete peer observations (minimum of four, one each marking period) and provide summary of the collaborative process
- Record a full lesson and submit to mentor for observation and feedback on professional growth and practice (minimum of two, one per semester)
- Complete required portfolio as outlined in the Teacher Induction Program

Building Principal Roles and Responsibilities:

- Mentor selection and assignment
- Oversee the implementation and coordination of the induction team
- Organize the August orientation days
- Provide awareness of the Code of Professional Practices and Conduct for Educators
- Disseminate information regarding building policies and procedures to the inductee
- Attend monthly induction meetings
- Facilitation of peer and mentor observations as needed
- Conduct informal classroom visitations
- Conduct formal classroom visitations
- Artifact / portfolio collection and analysis

## **Overview of Year 1 Activities:**

Pre-Service Induction Days – “A Successful Beginning”: This two day session in August will be planned by the building principal in coordination with the Inductee and the Mentor Teacher. Topics covered during this training include, but are not limited to: building tour, New Teacher Induction Plan overview, review of curriculum and materials, technology training and set-up, and an overview of goals and expectations.

Monthly Required Meetings with Mentor, Building & District Staff: Year 1 Inductees are required to attend monthly sessions after school. These meetings will serve as a continuation of the New Teacher Induction Days with topics ranging from Special Education and MTSS to technology, professional learning, and wellness with the goal of providing continuous support throughout the first year of teaching. Inductees will submit the reflection form after each meeting.

After School Technology Training Sessions – Student Information System, Schoology, Google Suite: Year 1 Inductees will receive after school training sessions as well as in class support in the use of our technology tools for blended learning. In addition, training in the SIS system for grading, attendance, and parent access will occur within the 1<sup>st</sup> week of school. Inductees will commit to at least 3 after school training sessions related to technology within the first marking period.

Informal Classroom Visitations by Building and Central Office Administrators and Mentors: It is the expectation that the building principal will visit the inductee’s classroom bi-weekly during the school year in Year 1. Some of these visitations will be drop by visitations, others will be more formal. It is also the expectation that a Central Office Administrator will visit each inductee’s classroom as scheduled in the induction plan. These informal visitations are intended to provide support to ensure success of our first year teachers.

Formal Supervision and Evaluation Process (completed by building level supervisor):

- 2 – Formal Evaluations and Follow up Conferences (PA ETEP)
  - 4 – Clinical Observations with 4 Reflective Conferences (PA ETEP)
  - 1 – Cycle of Walk through Observations
- Classroom Visitations  
Artifact Professional Portfolio year end evaluation  
PDE form 82-1

Montgomery Area School District Professional Development Activities: The MASD provides, during the course of the school year, numerous professional development activities both on in-service days and after school. It is the expectation that the inductee will engage in these professional development activities.

Self-Selected Professional Development Activities: During the course of the school year inductees, as well as other professional staff members, will have the opportunity to attend

workshops and conferences outside of the district relevant to their curricular area, building level and district level goals.

### **Overview of Year 2 and 3 Activities:**

Selection of Improvement Goal & Criteria: Year 2 and 3 inductees will choose two areas for improvement as outlined in the Danielson Rubric at the beginning of each year. Improvement areas should be selected with prior observations and evaluations in mind. Inductees will complete the Needs Assessment to assist in the development of goals for improvement. Goals and the plan for improvement must be submitted to the building principal before the start of the school year. Final reflection and evaluation of goals and improvement will be submitted to the building principal at the end of the year via the professional portfolio.

Monthly Required Meetings with Mentor: Year 2 and 3 Inductees are required to meet with their mentor quarterly. These meetings will serve to support the inductee on their improvement goals. Inductees will submit the reflection form after each meeting.

Informal Classroom Visitations by Building and Central Office Administrators and Mentors: It is the expectation that the building principal will visit the inductee's classroom monthly during the school year in Years 2 and 3. Some of these visitations will be drop by visitations, others will be more formal. It is also the expectation that a Central Office Administrator will visit each inductee's classroom as scheduled in the induction plan. These informal visitations are intended to provide support to ensure success of our first year teachers.

### Formal Supervision and Evaluation Process (completed by building level supervisor):

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Self-Selected Professional Development Activities: During the course of the school year inductees, as well as other professional staff members, will have the opportunity to attend workshops and conferences outside of the district relevant to their curricular area, building level and district level goals.

