NESD Induction Program

NORTH EAST SCHOOL DISTRICT

50 East Division Street North East, PA 16428 [814]725-8671 www.nesd1.org

CONGRATULATIONS AND WELCOME!

The North East School District is proud and honored to recognize your recent hiring and addition to our instructional team. Likewise, we are eager and excited to partner with and present to you our Teacher Induction Program. The purpose of this Induction Program is to provide you with all necessary support and resources to give you the maximum opportunity to be successful in your respective educational capacities. In conjunction with this premise, it is the district's mission and vision to maintain a focus and commitment towards increasing student achievement and growth, while assisting our individual instructors and developing our instructional teams in a manner that promotes a culture of effective and successful learning. This Induction Program will promote and encourage productive instructor collaboration, effective classroom management strategies, and reflective practices congruent with highly qualified instructors. *Orientation*, *Peer Mentoring*, and *Action Learning via Professional Learning Communities* [PLC] are all components of the North East School District's Teacher Induction Program.

This packet has been prepared and is provided to all new members of the NESD instructional team. Its pages will introduce you to the North East School District and all that we have to offer. We strongly encourage you to visit our schools and buildings, peruse and explore our website, visit with vested partners and colleagues throughout the district, and acquaint yourself with our district. It is in the successes and accomplishments of our teachers that the children of this community will learn, achieve, and grow to become valued and productive members of society.

We wish you all the best for a successful school year!

~ THE NORTH EAST ADMINISTRATIVE TEAM

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Sample Disciplinary Plan Communication Form

STATEMENT OF PURPOSE

The North East School District Induction Program is designed to provide a schedule of opportunities, activities, and experiences over the course of two years that will ensure a successful entry into the teaching profession, and in particular, meaningful and valuable entry into the North East School District's Instructional Team. Participation in this program is mandated by the PA Department of Education. A *two-year* Induction Program is mandatory for all first year teachers as well as long-term substitute teachers. Professional staff transferring to a different building and/or capacity within the North East SD will be expected to complete a modified version of the Induction Program, as determined by the Building Principal. Professional staff transferring to the North East School District from another school district will be expected to complete a modified version of the North East School District Induction Program. The objectives of this program are as follows:

- A. To provide inductees the opportunity to acquire and develop the knowledge and skills associated with distinguished professional performance.
- B. To provide a multiple source support system for inductees.
- C. To assist inductees with the mastery of instructional delivery skills, including communication skills, material and resource selection, classroom management, effective teaching techniques, curricular planning, relevant assessment practices, data analysis, professional reflection, and integration of best practices in both in-person and remote learning formats.
- D. To familiarize inductees with district policies and procedures.
- E. To review and understand appropriate implementation and levels of support for students with IEP, GIEP, and 504 individualized plans.
- F. To establish a collegial relationship between the inductee and a supportive mentor teacher, as well as with faculty, administration, and all other support staff.
- G. To provide leadership opportunities and professional development for all teachers.

PROGRAM STRUCTURE

The North East SD Induction Program consists of four [4] essential components. They are:

- 1. ORIENTATION
- 2. MENTORING
- 3. CLASSROOM COLLABORATION
- 4. PROFESSIONAL DEVELOPMENT

Each Inductee will participate in all phases of the NESD Induction Program & maintain an Activity Log of all Induction activities and experiences throughout the school year.

ORIENTATION

All teachers new to the school district will be required to attend and participate in an Orientation Program prior to the regularly scheduled opening In-Service Professional Development Days. This Orientation Program will be planned and facilitated by NESD Administrators.

General Objectives of the Orientation Program include:

- 1. To familiarize all new teachers with employee benefits, contractual obligations, personnel procedures, and professional teacher organizations.
- 2. To introduce inductees and mentor teachers, while initiating and fostering a collegial partnership.
- 3. To review the teacher observation and evaluation process.
- 4. To inform new teachers of available curricular and support services.
- 5. To orient new teachers to the North East School District and greater community.

MENTORING

Inductees and mentors will discuss and explore ways in which the inductee's teaching and learning effectiveness can be improved in the best interest of student achievement and growth. This will be accomplished by reflective practice involving the four [4] domains of PA Teacher Effectiveness:

- ★ PLANNING AND PREPARATION
- ★ CLASSROOM ENVIRONMENT
- **★** INSTRUCTIONAL DELIVERY
- **★** PROFESSIONALISM

CLASSROOM COLLABORATION

<u>Mentor</u> → Mentors will receive up to but no more than four [4] days of release time for the purpose of visiting the inductee's classroom during instructional time.

<u>Inductee</u> → Inductees will be strongly encouraged to visit other teachers' classrooms, as per the Mentor's recommendation. Cross-curricular observation and mentorship will be highly promoted.

PROFESSIONAL DEVELOPMENT

Each inductee will participate in the district's regularly scheduled professional development activities, which promote instructional improvement as well as specific district and school wide initiatives. Inductees are also highly encouraged to engage in professional reading and to consider pursuit of educational opportunities to remain current in their respective curricular areas.

DOCUMENTATION

In accordance with Pennsylvania Department of Education [PDE] regulations, a record of program participation will be maintained as a part of the personnel record of each teacher certified on June 1, 1987 or thereafter. In addition, each Inductee will maintain an Induction Program Activity Log. This Log is to be submitted to the Office of the Superintendent upon completion of the Induction Program with signatures of the Inductee, Mentor, Building Principal, and Superintendent affixed. These signatures will verify the accuracy of the information included within the Log. The Activity Log is designed to provide a permanent record of the activities and experiences accomplished and gained via participation in the NESD Induction Program. The Activity Log will be tentatively submitted to the Building Principal at a scheduled meeting by no later than May 15 each school year. Successful completion of the Induction Program will result in the issuance of a Certificate of Completion to each individual Inductee. A copy of said certificate will also be maintained in central administration.



SURVIVAL CHECKLISTS

Twenty [20] Things To Do Upon Being Hired In The North East School District!

- ★ Secure a pleasant place to live.
- ★ Learn all you can about the community you are now serving.
- ★ Examine all pertinent Course of Study information.
- ★ Familiarize yourself with materials, textbooks, and resources you will be utilizing.
- ★ Observe and consider how you will arrange your assigned learning space.
- ★ Identify what additional resources will be available for integration into your instruction.
- ★ Learn about the rest of your school building, including restrooms, lunch room, and exits.
- ★ Ready student materials such as paper, pencils, crayons, folders, kits, etc.
- ★ Review and learn correct pronunciation of names for all students in your class cohorts.
- ★ Where possible, begin meeting with parents.
- ★ Determine seating arrangements within your learning space.
- ★ Explore and learn about routine school policies and procedures as soon as possible.
- ★ Create an attractive, interactive, and engaging learning environment.
- ★ Add something that is growing and alive to your learning space.
- ★ Construct a tentative daily schedule for yourself.
- ★ Inquire about extra duties you might have or that might be needed within the school.
- ★ Learn all you can about the students you will be teaching.
- ★ Find out which of your students have an individualized education program.
- ★ Discover what special programs and services are available.
- ★ Introduce yourself to colleagues throughout your new educational team.

