

**ITEM #7 WAYNE HIGHLANDS SCHOOL DISTRICT
INDUCTION PLAN**

Introduction

The Pennsylvania Department of Education recognizes the importance of helping beginning teachers. Typically, these teachers feel overwhelmed as they face the “great unknowns.” No matter how well their training has prepared them, they face unknown students, colleagues, administrators, and parents. In addition, understanding the school and the community, the district procedures, policies, curriculum and so on present significant challenges to the inexperienced teacher, or one who is new to the district. To address this need, the Department of Education mandated (Pa. Code Title 22, Chapter 49.16) that each school district establish a Teacher Induction Program. Induction is defined as “planned experiences, activities, and studies to increase the beginning teacher’s knowledge and improve his/her teaching skills.” The Wayne Highlands School District has established this Induction Plan with the goal of ensuring that its new teachers receive the support they need in order to continue the district’s tradition of instructional excellence.

Planning and Organizing the Teacher Induction Plan

The Wayne Highlands School District’s Professional Education Committee has the responsibility for developing, implementing and evaluating the Teacher Induction Plan. Specifically, the Committee’s responsibilities will include but not be limited to the following:

1. Creating the Teacher Induction Plan
2. Acquiring volunteers to serve as teacher mentors
3. Assigning new teachers to mentors
4. Developing staff development programs for the Teacher Induction Plan
5. Addressing specific problems that may occur
6. Ensuring compliance with documentation requirements
7. Reviewing program evaluations and making appropriate revisions

This committee is comprised of fourteen (14) teachers selected by the Wayne Highlands Education Association, and four (4) administrators selected by the superintendent. Among the teachers are four (4) each from elementary, middle, and high school grades, and two (2) educational specialists. Included among the administrators are one (1) each from elementary, middle, high school, and district administration.

PROFESSIONAL EDUCATION COMMITTEE: 2019-20

CO-CHAIRPERSONS:

Timothy M. Morgan, Assistant Superintendent
Mr. Ryan Chulada, WHEA

ADMINISTRATION

John Kretschmer
Sandra Rickard
Peter Jordan

TEACHERS

Julia Cheripko
Stacey Diehl

Susan Roberts
Rebecca Senft

Ryan Dressler
Kim Gumble
Heather Kretschmer
Gina Motzko
Alicia Moyer

Lori Sheldon
Michelle Tonkin
Erika Uhrin
Renee VanSickle

The Mentor Teacher

Clearly, a beginning teacher has a lot to learn, and a veteran teacher has a wealth of experience to offer. The Wayne Highlands School District Induction Program is designed to pair an experienced teacher with a teacher new to the profession, or one who is experienced, but new to this district, or one who is experienced, but has transferred from one school to another. The mentor helps the new teacher function effectively, grow professionally and face the unknown with confidence. The experienced teacher is encouraged to share their expertise acquired over years of successful teaching in the district. A Mentor I is a teacher who works with a teacher new to the profession. A Mentor II is a teacher who works with a second-year teacher, or an experienced teacher who is new to the district, or who has transferred to a new assignment in the district.

Teachers with at least three years of successful teaching may volunteer to serve as mentor teachers. The Professional Development Committee will compile a list of these volunteers by school, grade and subject area. These teachers will be matched with the new teacher in a like manner. The mentor teacher will typically serve for two years, with the majority of the documented activities occurring in the first year of service.

The Professional Development Committee recognizes that not every teacher needs the same level of support. For example, if the district hired a tenured teacher, it would not anticipate the need for a mentor teacher for two years. In these cases, there would be an abbreviated Teacher Induction Plan initiated to accommodate an orientation of a more administrative nature.

Needs Assessment for Inductees

The district will identify the needs of the inductee teachers in the following ways:

1. The Professional Education Committee will establish priorities for topics to be presented by way of the Induction Program. These topics will be based on feedback from mentors, teachers, district/building administrators.
2. Inductee evaluations will be reviewed annually in order to assess the effectiveness of the program and thereby revise or make additions to it.
3. A study of current legislation, educational research, Pa. Department of Education regulations, and other related sources will be reviewed on an ongoing basis.

The Goals of the WHSD Teacher Induction Program are as follows:

1. To provide continued support and assistance to the newly hired teacher in order to reduce and eliminate common problems
2. To give the new teacher an explanation of the operating procedures of their school and those of the district
3. To explain to the teacher the priority needs which the Professional Education Committee has established. These needs primarily focus on the knowledge and skills required for outstanding teaching
4. To provide opportunities for new teachers to reflect on their instruction in a supportive, collegial and nonthreatening environment
5. To impart the educational philosophies (academic, professional & cultural) of the WHSD to the new teachers

Topics to be covered by the Teacher Induction Program will include the following:

1. **Knowing the content areas they teach and understanding how they are related to other subjects.**

It is critical for the new teacher to review the district-planned courses of instruction for the grade and subject(s) they teach. This review will identify how the subjects they are

teaching are structured, and are linked to other grade levels. The planned courses will also identify the core concepts in a scope and sequence framework creating the order in which subject matter is presented.