## Induction Training Log

Part I: August Before School Year Begins	Date Discussed	Comments/Questions
Supervision & Evaluation (PA ETEP, PVAAS and the MASD Evaluation Process)		
Collective Bargaining Agreement		
Benefit Package		
PA School Code of Ethics (SAS Training)		
MASD Board Policies & Procedures		
Navigate		
ALICE		
Emergency Procedures		
Frontline		
Comply		
Curriculum & PA Core Standards / Building Specific Instructional Practices		
PDE SAS		
Attendance & Grading / SIS		
Blended Learning / FID Expectations		
Trauma-Informed Practices		
Non-Violent Crisis Intervention		
District Technology Tools		
Schoolwide Positive Behavior / SWIS		
Collaboration & Communication Across District		

District Calendar		
Induction Requirements		
Technology Use & Expectations (TEE Initiative)		
District ACT 48 Reporting Procedure		
Youth Mental Health First Aid		
Act 13 Educator Effectiveness (?)		
Communication with parents, documentation in SIS		
Building Tour		

Part II: September / October	Date Discussed	Comments/Questions
MTSS Procedures		
Special Education		

Part III: November	Date Discussed	Comments/Questions
Building Relationships with Caregivers		
Conferencing		

Part IV: December	Date Discussed	Comments/Questions
Kades-Margolis/Financial Wellness		
Health & Wellness		

Part V: January	Date Discussed	Comments/Questions
Technology Integration		

Part VI: February	Date Discussed	Comments/Questions
Budgeting		

Part VII: March	Date Discussed	Comments/Questions
PSSA and Keystone Testing		

Part VIII: April	Date Discussed	Comments/Questions
End-of-Year Procedures		
Final Grades, Final Exams		

Part IX: May	Date Discussed	Comments/Questions
Act 48/PERMS and TIMS		
Instructional I, Instructional II and Tenure Process		
Evaluation of Program		



The MASD Teacher induction program is designed to support your professional growth. To help us do so, please rate your current level of concern for the following topics.

	No Concern		Somewhat Concerned		Very Concerned
<b>Expectations</b>					
1. District Curriculum	1	2	3	4	5
2. Grade/Subject area standards for student learning	1	2	3	4	5
3. School/district policies & expectations	1	2	3	4	5
4. Using technology as a tool for learning / blended learning	1	2	3	4	5
5. Evaluation of teacher performance	1	2	3	4	5
<b>Teaching</b>					
6. Determining student academic ability	1	2	3	4	5
7. Effective use of teaching strategies	1	2	3	4	5
8. Differentiating for individual student differences	1	2	3	4	5
9. Unit and lesson plan design	1	2	3	4	5
10. Effective use of textbooks and curriculum guides	1	2	3	4	5
<b>Classroom Management</b>					
11. Student discipline	1	2	3	4	5
12. Preparation time	1	2	3	4	5
13. Assessing/grading student work	1	2	3	4	5
14. Organization of the classroom	1	2	3	4	5
15. Management of paperwork and reports	1	2	3	4	5
16. Accessing materials, supplies, equipment	1	2	3	4	5
17. The budget for instructional materials.	1	2	3	4	5
<b>Relationships</b>					
18. Parents and community members	1	2	3	4	5
19. Principals, administrators, Board of Education	1	2	3	4	5
20. Colleagues	1	2	3	4	5
21. Motivating & rapport with students	1	2	3	4	5
22. Cultural diversity of students	1	2	3	4	5
23. Your number of years teaching experience	1	2	3	4	5
<b>Other Concerns?</b>					
24. _____	1	2	3	4	5
25. _____	1	2	3	4	5
26. _____	1	2	3	4	5

**Domain 1: Planning and Preparation**

1. Individual Differences
2. Lesson Plans
3. Materials Acquisitions
4. Special Education
5. Pupil Support Services
6. IU Resources
7. Pupil Grading
8. Blended Learning
9. Other

**Domain 3: Instruction**

1. Student Engagement
2. Curriculum Mapping
3. Students “own” their learning
4. Higher levels of learners
5. Instructional Delivery Models  
(Blended Learning)
6. Communicating clearly and accurately
7. Demonstrating flexibility and responsiveness
8. Other

**Domain 2: The Classroom Environment**

1. Classroom Management
2. Discipline
3. Technology
4. School Facilities
5. School Procedures
6. Custodial / Clerical Relations
7. Nurse/First Aid
8. CPR/AED
9. Other

**Domain 4: Professional Responsibilities**

1. Professionalism
2. Record keeping/Reporting
3. School Philosophy
4. Public Relations
5. Teacher Evaluation
6. Parent/Teacher Relationships
7. Parent Conferences
8. School Policy/Procedures
9. School Handbook/s
10. Summer Programs
11. Budget
12. Contributing to the School and District
13. Other