Pre-Opening Day Considerations

BEFORE that busy first day of teaching, review this list of activities that can make a world of difference in how your first day/week will go in your new position. A little time spent in advance will yield big returns! Speak with your Principal and arrange to drop by for a visit. Then do it!

A. **BE SURE TO FIND**:

- a. Library | Gymnasium | Auditorium & Natatorium (as applicable)
- b. Lunchroom | Faculty Lounge | Restrooms
- c. School Counseling Suite | School Health Suite
- d. Head Custodian's Office | Material Storage Area
- e. Principal's Office | School Front Office
- f. Your Classroom if it has been determined. If not, remain patient as scheduling may very well continue through the summer months.

B. **BE SURE TO MEET**:

- a. Mentor Teacher | Department Chair | Instructional Colleagues
- b. Principal | Assistant Principal
- c. Administrative Assistants In Front Office
- d. Librarian/Media Specialist | School Nurse | School Counselor
- e. Technology Specialists
- f. Custodial Staff
- g. Association President | Building Representatives

C. **DO YOU HAVE**:

- a. Course Of Study applicable to your teaching assignment and course sections?
- b. Copies of all pertinent textbook resources?
- c. A Student Handbook? [Important to know student rules and expectations!]
- d. A Faculty Handbook? [Also critically important as you get to know your building!]
- e. Room Keys | Classroom Materials
- f. Class Lists | Attendance Forms
- g. PSEA Professional Portfolio

Suggestions For Beginning Teachers

Have You Thought About...

- ★ Opening Day Procedures? These will be explained throughout the year via department meetings, faculty meetings, administrative communication, etc. That said, the sooner you can familiarize yourself with building procedures, the more relaxed and comfortable you will become. Connect with experienced teachers. They can and are more than willing to help!
- ★ Your Capacity As A Role Model For Your Students? Your dress and appearance, the manner in which you speak and interact, and the behavioral approach you portray will go a long way in determining how you will be perceived and received by your students. This is a serious responsibility and the first step in building rapport within your respective learning spaces.
- ★ Classroom Climate? Keep in mind: Climate eventually becomes your Culture For Learning.
 - Classroom Learning Expectations & Objectives
 - o Rules Of Conduct
 - What Will You Tell Students About Yourself?
 - What Teaching Styles/Strategies Will You Utilize To Facilitate Effective Learning?
 - How Will You Involve Your Students In The Decision Making Process For Learning?
 - How Will You Handle Classroom Learning, Make-Up Work, Homework, etc.?
 - How Will You Build Rapport And Connect With Students?
- ★ <u>Student Discipline</u>? How will you monitor and address student behavior and in what ways will you manage the disciplinary process within the parameters set forth in your school?

Additional Food For Thought...

- ★ Dress professionally and in a manner that elicits mutual respect amongst your students.
- ★ Be firm, fair, and consistent. You are much better off relaxing a bit as you go rather than upping the ante in terms of conduct enforcement and expectations after a slow/soft opening.
- ★ Always be comfortable in seeking out assistance and/or guidance as needed. We all stand to benefit from this practice.
- ★ Exercise patience, flexibility, and quick thinking!
- ★ Demonstrate care, empathy, and compassion for others!
- ★ Be tolerant! Life has not treated all children equally... far from it. Remain cognizant of this fact at all times.
- ★ Be diligent and judicious when it comes to communication with parents. They are vested partners in their child's journey of learning. A trusting and transparent partnership with parents will yield positive outcomes here in school.
- ★ When creating assignments and activities for students, make sure you also prepare some form or manner in which you will provide feedback, an assessment, and/or a grade. There is nothing more discouraging for a student than to complete work with no further input from their teacher.
- ★ Make a point to include in every lesson an opportunity for further development of reading and writing skills. This effort helps develop and grow the best learners.
- ★ Positive reinforcement lends itself to a more productive learning environment than continual negative reinforcement.
- ★ Think twice before talking once. Remember, you are an adult professional. You are the authority in your classroom.
- ★ If you make a mistake, admit it. Your students and your colleagues will admire you for your courage in accepting responsibility.
- ★ Check and double check all excerpts of writing. It is important to be grammatically correct. Please exercise caution when it comes to all forms of communication with vested partners.
- ★ Allow your Principal the professional courtesy of reviewing and potentially controversial communications you might send to a vested partner. Your message might very well be perceived in an entirely different manner by someone else. Your Principal is your first line of defense and can strengthen the school's position with accurate knowledge of the situation.
- ★ Don't procrastinate. Don't post poor student performance on bulletin boards. Don't condemn student ideas, particularly during brainstorming sessions.
- ★ Show genuine interest and concern for your students. Your fellow teachers will respect you and the parents will love you for it.
- ★ Remember that we're all here to serve. We're here to provide opportunities for our students to learn, achieve, and grow. That is our #1 priority!

DIGITAL LINKS CHEAT SHEET

[North East School District Website] www.nesd1.org https://www.nesd1.org/staff [North East School District Staff Webpage] https://prosoft.nesd1.org/prosoftweb/login.aspx [Harris Web Portal Link] https://nesd-pa.safeschools.com/login [Staff Safe Schools Training Link] www.paetep.com/northeast/ [Educator Effectiveness e-Portfolio Platform] https://panoe-sapphire.k12system.com/ [Sapphire Student Information System] [Chromebook Monitoring Software Platform] https://www.securly.com/ [RethinkEd Online Resource] **SEL Login** https://www.nesd1.org/staff/staff-directory [NESD Staff Directories]

https://www.education.pa.gov/Pages/default.aspx [PA Department of Education]

www.pdesas.org [PA Standards Aligned System Website]

www.pvaas.sas.com [Pennsylvania Value-Added Assessment System]

www.pstattraining.net [Online Test Administrator Training Site]

WORKPLACE ACRONYMS

PDE: Pennsylvania Department of Education

PPID: Professional Personnel Identification Number [7-Digit #]

TIMS: Teacher Information Management System

EE: Educator Effectiveness [Act 13]

CO: Clinical Observation

DS: Differentiated Supervision

PA-ETEP: Pennsylvania Electronic Teacher Evaluation Portal

SPM: Student Performance Measure

13-1: Classroom Teacher Summative Evaluation Rating Form

13-2: Principal Summative Evaluation Rating Form

13-3: Non-Teaching Professional Summative Evaluation Form

IDEA: Individuals With Disabilities Education Act

FAPE: Free And Appropriate Public Education

IEP: Individualized Education Program

LRE: Least Restrictive Environment

GIEP: Gifted Individualized Education Plan

SAS: Standards Aligned System

PSSA: Pennsylvania System Of School Assessment

KE: Keystone Exams

PVAAS: Pennsylvania Value-Added Assessment System

RV: Roster Verification

SPP: School Performance Profile

FRPI: Future Ready PA Index

CDT: Classroom Diagnostic Tools

MAP: Measures Of Academic Progress

PARENTS AS VESTED PARTNERS

Parents are an integral part of any educational program. It is extremely important to keep them informed and maintain communication with these vested partners of what is happening and going on in your classroom. For this reason, we are sharing several suggestions for partnering with parents.

