

TEACHER INDUCTION REPORT

Overall progress as of January 2009

The goals and competencies of the Strategic Plan, Teacher Induction Report are pieces inherent to the GIFT Program for teachers at Gateway. Currently, the GIFT packet is in the process of being updated to provide an accurate list of the appropriate research-based activities and tasks that reflect highly qualified teacher expectations. The following is a brief narrative of the objectives for teachers during induction, as well as each of the four categories being used as the foundation for this document and as a basis for satisfactory teacher performance during the induction phase of the teacher's first year of employment.

Objectives for new teachers (refined as needed throughout the induction period for each individual):

1. To use their skills, knowledge of content and pedagogy, differentiated instruction, and individual student assessments to set goals and design lessons to meet the needs of all learners.

This is being addressed in professional development sessions held throughout the school year by building principals and tenured veteran teachers to highlight interventions and strategies that focus on individual strengths and weaknesses, and that provide guidance to teachers regarding the implementation of data driven instruction.

2. To establish routines and procedures that create classroom environments conducive to learning where students feel safe, valued, and respected.

These are monitored throughout the school year by the building administrators and are used as a foundation for learning according to Tomlinson (2001).

3. To meet all students at their instructional levels and use a variety of instructional strategies to help them achieve academic success.

These are being monitored and evaluated throughout the school year and are based on Tomlinson's "Great Equalizer." Teachers have been provided the basic knowledge regarding Differentiated Instruction which is used to determine the necessary strategies and interventions that meet the needs of students at all readiness levels.

4. To demonstrate a commitment to professionalism that is manifested within the learning community and the community at large.

Teachers are being encouraged to share their work with peers via morning meetings, after-school sessions, and planning periods as well as presenting with peers to larger audiences beyond the district community. New teachers are encouraged to participate in professional development as participants and presenters when appropriate.

Planning and Preparation Competencies – CURRENTLY IN PLACE

- Knowledge of content and pedagogy
- Knowledge of the Pennsylvania Academic Standards
- Systematically obtains knowledge of and data regarding student learning, and uses this knowledge to design appropriate instruction
- Sets instructional goals that reflect standards with reasonable expectations for students
- Effectively utilizes available resources, materials, and technology

- Appropriately designs instruction to address the needs of all learners
- Engages in effective pre-assessment and post-assessment practices aligned to instructional goals

Planning and preparation are crucial to effective instruction. The competencies that address planning and preparation are being monitored by building administrators via walkthroughs, evaluations and conferences, and are reflected in the PDE 426/427 evaluations for teacher performance. This is currently in place.

Classroom Environment Competencies – CURRENTLY IN PLACE

- Clear expectations for student achievement with models of quality work available for student reference
- Evidence of meaningful and respectful learning opportunities for all students
- Creates a positive classroom climate which fosters a good rapport between teacher and students and among the student peer group
- Establishes effective classroom routines and procedures that serve to maximize instructional time
- Promotes clear standards of conduct and effective management of student behavior
- Organizes the physical space of the classroom to provide a safe environment that enhances learning

Establishing a learning environment that is conducive to student success creates a foundation for respect and fosters communication between teachers and students. These competencies are reflected in the PDE 426/427 and are also presented in the Gateway Model: Resource for Effective Teaching. In addition, the District-Wide School Rules Model and Matrix has been implemented as a proactive measure to provide consistency throughout the district with regard to expectations for student behavior. Finally, the Building Administrator monitors the students throughout the school year for patterns of untoward behavior and implements interventions to minimize these behaviors by working with the teachers in the classroom.

Instructional Delivery – CURRENTLY IN PLACE

- Clearly communicates content standards and procedures
- Uses appropriate questioning techniques and instructional strategies that encourage many students to participate
- Maintains an adequate pacing of instruction
- Provides adequate feedback to students on their learning
- Uses informal and formal assessments to meet learning goals and monitor student learning progress
- Demonstrates flexibility and responsiveness in meeting the needs of all learners

The competencies that address instructional delivery are monitored by the Building Administrators throughout the school year via informal observations, walkthroughs, formal observations, lesson planning, parent conferences, Student Support Team meetings, Multi-Disciplinary Team meetings, analysis of data from universal screenings and assessments, and collaboration among grade-level educators.

Professionalism – CURRENTLY IN PLACE

- Adheres to all school and school district procedures and regulations
- Demonstrates a knowledge of the Professional Code of Conduct
- Maintains accurate records as outlined by school district requirements

- Communicates professionally and appropriately with students and their families by establishing a reciprocal supporting relationship between home and school
- Supports school district initiatives by engaging in professional development opportunities and making efforts to attain

Competencies that address professionalism are documented on the PDE 426/427, and in the Gateway Model: Resource for Effective Teaching. These competencies include not only the teacher's performance in the classroom with regard to instruction, but the behaviors that are associated with the additional assignments given. These include, but are not limited to, documentation, communication, engaging in professional development, abiding by the state's Professional Code of Conduct, as well as supporting district initiatives. New teachers are monitored throughout the year by the Building Administrator, and are provided a teacher mentor who fosters professionalism as a role model.