**Teacher Induction Program Observation Log  
Observations From Others**

**Mentor (2):**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Signature of Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Signature of Observer: \_\_\_\_\_

**Building Principal (2):**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Signature of Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Signature of Observer: \_\_\_\_\_

**Special Education Supervisor (1):**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Signature of Observer: \_\_\_\_\_

**District Administrator (1):**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Signature of Observer: \_\_\_\_\_

**Teacher Induction Program Observation Log**  
**Visitations to Other Classes**  
(Minimum of 2 required during Year 1)

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

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Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

## Peer Observation of Teaching: Observer Checklist

**Class:** \_\_\_\_\_ **Observer:** \_\_\_\_\_ **Lesson Topic:** \_\_\_\_\_

**Student Learning most closely resembles:**

Majority Teacher    50% Teacher/ 50% Student    Majority Student

**Students are expected to:**

Write    Read    Copy    Interpret    Solve    Model    Create    Listen    Calculate    Justify    Analyze

Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Students are thoughtfully engaged in academics for every minute of observation: <input type="checkbox"/> Students follow teacher cues 100% of the time <input type="checkbox"/> Students respond successfully to cold call <input type="checkbox"/> Students ask clarifying questions <input type="checkbox"/> Other								
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Learning objective is clearly posted and is clear, measurable and achievable.								
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Lesson is tight, moving at a challenging pace, with neither time nor space for students to be off-task.								
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Teacher formally and / or informally checks for student understanding (Q&A, quiz, exit ticket)								
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Teacher uses technology, resources, and/or board to effectively support and clarify instruction.								
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Students are working with clear, age-appropriate directions and expectations. Classroom procedures are in place.								
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Teacher recognizes positive student contributions to class and provides clear, meaningful feedback to encourage continued work.								
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Teacher expects students to speak and act respectfully to teacher and peers, and to respect and affirm their own and others' cultural and learning differences.								
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	If another teacher is in the room, interaction with second adult is purposeful.								
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	If another teacher is in the room, both teachers are interacting with students in meaningful ways.								
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Classroom is neat and walls reflect current curricular topics and outstanding student work.								
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Teacher varies lesson format and method of instruction; knowledge of various learning styles is evident.								
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Learning Experience</th> <th style="width: 25%;">Collaborative Work</th> <th style="width: 25%;">Differentiation</th> <th style="width: 25%;">Other</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> Multi-sensory materials  <input type="checkbox"/> Kinesthetic Activity  <input type="checkbox"/> Technology / media  <input type="checkbox"/> Visual Aids  <input type="checkbox"/> Lab                 </td> <td> <input type="checkbox"/> Pairs  <input type="checkbox"/> Small Group  <input type="checkbox"/> Stations  <input type="checkbox"/> Seminar  <input type="checkbox"/> Student presentation  <input type="checkbox"/> Debate                 </td> <td> <input type="checkbox"/> Tiered texts  <input type="checkbox"/> Tiered Assignments  <input type="checkbox"/> Student Choice  <input type="checkbox"/> Conferencing  <input type="checkbox"/> Think Aloud  <input type="checkbox"/> Performance Task                 </td> <td> <input type="checkbox"/> Accommodated work  <input type="checkbox"/> Modified work                 </td> </tr> </tbody> </table>	Learning Experience	Collaborative Work	Differentiation	Other	<input type="checkbox"/> Multi-sensory materials <input type="checkbox"/> Kinesthetic Activity <input type="checkbox"/> Technology / media <input type="checkbox"/> Visual Aids <input type="checkbox"/> Lab	<input type="checkbox"/> Pairs <input type="checkbox"/> Small Group <input type="checkbox"/> Stations <input type="checkbox"/> Seminar <input type="checkbox"/> Student presentation <input type="checkbox"/> Debate	<input type="checkbox"/> Tiered texts <input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Student Choice <input type="checkbox"/> Conferencing <input type="checkbox"/> Think Aloud <input type="checkbox"/> Performance Task	<input type="checkbox"/> Accommodated work <input type="checkbox"/> Modified work
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Notes:

Things I can't wait to use in my class tomorrow:	Things to Ponder further:

Reflection:

## Monthly Meeting Reflections

Meeting: \_\_\_\_\_ Date: \_\_\_\_\_

Topic(s) Discussed

Things to Ponder:	Things I want to adopt into my professional practice:

Reflection:

## Teacher Observation & Video Reflection Form

Teacher Observed: \_\_\_\_\_ Date: \_\_\_\_\_

Content: \_\_\_\_\_

What I'm Observing for today (Connected to the Danielson Framework Domains 2&3)

Core actions or language I observed

Summarize 3 strengths of the lesson (be specific).