- Share your discipline plan with parents. Emphasize that your classroom management and
 discipline plan have been developed in the best interest of the students. It would be wise to
 review consequences, both positive and negative. It would also be wise to note that if a
 student chooses to act inappropriately in your classroom, the student is then choosing to
 receive a negative consequence.
- 2. Send positive notes home when your students are well-behaved. Make phone calls home when your students are well-behaved. Highlight positives as much as possible in your efforts at building a successful culture for learning in your classroom.
- 3. When the opportunity arises, thank parents for their continued support and partnership.
- 4. When talking to parents about discipline, be assertive. Be sure to keep your target objective in mind regarding a particular student's behavior and keep detailed notes as you document behavioral issues and concerns.
- 5. Document, document!

PHONE CALL PARENT COMMUNICATION CHECKLIST

In interacting and communicating with parents, it is critically important to remember that you are a professional educator. It is also very important to be consistent in your approach to parental communication. Listed below is a series of steps to consider when making parental contact.

- 1. Begin with a statement of concern.
- 2. Describe the specific behavior(s) that necessitated your phone call.
- 3. Describe the steps you have taken to resolve the behavioral concern.
- 4. Collect parental input.
- 5. Present your solutions to the matter [what will you do; what do you want the parent to do].
- 6. Express confidence in your ability to solve the problem.
- 7. Inform the parents that there will be follow-up [phone, email, letter, etc.] contact from you.

[See the following four pages for a breakdown of each of these listed action steps]

1. BEGIN WITH A STATEMENT OF CONCERN

Your introductory statement will set the tone for the entire conversation. Always remember that even when calling about a negative situation and/or concern, you can still project a positive, sensitive, and caring attitude toward the matter. Keep in mind that you are not reaching out to place blame or to merely complain. You are connecting because you care about your student. Through your words, let the parent know that the welfare of his or her child is your top priority and utmost concern. Parents are much more receptive when this type of approach is taken.

Which of these opening statements would you rather hear if you were the parent?

Mr./Mrs. Smith, I'm calling because:

- "I'm not at all pleased with Ellie's lack of progress in reading."
- "Bryson's behavior in class is getting worse and worse every day."

OR

Mr./Mrs. Smith, I wanted to reach out and connect with you because:

- "I'm concerned about how little work Ellie is doing in class."
- "I'm concerned about how Bryson is getting along with other students."

Take note that the two statements directly above specifically express concern for the student, state the problem, and are more positive and inviting of parental involvement than the two statements listed first.

2. DESCRIBE THE SPECIFIC BEHAVIOR(S) THAT NECESSITATED YOUR PHONE CALL

Communicate with parents in specific, observable terms regarding what their child did or did not do. An observable behavior is one that you can watch going on, such as not following directions, talking out of turn, not submitting assignments per directions, physically hitting a classmate, etc. Always be sure to mention the specific behavior and the number of times the problem occurred.

Consider the impact of each of the following statements on your ability as a professional educator to connect with parents as vested partners:

- ★ "Bryson shouted out in class today a total of seven times."
- ★ "Ellie has refused to do any of her work in class for the past two days."
- ★ "Bryson had two separate incidents of hitting another student today."

These very specific, observable statements inform the parent exactly what is happening. These statements are not vague; rather they are very detailed.

- → "Ellie is having problems again."
- → "Bryson is just not behaving."
- → "Ellie's attitude is not good."

Comments such as these don't give parents any real information at all. In fact, they may miscommunicate and give the parent the impression that you do not like their child. Uninformative, negative comments similar to these will only serve to put parents on the defensive.

- → "Bryson has a bad attitude."
- → "Ellie is mean."
- → "Bryson is lazy."

Avoid at all costs making remarks like these that are very negative and judgmental. These give no valid information and will immediately alienate a parent.

3. DESCRIBE THE STEPS YOU HAVE TAKEN TO RESOLVE THE BEHAVIORAL CONCERN

It is critical parents recognize that you have already taken appropriate steps to deal with the situation. Of equal importance is that you are specific. Tell them exactly what you have done.

"I discussed your child's behavior with him and reviewed the rules and expectations of our classroom management plan. As a result, he has been last to recess each of the past two days. In addition, I have also given him extra praise and positive reinforcement when demonstrating positive behavioral choices."

"I had a conference with your daughter about her fighting. She was sent to the Principal's office when she continued to fight. The Principal and I had a collective discussion with her on how to help her avoid this behavior."

"When your child refused once again to do his work in class, I had him stay in my room during recess to complete the assignment. I have spoken with him each of the past three days regarding the need for him to complete his assignments. To further encourage him, I make sure to give him a point whenever he does complete his work. Upon earning five points, he then would earn extra free time."

4. COLLECT PARENTAL INPUT

Ask the parent if there is anything that he or she can add that might offer additional insight in order to help solve the problem. Be sure to listen carefully to what the parent has to say. This is the time to listen for roadblocks, and if necessary, help move the parent past them.

"Is there anything you can tell me that might help us resolve this matter?"

5. PRESENT YOUR SOLUTIONS TO THE MATTER

Be prepared to tell the parent exactly what you are going to do and what you would like for the parent to do. In an initial phone call about a problem, the most important thing you can ask the parent to do is let the child know that you called and that you and the parent are both concerned about the situation in school.

"Please know that this is what I will do here at school. I'll continue to give your child plenty of support when he does turn in his homework on time. When he doesn't, he will have to complete it during detention. But most importantly, here's what I'd like to ask for you to do. Please tell him I called and that I am concerned that he isn't turning in his homework. Tell him that you are concerned as well. I want him to know that both of us are working together to help him do better in school."

6. EXPRESS CONFIDENCE IN YOUR ABILITY TO SOLVE THE PROBLEM

Whenever there is a problem, parents may become anxious. They need to know that they are dealing with a skilled teacher and professional who has the confidence and ability to work with their child in order to eliminate the problem. Keep the pediatrician analogy in mind. When a child is ill, a parent wants to hear the doctor say "Don't worry, I know how to solve this issue. It will be taken care of promptly." The last thing a parent wants to hear is "I don't know how to handle this, but I'll do my best." Let parents know that you know what to do. Emphasize that with their support, you will get results in school.

"Mr. Tanner, I've worked with many children like Bryson. Don't worry. Together we will help him be successful."