- 1.
- 2.
- 3.

Apply the Danielson Framework Domain 2 and 3. What areas are you currently struggling with?

What are the Key Actionable changes you will implement to grow?

# TEACHER INDUCTION PROGRAM

## Checklist for Year 1

INDUCTEE \_\_\_\_\_ ASSIGNMENT \_\_\_\_\_

MENTOR \_\_\_\_\_

The following should be completed by the end of your first year in the Induction Plan:

- Needs Assessment (submitted to Schoology)
- Classroom visits (minimum 2)
- Self-Evaluation and reflection with Swivl (minimum 2; submitted to Schoology)
- Observations of inductee (minimum 6)
- Reflection on Induction Orientation (submitted to Schoology)
- Reflections on Monthly Meetings (9, submitted to Schoology)
- Online Professional Learning Community (include information below)
- Induction Portfolio including Year 1 Reflection & Goals for Year 2

COLLEGE STUDY (List any courses you have taken)

PROFESSIONAL LEARNING COMMUNITY (Attach list of online community and participation)

OTHER ACTIVITIES:

SIGNATURES:

TEACHER  
INDUCTEE \_\_\_\_\_ MENTOR \_\_\_\_\_

BUILDING  
PRINCIPAL \_\_\_\_\_ SUPERINTENDENT \_\_\_\_\_

# TEACHER INDUCTION PROGRAM

## Checklist for Year 2

INDUCTEE \_\_\_\_\_ ASSIGNMENT \_\_\_\_\_

MENTOR \_\_\_\_\_

The following should be completed by the end of your first year in the Induction Plan:

- Needs Assessment (submitted to Schoology)
- Self-Evaluation and reflection with Swivl (minimum 2; submitted to Schoology)
- Observations of inductee (minimum 6)
- Reflections on Quarterly Meetings (4, submitted to Schoology, one each Marking Period).
- Online Professional Learning Community (include information below)
- Induction Portfolio including Year 2 Reflection & Goals for Year 3

COLLEGE STUDY (List any courses you have taken)

PROFESSIONAL LEARNING COMMUNITY (Attach list of online community and participation)

OTHER ACTIVITIES:

SIGNATURES:

TEACHER  
INDUCTEE \_\_\_\_\_ MENTOR \_\_\_\_\_

BUILDING  
PRINCIPAL \_\_\_\_\_ SUPERINTENDENT \_\_\_\_\_

**TEACHER INDUCTION PROGRAM**  
**Checklist for Year 3**

INDUCTEE \_\_\_\_\_ ASSIGNMENT \_\_\_\_\_

MENTOR \_\_\_\_\_

The following should be completed by the end of your first year in the Induction Plan:

- Needs Assessment (submitted to Schoology)
- Self-Evaluation and reflection with Swivl (minimum 2; submitted to Schoology)
- Observations of inductee (minimum 6)
- Reflections on Quarterly Meetings (4-one each Marking Period-submitted to Schoology).
- Online Professional Learning Community (include information below)
- Induction Portfolio including Year 3 Reflection

COLLEGE STUDY (List any courses you have taken)

PROFESSIONAL LEARNING COMMUNITY (Attach list of online community and participation)

OTHER ACTIVITIES:

SIGNATURES:

TEACHER  
INDUCTEE \_\_\_\_\_ MENTOR \_\_\_\_\_

BUILDING  
PRINCIPAL \_\_\_\_\_ SUPERINTENDENT \_\_\_\_\_

**Montgomery Area School District Teacher Induction**  
**EVALUATION OF PROGRAM**  
*(To be filled out by inductee)*

1. Did this program provide the support that you needed to make the transition to the Montgomery Area School District? Explain.
  
2. What things would you suggest be added to aid an incoming teacher?
  
3. What changes in the program would you recommend?
  
4. To what extent were the following objectives met by the program?

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>
Improvement of teaching skills	_____	_____	_____
Adjustment to district and building	_____	_____	_____
Adjustment to student needs	_____	_____	_____
Assessment of professional development	_____	_____	_____

\_\_\_\_\_  
Inductee's Signature

\_\_\_\_\_  
Date

# Montgomery Area School District



## Teacher Portfolio

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Teacher

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School

“The objective is not to create outstanding portfolios,  
but to cultivate outstanding teaching and learning.”  
*-Kenneth Wolf, University of Colorado at Denver*

## **Professional Portfolios**

One of the greatest skills of an educator is reflection. Being able to reflect upon one's practice and grow from the reflection is the demonstration of professionalism to the highest caliber and indicative of a life-long learner. The creation of a professional portfolio at a time of transition (either to a new district or to a new profession) provides one the opportunity to not only reflect upon practice, but to set goals and collect evidence around the goals selected. It offers the chance to celebrate success and to contemplate the question "What would I do differently if I had to do it all over again?"