"Mr. Welsh, I've had a lot of experience with young people who are exhibiting the same behaviors as Ellie. I know that by partnering together we will get positive results!"

"Mr. Beardsley, it is going to be just fine. Please don't worry. I know how to handle children. I know how to motivate children like Bryson and I know that in partnering together we will get great results."

7. INFORM THE PARENTS THAT THERE WILL BE FOLLOW-UP CONTACT FROM YOU

When you tell parents that you will follow up on this conversation, you are promising that something is going to happen and that the issue is not going to be swept under the rug. Follow-up communication is vital if parents are going to believe in your commitment to their child. It is also vital for positioning yourself to enlist their support in the future. Before ending the conversation, tell parents when they can expect to hear from you again.

"I will contact you before the end of the week with an update."

"I'll reach back out tomorrow to share with you how your child's day unfolded."

BE SENSITIVE, EMPATHETIC, AND ALERT

Your phone call should not be a one-sided conversation. You are building a foundation for future cooperative efforts with each and every parent. Be sure to ask for parental input at comfortable and appropriate times. Be careful not to push parents, but rather open the door a little bit for them to add any comments or feedback they might have. Then take the time to really listen to any input they may share. Always put yourself in their shoes and approach all conversations in a manner that you would be appreciative of as a parent yourself.

Your efforts with this part of the process will go a long way towards successful learning in your classroom with all students. This will always be a critically important part of the educational journey that you undertake annually.

CLASSROOM MANAGEMENT RESOURCES

The following pages are shared as a means to provide you with additional insight to consider as it relates to Classroom Management and Student Discipline. As a reminder, your interactions with students will be the ultimate factor in the overall success of student achievement and growth along with the culture for learning that you are able to cultivate in your learning space.

In essence, the responsibility for productive classroom management and discipline rests with the classroom teacher. Most authorities agree that without a comfortable environment in which students are able to learn and teachers are able to facilitate that learning, the teacher's job becomes frustrating and to a greater extent, unbearable. Very little in the way of teaching and learning will take place as a direct result. It is extremely important that you establish very clearly and immediately the behavioral pattern to be followed by the students in your classroom. Truth be told, students most typically welcome reasonable expectations and have respect for teachers who maintain a consistent approach to uphold those expectations. Here are some suggestions for better classroom management:

- → Make sure your students know and observe the regulations established by the school.
- → Outline and discuss the basis on which a student's grade is to be determined. It is imperative that they understand this procedure.
- → Utilize a specific seating arrangement.
- → Provide enough work to keep students engaged in learning, but not so much that they are overwhelmed.
- → Establish a reputation for being businesslike, firm, fair, and consistent with all students.
- → Prepare for your classes. Students respond to teachers who know what they are doing.
- → Do not use sarcasm or try to belittle students publicly. The teacher cannot be the winner in this type of situation.

The following pages contain suggestions and further guidance for the management of your classroom and the prevention and/or handling of student discipline matters in your learning space.

1. CLASSROOM ORGANIZATION AND MANAGEMENT

- a. Establish a seating arrangement immediately.
 - i. Do it in an alphabetical order to begin so as to remain objective.
 - ii. Utilize other arrangements once you've had the opportunity to learn more about your students.
 - iii. Use strategic seating when necessary.
 - 1. In order to break up student cliques
 - 2. In order to diffuse potential distractions or discipline problems

- b. Learn the names of students quickly.
 - i. Use them to give students an increased sense of wellbeing and inclusion in the classroom.
 - ii. Calling a student by name also generates within the student a feeling of responsibility for his/her conduct and behavior.
 - iii. This most certainly helps to develop a positive climate in your classroom.
- c. Establish behavioral standards within your classroom.
 - i. Rules should be established through class discussion and accepted by all students. When the students and teacher jointly formulate the rules of behavior for the classroom, these regulations then gain peer acceptance.
 - ii. Keep classroom rules short, simple, meaningful, and positive. For example, these four rules are succinct, yet can be applied to almost any classroom situation:
 - 1. Be prompt
 - 2. Be prepared
 - 3. Be neat
 - 4. Be considerate
 - 5. Be helpful
 - iii. Require students to write classroom rules in a notebook or student agenda.

 Double down and hand out a document so that all students are made fully aware of and understand the agreed upon expectations.
 - iv. Have a definite "clearinghouse period" to discuss problems that affect all members in order to develop or re-establish a better learning environment.
 - v. Let the class relax occasionally, but make clear expectations for returning to your attention and class readiness when instructed.
 - vi. Enforce your rules and expectations:
 - 1. CONSISTENTLY
 - 2. FAIRLY
 - 3. IMPERSONALLY
- d. Announce your expectations of the classroom.
 - i. Inform students about what you will require them to do in class.
 - ii. Overprepare your lessons from the outset to impress upon your students that in your learning space, classwork is business.
 - iii. Let students know your expectations to reduce students' anxieties.
 - iv. Make some of the first lessons challenging AND interesting so that your students feel involved and immersed in learning immediately.

- e. Have a regular order of procedure.
 - i. Attendance should be taken at the beginning of each period.
 - ii. Have some preliminary [bell ringer or ice breaker] work ready at the beginning of each class.
 - 1. Bell ringers and/or ice breakers encourage students to settle down.
 - 2. You have the opportunity to take roll or perform other essential, routine matters.
 - iii. Begin classwork readily and in a businesslike manner. Emphasize that students are responsible for work that begins promptly.
 - iv. Discuss the day's work and answer any questions raised by students.
 - v. Display an agenda for the lesson that offers activities, tasks, and assessments.
 - vi. Always have work prepared for the entire period. By working until the end of the class period rather than stopping *FIVE MINUTES EARLY*, you then have up to *FIFTEEN ADDITIONAL HOURS* of instruction each school year.
 - vii. Establish a consistent order for distributing materials and resources in order to avoid confusion.
- f. Manage class movements and transitions.
 - i. You should handle classroom activities with "smoothness" and "momentum."
 - ii. **Smoothness** means to avoid sudden starts and stops during the transition from one subject or activity to another or during an ongoing recitation.

 These mistakes in smoothness have a negative effect on student behavior:
 - 1. Changing a topic or goal for some insignificant item for a noticeable amount of time
 - 2. Suddenly interrupting students' activities with an order, statement, or question
 - 3. Lacking poise or sensitivity to group readiness in order to receive a message
 - 4. Leaving an activity hanging or incomplete
 - 5. Mixing two unrelated activities
 - iii. *Momentum* means to avoid slowdowns or behaviors that actually make the pace of learning difficult, slow, and/or tedious; for example:
 - 1. Dwelling on an issue or point which most or all students understand
 - 2. Fragmenting materials; that is, unnecessarily breaking down an activity into subparts when it could be easily done as a single unit.