### **Requirements of the Professional Portfolio for Induction**

As part of the Montgomery Area School District Teacher Induction Program, each inductee will create a professional portfolio to be submitted by May 1<sup>st</sup>. The portfolio should include the following:

- 1) Selection of a District or Building Goal
  - i. Action plan based on the selected goal (focused on the Framework for Teaching)
  - ii. Evidence of the actions taken
  
- 2) Selection of a Teacher Goal
  - i. Action plan based on the selected goal (focused on the Framework for Teaching)
  - ii. Evidence of the actions taken
  
- 3) Selection of a Learner Goal
  - i. Action plan based on the selected goal (focused on the Framework for Teaching)
  - ii. Evidence of the actions taken
  
- 4) Mid-Year Reflection
  - i. Reflection on progress toward meeting goals
  - ii. Discussion with Mentor concerning progress
  
- 5) End-of-Year Reflection
  - i. Reflection on action plans taken to reach goals
  - ii. Review/Discussion with Principal

*The forms on the following pages will assist in the creation of the professional portfolio.*

## MASD Professional Portfolio Guide

### District/Building Goal:

Select a goal from the Educational Program Department or from building goals shared by your principal. These are “big picture” goals that will contribute to your growth within your building/the district.

### Action Plan for Achieving Goal:

*List the actions you took to achieve the goal(s).*

An action plan should be like a lesson plan, highlighting the steps/actions you intend to take in order to achieve the goal selected, Questions to consider include: What are the specific tasks you plan to do to meet your goal(s)? How will you incorporate the key components of the goal in your teaching? What changes do you plan to make in your instruction to incorporate the goal? What will change for your students, parents, and colleagues?

### Domains/Components/Elements from: *The Framework for Teaching*:

Identify the domains/components/elements that attach to the actions you plan to take. Use the *Danielson Framework for Teaching* for guidance in planning your actions.

### Professional Development:

What types of professional development did you pursue in order to meet the district/building goal you have selected?

### Evidence Collected:

Collect examples of evidence that indicate you have met or are working toward your goal(s).

This needs to be a purposeful collection of evidence. You do not need to include every test, worksheet, or piece of student work! Choose items that you are particularly proud of, items that exhibit growth, items which may need revision, etc. Pictures, communications, etc. may also be collected.

**Teacher Goal:**

1. Complete a self-assessment using the Framework for teaching rubric.
2. Based on the results of the self-assessment, select a goal in an area in which you would like to grow this year.

**Action Plan for Achieving Goal:**

*List the actions you took to achieve the goal(s).*

**Domains/Components/Elements from: *The Framework for Teaching:***

**Professional Development:**

What types of professional development did you pursue in order to meet your teacher goal?

**Evidence Collected:**

**Learner Goal:**

Select a goal that incorporates evidence of how you have directly solved a specific learning problem by improving a particular student(s) deficit.

**Action Plan for Achieving Goal:**

*List the actions you took to achieve the goal(s).*

**Domains/Components/Elements from: *The Framework for Teaching:***

**Professional Development:**

What type of professional development did you pursue in order to meet your learner goal?

**Evidence Collected:**

***Mid-Year Progress Mentor/Inductee Discussion:***

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1. What is working in your portfolio development process and achievement of your goals?

2. Where are you having difficulty?

3. How can you access the assistance/support needed?

## ***Inductee Year-End Reflection***

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### ***District or Building Goal:***

1. Assuming I have achieved in meeting or working toward the district or building goal, what impact has this had on student learning in my classroom? How has student success been measured?

2. What impact has meeting or working toward the district or building goal had on me as a teaching professional?

3. What, if any, adaptations or modifications need to be made for next year?

4. What are my professional development needs?

### ***Teacher Goal:***

1. Assuming I have achieved in meeting or working toward the teacher goal, what impact has this had on student learning in my classroom?

2. What impact has meeting or working toward the teacher goal had on me as a teaching professional?

3. What, if any, adaptations or modifications need to be made for next year?

4. What are my professional development needs?



***Teacher Portfolio End-of-the-Year Review***

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Principal's Comments:

Teacher's Response:

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Principal Signature

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Teacher Signature