- g. Be alert and observant.
 - i. Develop the ability to always see or know what is going on in your room.
 - ii. Convey your alertness and attentiveness to the students.
 - iii. "Overlapping" or taking care of two necessary functions almost simultaneously communicates to students an alertness that makes for better discipline.
- h. Schedule a variety of activities.
 - i. Design activities that allow students to release suppressed energy and emotions.
 - ii. Vary activities to reduce boredom and enhance student interest.
 - iii. Change the state of the environment in your classroom multiple times throughout a lesson to maintain student engagement.
- i. Arrange your classroom attractively and efficiently.
 - i. The markerboard/chalkboard should be neat and understandable.
 - ii. Have clearly designated locations for materials, resources, etc.
 - iii. Use the bulletin board and other classroom displays to engage students.

2. THE TEACHER IN THE CLASSROOM

The teacher is the first line or authority in the classroom and the school. How the new teacher presents himself/herself on the first day determines much of his/her future control. The following suggestions allow you to check your own behavior in the classroom:

a. ATTITUDE

- i. Be warm, kind, empathetic, and friendly, but never familiar.
 - 1. Do not be a pal or a friend.
 - 2. Do not ingratiate yourself with students.
 - 3. Keep certain distances.
 - 4. Refrain from social media interactions.
- ii. Develop a warm sense of humor.
 - 1. Enjoy a joke, but end joke time quickly.
 - 2. Judge carefully when the time is right for using your sense of humor in a given class.
 - 3. Do not allow wisecracks or personal remarks.
- iii. Do not lose your temper.
- iv. Refrain from criticism of other instructors or administrators and do not permit it from your students.

b. FIRMNESS

- i. Insist on being addressed as Dr., Mr., Mrs., Ms., or Miss.
- ii. Be definite.
- iii. Be relatively firm at the beginning of the year, then ease off, *SLIGHTLY*, without losing control of the class as the school year progresses.
- iv. Be consistent so that students know what to expect of you.
- v. Set limits in your classroom.
 - 1. Expect students to operate within these limits.
 - 2. Realize that setting limits gives students a sense of security.

c. TEACHER-STUDENT RELATIONS

- i. Welcome all students and in particular, new students to your room.
- ii. Be courteous and demand the same from your students.
- iii. Do not embarrass students.
- iv. Be fair and assess fairly. Refrain from favoritism or "flirting" with students.
- v. Praise students. Recognize appearance, performance, friendly manners, helpful interactions, respectful choices, etc.
- vi. Value your students' confidence.
- vii. Keep your own eyes alert.
 - 1. Maintain eye contact at all times.
 - 2. Stand and move around the room while you facilitate learning.
- viii. Assign consequences and punitive actions impersonally and justly, in accordance with NESD policies.

d. OPENNESS

- i. Be approachable and friendly.
- ii. Be an advocate for children.
- iii. Be willing to listen.

e. APPEARANCE

- i. Avoid noticeable mannerisms.
- ii. Watch your voice.
 - 1. Your voice should be clear, firm, and pleasant.
 - 2. Vary its tone and intonation.
 - 3. Do not talk continually.
 - 4. Remember that your voice can advertise your insecurity.
- iii. Watch your own appearance.
 - 1. Dress neatly and professionally.
 - 2. Avoid distracting and provocative attire.

f. ALWAYS REMEMBER TO BE AN EXAMPLE FOR WHAT YOU WANT IN RETURN FROM YOUR STUDENTS!

3. THE TEACHER AS AN ADULT LEADER

- a. Know your students in order to establish a firm and meaningful foundation on which to develop rapport. Learn names quickly to demonstrate your care and concern for each individual member of your learning community.
- b. Be concerned for all students. Warm student responses and wholesome student demeanor are largely a result of the degree of positivism the teacher emulates.
- c. Try to maintain an atmosphere in which students are free to do the right thing because they are secure in their position in the classroom and in their knowledge of what they are expected to accomplish.
- d. Try to direct matters so that students make the right decisions. If they do not, it is your responsibility to set them right. Remember your role as an ADULT LEADER. They may resist at times, but they also expect leadership from you.
- e. Do not force your opinions. Skillfully guide thinking by raising the right questions at the most opportune times.
- f. Make a habit of encouraging all definite effort, even if results are not exactly as you expect and want them to be.
- g. Be impersonal when discussing inappropriate behavioral choices with students.
- h. Be personal when discussing the interests, aptitudes, and accomplishments of your students.

4. ATTITUDES TO BE EXPECTED FROM STUDENTS

The teacher must insist on:

- a. Respect for the teacher.
- b. Confidence in the teacher.
- c. Loyalty to the teacher and the school.
- d. Friendliness to the teacher.
- e. Students being corrected when they are out of line.
- f. Policies being followed and rules being obeyed.
- g. Students belonging to the class by feeling secure in their status within the class.
- h. Courtesy show towards the teacher and all students.
- i. Cooperation with all.

5. CAUSE OF DISCIPLINE PROBLEMS

- a. In students themselves:
 - i. Inability to read or work on a level with corresponding age group.
 - ii. Language difficulties and/or barriers.
 - iii. Lack of previous success in school.

- iv. Unsatisfactory relationship with parents.
- v. Attempts to meet their own emotional needs in a classroom situation.
- vi. Previous conditioning of various sorts
 - 1. Poor listening habits
 - 2. Poor study habits
 - 3. No real interests
- b. In their non-school environment:
 - i. Lack of parental involvement and interest.
 - ii. Irresponsible parents.
 - iii. Unstable home life.
 - iv. Family financial and economic problems.
 - v. Inadequate diet and improper nutrition.
 - vi. Overcrowded families and/or poor housing.
 - vii. Television violence.
 - viii. Internet and social media.
 - ix. Drugs and alcohol.
 - x. Gangs and weapons.
 - xi. Lack of church leadership.
 - xii. Apathy and lack of community concern.
- c. In the atmosphere of the classroom:
 - i. Lack of class organization.
 - ii. No opportunity for student initiative and responsibility.
 - iii. No opportunity to participate in planning and in setting goals in a teacher-dominated classroom environment.
 - iv. Unclear expectations, goals, purposes, and assignment:
 - 1. Teacher cannot be heard.
 - 2. Teacher uses imprecise or indefinite language.
 - 3. Markerboard directions and daily agenda are not understandable.
 - 4. Insufficient orientation for an assignment
 - v. No organized plan for handling supplies, materials, and resources.
 - vi. Atmosphere of tension and competition where students feel insecure.
 - vii. Rigid requirements that are the same for every student in class.
- d. In the attitude of the teacher who is:
 - i. Cold, unfriendly, and unwelcoming.
 - ii. Inconsistent in requirements and assignments.
 - iii. Unjust in decision making.
 - iv. Frequently angry.
 - v. A source of student discomfort.

- vi. Always "right" and settles everything.
- vii. Lacking firmness and fairness.
- viii. Lacking understanding of student needs as human beings.
- ix. Prone to biting sarcasm or other ways of humiliating a student in front of others.

6. PREVENTION OF DISCIPLINE PROBLEMS

- a. Know your students
 - i. Know the characteristics of the age group and what is regarded as normal behavior.
 - ii. Do not judge by adult standards.
 - iii. Do not take small matters too seriously yourself, but take care to remember that kindly reminders keep small matters from growing into larger ones.
 - iv. Know your students as individuals by consulting available resources.
 - v. Know your students better by drawing them out in conversation, letters of introduction, etc. in order to discover interests, aptitudes, and attitudes.
- b. Realize that your class or cohort is composed of individuals, who are all unique.
 - i. Do not require the same response of every student.
 - ii. Allow for various abilities as well as interest in making assignments.
 - iii. Satisfy the need of individuals to make a satisfactory contribution to the group.
 - iv. See that each student gets a chance to feel important and useful by performing some constructive service for the teacher and/or the group, preferably for both.
 - v. Let each student recognize and receive your support. The teacher must be genuine about this or it will not work.
- c. Learn to recognize the situations which lead to discipline problems.
 - i. Tardiness to class:
 - 1. Insist on promptness. Do not be lenient.
 - 2. Recognize the student who is late by design or via carelessness.
 - ii. Disorder in a classroom:
 - 1. The teacher should be in the classroom promptly.
 - 2. The class must settle to work when the bell rings. If not, bell ringers and ice breakers will encourage students to acclimate quickly.
 - iii. Disobedient and insolent students:
 - 1. Ask him/her to leave the classroom immediately, but be definite as to whether the student is to wait outside the door for you or report directly to the school counselor or principal with office notification.

Maintain your own pose and continue with class. Do not permit a
student to break up a class by quarreling with him/her or by forcing
an issue in front of everyone. Never argue with a student.
Correction of a problem must be completed before a student returns
to the classroom.

iv. Teacher-Student conferences:

- 1. The class clown, show-off, or interrupter should be corrected audibly in the classroom. The student's attitude can be controlled by an impersonal attitude on the part of the teacher who holds consistently to the classroom standard of good behavioral conduct.
- 2. Some students should be corrected quietly in confidence. If poor conduct persists, take him/her into the hall or ask for a conference after school.
- 3. Permit the student an opportunity to talk. You may be able to uncover the reason for his/her poor behavior.
- d. Refer certain cases to the school counselor or principal.
 - i. Those whose misbehavior is repeated after many conferences should be referred.
 - ii. If too many discipline problems appear in one class, this may justify regrouping and distributing offenders.

Good classroom discipline should not be thought of merely as being strict, but as a cause-and-effect type of relationship. The student should be made aware that certain types of behavior will cause unpleasant results, while others will elicit teacher recognition and praise. If you utilize this cause-and-effect approach, then MOST students will naturally develop good behavioral attitudes and responses. In summary, you can achieve positive and productive classroom control, acceptable student behavioral conduct, and real student achievement and growth IF you are firm, fair, friendly, empathetic, consistent, respectful, and supportive.

INDUCTION ACTIVITY SAMPLER

TOPIC:	THE PROFESSIONAL ORGANIZATION
2. Meet the o	copy of the NEEA Professional Contract. organization's officers and committee members. amiliar with the services provided by the professional organization.
MATERIALS:	New-Member Packet & Contract Packet.
TIMELINE:	To be completed by the end of the school year.
INITIATOR:	Mentor Teacher.
ADDED SUPPO	RT: North East Education Association Personnel.
NOTES:	

TOPIC: PROFESSIONAL RESPONSIBILITY

SUGGESTED ACTIVITIES:

- 1. School Code for Educator Misconduct. [Educator Discipline Act]
- 2. Student-Teacher Relationships [Wong & Wong; pgs. 35-69]
- 3. Assigned Responsibilities [Building Administrator]
- 4. Tenure [Building Administrator]
- 5. Professional Appearance [Wong & Wong; pgs. 50-59]

MATERIALS: "The First Days Of School- How To Be An Effective Teacher" by

Wong & Wong.

TIMELINE: September & October.

INITIATOR: Mentor Teacher & Induction Coordinator.

ADDED SUPPORT: Building Administrator & NEEA Representative.

TOPIC: PHILOSOPHY OF THE NORTH EAST SCHOOL DISTRICT

SUGGESTED ACTIVITIES:

- 1. Receive a copy of the building's Faculty Handbook.
- 2. Read and review the Faculty Handbook.

MATERIALS: The Inductee will explore building policies and procedures concerning, but

not limited to:

1. Attendance Record Keeping

- 2. Time Structure Of School Day ,Week, Month, & Year
- 3. Educational Technology Resources
- 4. Lesson Planning & Record Keeping
- 5. Safety Operations
- 6. Faculty Meetings
- 7. Budgetary Planning

TIMELINE: To be completed by the end of the school year.

INITIATOR: Mentor Teacher.

ADDED SUPPORT: North East Education Association Personnel.

ТОРІС:	SCHOOL SAFETY & SECURITY					
SUGGESTED ACTIVITIES:						
1. All emergency procedures will be reviewed for proper implementation practices.						
2. Discussion and reflection will occur with the building administrator.						
3. Participation is expected in all district safety exercises.4. Debrief and reflect with Mentor and Administrator as warranted throughout the year.						
4. Debiter and re-	neet with Mentor and Administrator as warranted unroughout the year.					
MATERIALS:	Emergency Procedures & Protocol.					
TIMELINE:	To be completed immediately. <i>Safety is of the utmost importance</i> .					
INITIATOR:	Mentor Teacher & Building Administrator.					
ADDED SUPPORT:	Site-Based Colleagues & Team Members.					
NOTES:						

TOPIC:	STUDENT RECORD KEEPING					
SUGGESTED ACTIVITIES: 1. Review a teacher's record keeping system, including Sapphire applications. 2. Develop a record keeping system in the classroom. 3. Review all files and related documentation for students with disabilities.						
MATERIALS:	"The First Days Of School- How To Be An Effective Teacher" by Wong & Wong.					
TIMELINE:	September & October.					
INITIATOR:	Mentor Teacher & Induction Coordinator.					
ADDED SUPPORT:	Building Administrator & NEEA Representative.					
NOTES:						

TOPIC: TEACHER OBSERVATION | EVALUATION

SUGGESTED ACTIVITIES:

- 1. Discuss Observation/Evaluation procedures with the building administrator.
- 2. Get familiar with the resource platform PA-ETEP.
- 3. Review the criteria for effective teaching.
- 4. Discuss the Observation/Evaluation process with the Mentor Teacher.

MATERIALS: Policy Manual, Evaluation Forms, NESD Evaluation Program Manual,

PA-ETEP Software Resource.

TIMELINE: Semi-Annual Observations In Conjunction With Semi-Annual Evaluations.

INITIATOR: Building Principal & Mentor Teacher.

ADDED SUPPORT: Induction Coordinator.

TOPIC: PARENT/TEACHER COMMUNICATION & CONFERENCING

SUGGESTED ACTIVITIES:

- 1. Identify the importance for communication between Inductees and parents regarding the academic progress of their children.
- 2. Become aware of district expectations pertaining to parental communication.
- 3. Become aware of the need for positive and productive conferences, as well as the need for improvement of conferences with parents and students.
- 4. Identify procedures to follow in order to have a meaningful and successful parent-teacher conference.

MATERIALS: Act	ion steps for	r an effective	parent conference.
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TIMELINE: No later than the end of the first marking period.

INITIATOR: Building Principal & Mentor Teacher.

ADDED SUPPORT: Induction Coordinator.

TOPIC: PUPIL GRADING | EVALUATION | ASSESSMENT

SUGGESTED ACTIVITIES:

- 1. Review report cards and accompanying Sapphire management system.
- 2. Review mentor teacher's grade book, reporting procedures, scoring guidelines.
- 3. Discuss with the building principal and mentor teacher all tasks associated with this topic, including, but not limited to: homework, quizzes, tests, pre- and post-assessments, extra credit, late assignment expectations, data-driven decision making, etc.

MATERIALS: Policy Manual, report card template, learning management system in

Sapphire, faculty handbook.

TIMELINE: No later than the end of September.

INITIATOR: Building Principal & Mentor Teacher.

ADDED SUPPORT: Induction Coordinator & Fellow Teaching Colleagues.

TOPIC: CLASSROOM ORGANIZATION | MANAGEMENT

SUGGESTED ACTIVITIES:

- 1. Identify the cause and effect relationship between structured classroom management and an environment conducive to learning.
- 2. Identify the necessary components for effective discipline in the classroom.
- 3. Become aware of district policy regarding discipline, students' rights and due process procedures.
- 4. Identify separate discipline problems encountered by elementary and secondary teachers.
- 5. Become aware of the importance of communication with the building principal in regard to student disciplinary matters.

MATERIALS: NESD Policy Manual, including Attendance, Discipline, and Student

Rights/Responsibilities policies [204, 218, 235]. Wong & Wong [pgs. 83-171 and 197-245].

TIMELINE: September to January. Additional professional staff development as

provided throughout the school year.

INITIATOR: Mentor teachers will initiate this topic. Role playing and case study of

specific situations would be covered. Follow-up conferencing would include discussion of specific situations encountered by the Inductee.

ADDED SUPPORT: Building Principal & Mentor Teacher.

TOPIC: SCHOOL SYSTEM OPERATIONS

SUGGESTED ACTIVITIES:

- 1. The hierarchy of responsibility in the school district will be reviewed.
- 2. Chain of command [Teacher, Principal, Superintendent, Board of Directors] is reviewed.
- 3. The committee system of the Board of Directors of the district will be reviewed.
- 4. The Board of Directors organization and processes will be reviewed.
- 5. Various job descriptions, types, and classification of personnel will be reviewed.
- 6. Operation of the Board of Directors will be observed by attending a BOD meeting.

MATERIALS: Board of Education link to information on NESD website. Internal BOD

policies as shared, including 000 and 800 series in the Policy Manual.

TIMELINE: End of academic year.

INITIATOR: Building Principal & Mentor Teacher.

ADDED SUPPORT: Induction Coordinator.

TOPIC: MATERIALS ACQUISITION

SUGGESTED ACTIVITIES:

- 1. Examine the textbook adoption procedures within respective school buildings.
- 2. Identify roles related to the purchase of materials.
- 3. Compare the various requisitions, purchasing forms, codes, and school budgetary process.
- 4. Review the role of good planning in the purchasing of potential educational materials.
- 5. Locate current catalogs and digital online resources.
- 6. Review the developmental process of a school budget.

MATERIALS: Copies of purchase forms and associated budgetary codes.

TIMELINE: Ongoing with preliminary budgetary discussion being held by no later than

the end of November.

INITIATOR: Mentor Teacher.

ADDED SUPPORT: Building Principal, School Secretary, Business Manager, Induction

Coordinator.

TOPIC: EMERGING EDUCATIONAL TECHNOLOGY

SUGGESTED ACTIVITIES:

- 1. Visit technology lab settings and/or observe teachers and students using educational technology, including devices.
- 2. Discuss with other teachers ways in which devices and technology applications are utilized in their classroom.
- 3. Discuss how to access and utilize multimedia resources in the classroom.
- 4. Learn what equipment and application software is available in your school building.

MATERIALS:	Technology devices,	Interactive TV'	's, Software Application	s, etc.

TIMELINE: Ongoing, ever, and always!

INITIATOR: Mentor Teacher.

ADDED SUPPORT: Building Principal, Technology Coordinator, Lab Supervisors.

TOPIC: SCHOOL DISTRICT COUNSELING PROGRAM

SUGGESTED ACTIVITIES:

- 1. Discuss with the school counselor(s) his/her role and responsibilities.
- 2. Develop a system of communication with the school counselor(s).
- 3. Learn the referral process for the Student Assistance Program [SAP] and speak with members of the building-wide team.
- 4. Invite the school counselor to your classroom.
- 5. Learn what counseling materials and/or services are available, including from the school counselor, district social emotional specialists, or other counseling options.

MATERIALS:	Counseling and SEL materials available in each school building.

TIMELINE: End of first semester.

INITIATOR: School Counselor, SEL Specialist, & Mentor Teacher.

ADDED SUPPORT: Building Principal.

TOPIC: CURRICULUM DEVELOPMENT | DATA ANALYSIS

SUGGESTED ACTIVITIES:

- 1. Read course outcomes, big ideas, and essential questions for assigned content area.
- 2. Discuss past/present/future curriculum plans within the department or content area.
- 3. Access and explore the Standards Aligned System [SAS] portal and become acquainted with data tools and analysis.
- 4. Review North East School District Curriculum Policies.
- 5. Access applicable curriculum maps and review.

MATERIALS:	Curriculum G	luides, (Course (Outlines,	Course S	Syllabı,	Curriculum I	Policies.
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TIMELINE: Ongoing throughout the school year.

INITIATOR: Mentor Teacher.

ADDED SUPPORT: Building Principal.

TOPIC: PUPIL SUPPORT SERVICES | SPECIAL EDUCATION

SUGGESTED ACTIVITIES:

- 1. Discuss student special needs and related services that are available.
- 2. Participate in class screenings.
- 3. Identify key support persons and request an informal discussion on when and how to request various services.
- 4. Participate in the screening process.
- 5. Visit specialized classrooms, including Title I classes.

MATERIALS: List of support personnel for your respective school and screening forms.

TIMELINE: End of the first academic year.

INITIATOR: Building Principal & Mentor Teacher.

ADDED SUPPORT: School Counselor, Special Education Supervisor, School Psychologist.

TOPIC: CLERICAL/CUSTODIAL/CAFETERIA RELATIONS

SUGGESTED ACTIVITIES:

- 1. Discuss with secretaries/custodians/cafeteria staff their job descriptions and schedules.
- 2. Develop a mutual way to communicate (notes and student messages.)
- 3. Provide secretaries with needed information about you and your students in case of emergencies.
- 4. Recognize clerical assistants/custodians/cafeteria staff as a vital part of the school team and find ways to demonstrate this recognition.

MATERIALS: Schedules and information cards, along with <u>SchoolDude</u> online resources.

TIMELINE: Ongoing.

INITIATOR: Mentor Teacher.

ADDED SUPPORT: Building Principal, Secretaries, Head Custodian, Head Cook, Custodial

Staff, Cafeteria Staff.

RESEARCH | BEST PRACTICES

"Ensuring That Instruction Is Inclusive For Diverse Learners"

Using ideas from Universal Design for Learning with all students can make classrooms more welcoming for those with learning disabilities.

"Listening to Parents of Children with Disabilities"

The attached article shares insight from parents with children who have disabilities and their respective experiences and input on developing meaningful partnerships.

Pennsylvania Department of Education-Standards Aligned System Portal

This link will take you directly to the PDE SAS Portal, where you can find a wealth of information regarding Standards, Assessment & Instruction Best Practices, Curriculum Frameworks, along with added information on Materials & Resources as well as Safe & Supportive Schools.

Educator Effectiveness

This link will take you directly to the dashboard for all information regarding PA Department of Education's Act 13: Educator Effectiveness.

School Safety

Information pertaining to the health, safety, and welfare of all students, as outlined and shared via the NESD website.

Five Phases Of The Parent-Teacher Conference

The included information shares some insight into the process of facilitating an effective and productive parent conference.

Educator Discipline Act

Information pertaining to the Educator Conduct & Discipline Act.

Professional Ethics Program

Framework and Guidelines for dissemination of information related to conceptual competencies pertaining to Professional Ethics, per Chapter 49.

Culturally-Relevant And Sustaining Education Program

Framework and Guidelines for dissemination of information related to conceptual competencies pertaining to CR-SE, per Chapter 49.

Data-Informed Decision Making

The following links share several important factors to consider when utilizing data to inform decisions, particularly as it relates to curriculum, instruction, and assessment practices in the classroom.

https://www.powerschool.com/blog/7-steps-for-making-data-driven-decision-in-education/

https://soeonline.american.edu/blog/data-driven-decision-making-in-education/

https://www.youtube.com/watch?v=re-HGkilUfQ

Pennsylvania Department of Education [PDE]: Assessment and Accountability

Information pertaining to state assessment and accountability programming can be found here. This link will take you directly to the PDE website regarding such matters as Pennsylvania System of School Assessment [PSSA], Keystone Exams [KE], and Pennsylvania Alternate System of Assessment [PASA].

PVAAS

Website link for accessing and reviewing student growth data, as provided via the PA Value-Added Assessment System. Numerous e-learning and professional development resources are included within this platform.



NORTH EAST SCHOOL DISTRICT

INDUCTION PROGRAM

Mentor Log Sheet

Inductee:				Positi	on:		
Mentor:			Position:				
Interclassroom Visits [List	dates of visits to	other class	rooms for	professional grov	wth]	
Mentor Observations	[Rec	commendation o	f one [1] po	er semester	; List dates]		
Mentor Conferences []	List (dates]					
		-					
L							
Other Professional De	velo	pment Opportu	nities [Coi	ırse work.	professional read	ings.	etc.: List belowl
	, 010	Process of Process		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Proteonalities	80,	
			SIGNA	TURES			
Inductee:				Building	Principal:		
Mentor:				Superint	endent:		

INDUCTION ACTIVITY LOG

Date	LEARNING TOPIC / INDUCTION ACTIVITY	Additional Information

EVALUATION OF NESD INDUCTION PROGRAM

Form A

[to be completed by the end of the 1st semester]

2022/2023 SY

	•	•				y and foundational level of support to assist you in chool District? Please explain.
IVII C	11 1 1	1			, ,	
w nat re	eedback would	a you s	uggest	to ruri	iner enna	nce the district's opening Orientation training?
Would	vou recomme	and any	chanc	res to t	ne organi	zation and/or facilitation of Orientation?
would	you recomme	ina any	chang	es to ti	ie organi	zation and/or facilitation of Orientation:
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10 wna						by the Orientation training program?
	[5- Very Wo	511; I-	Necus	mpi	Ovement	u .
A.	To provide a	ın Orie	ntatio	n train	ing progr	ram that introduces the school district's Mission,
	•					, Programs, and Initiatives.
	5	4		2	1	
В.	771					
	To provide a	ın intro	oductio	on to a	dministra	tive personnel, mentors, and other district-wide
	-		oductio	on to a	dministra	ative personnel, mentors, and other district-wide
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PARENT PHONE CALL WORKSHEET

Initial Phone Call About A Student Matter

Teacher	Grade
Student's Name	
Name of Parent(s) or Guardian	
Phone number(s)	
Date of call	
Brief description of problem	
Write down important points you v	vill cover with parents.
1. Begin with a statement of conc	ern.
2. Describe the specific behavior	that necessitated your call.
3. Describe the steps you have tal	ten to solve the problem.
4. Get parent input.	
-	roblem (what you will do; what you want that parent to do
6. Express confidence in your abi	•
7. Tell parents that there will be fo	ollow-up contact from you.
Notes:	

SAMPLE DISCIPLINARY PLAN COMMUNICATION FORM

Dear Parent,

In order to guarantee your child and all of the students in my classroom the exceptional learning climate they all deserve, I am utilizing the following Discipline Plan this year. Please review with your child.

MY PHILOSOPHY

I believe all my students can behave appropriately in my classroom. This leads to student success. I will not tolerate any student who stops and/or prevents me from teaching or other students from learning.

1	MY CLASS RULES	
2. 3. 4. 5. IF A STUDENT CHOOSES TO NOT FOLLOW EXPECTATIONS 1st Consequence: 2nd Consequence: 3rd Consequence: 4th Consequence: 5th Consequence: Severe Disruption: STUDENTS WHO BEHAVE WILL EARN It is in your child's best interest that we partner together as it relates to his/her schooling. Thus, I will be in close contact with you regarding your child's progress in my classroom. Please sign the bottom portior of this letter acknowledging this information and have your child return it to school tomorrow. If you have any questions or comments, please feel free to call or email me at your convenience. Thank you for your partnership and support as we collectively navigate the journey of learning this school year.	1.	
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I have read and understand the Discipline Plan for your classroom. [Signature]	I have read a	• • • • • • • • • • • • • • • • • • • •