2. Knowing how to teach their content(s) to students

The teacher should analyze lesson presentations and identify when and how the principles of learning, motivation, reinforcement, practice, retention and transfer are used. The teacher will be able to use differentiated learning activities and assessments in order to meet the needs of **all** students.

3. Structuring a classroom and establishing parameters for students in order to have successful classroom management

Effective classroom management and improved student time-on-task promote student learning. Teachers will develop strategies that will address rituals and routines such as:

- Student use of classroom space and facilities
- Procedures for whole and small group activities
- Beginning and ending of the day activities
- Distribution and collection of materials
- Transition between activities
- Homework
- Developing rules and consequences

4. Understanding ways to assess student progress on a regular basis

The teacher will set curricular targets and determine the degree to which the targets have been met through the use of multiple assessment techniques (both formative and summative). The teacher will identify and communicate student performance expectations to both students and their parents/guardians. Assessment data will be used to plan and revise learning activities as needed. The teacher will be familiar with the Pa. Department of Education Chapter 4 Curriculum Regulations, Pa. State Assessment formats (PSSA & Keystone) and the WHSD Assessment Plan.

5. Planning lessons in a logical sequence

The teacher will be able to identify ways of presenting subject matter to students through the use of analogies, metaphors, experiments, demonstrations and illustrations. Lesson plans will be aligned to the PACS and take into account school district curriculum philosophy, subject matter requirements, student classroom composition, and available

resources. Plans will be designed in accordance with the Wayne Highland's model for lesson planning for a student-centered format.

Student-Centered & Engaging Instruction:

In planning, the teacher will employ the workshop approach creating a student-centered environment.

1. **Rituals & Routines** - classroom organization
 - * Learning unit size/composition
 - * Room arrangement/materials
 - * Transitions
 - * Procedures/use of time

2. **Opening** – Anticipatory set (ex. - Hunter)
 - * Review
 - * Objectives
 - * Purpose
 - * Transfer
 - * Prior knowledge (input)
 - * Motivation

3. **Work Period** (Student-centered/engagement)
 - * Cohesiveness
 - * Role expectations
 - * Accountability
 - * Guided, structured, independent practice

4. **Work Period** - Monitoring
 - * Intervening
 - * Recording progress/problems
 - * Facilitating/re-teaching/discussion
 - * Questioning

5. **Closing** – Review and assess student mastery & understanding

6. **Implementing a variety of teaching strategies that result in high achievement**

The teacher will employ a student-centered approach giving attention to methods of motivating and involving students in a variety of activities and learning modalities. The teacher will utilize methods and strategies that reflect changing subject matter and changing composition of the students in the classroom. The teacher will use strategies to achieve learning for all students.

The teacher will be familiar with methods of flexible grouping of students within the

classroom in order to address different learning styles and achievement rates. For our purposes, a classroom that practices flexible grouping is characterized as follows:

- A method of grouping which is not static
- Members of groups and types of groups change according to need and purpose
- At times, instruction is delivered to all students in the class. At other times, students may be working in various small group configurations, or individually.
- The needs of **all** learners are addressed.

- Planning for flexible grouping is important, but some groups arise spontaneously within a class as the teacher sees a need to extend or re-teach.
- Grouping should be sensitive to student achievement and individual needs.
- Teachers should vary the level of instruction rather with the emphasis on the teacher providing highly supported guided practice.
- Some groups working independently while other being teacher-guided (Dependent on grade level and student needs)

7. Using the technology available to assist with instruction

The teacher will utilize instructional technology that is available for the subject matter stressing the value of technology in today’s world. Technology will also be used for other enrichment, grading and classroom organization activities. The teacher will become familiar with, and help to implement, the WHSD Technology Plan.

8. Certification, professional practices and conduct, and continuing professional education

The teacher will be presented with information about Instructional II certification and adding additional areas of certification. Pennsylvania’s Code of Professional Practices and Conduct for Educators will be given to the teacher and discussed. The induction coordinators and mentor will explain all requirements and opportunities for continuing professional education, including Acts 48, 126, 71 and clearance requirements, opportunities included in the Professional Education Plan and reimbursement of tuition expenses for college courses.

The Teacher Induction Plan will be carried out through the use of the following activities:

1. **New teacher in-service day:** This will be held prior to the beginning of the school year and will have as its primary purposes the following:
 - Mentor teachers will meet the new teacher inductees.
 - The WHSD Teacher Induction Plan will be explained.
 - A discussion of topics listed in the plan will be presented, including the educational philosophy of the WHSD.
 - The mentor teachers will have an opportunity to discuss their role in the Induction Program and spend time individually with the new teacher in order to complete their administratively assigned tasks.
 - Individual building principals will meet with their new teachers and explain building procedures.
 - New teachers will become acquainted with district electronic/data programs.
2. **Classroom Visitations:** A Mentor I and new teacher will observe one another’s classroom four (4) times during the first year of the Induction Program. The Mentor I will

visit the new teacher's classroom in the 1st and 3rd marking periods. The new teacher will visit the mentor's classroom during the 2nd and 4th quarter. The participants will complete Form B for their observation and use it as a tool for discussion during the post conference (these forms will be forwarded to the District Office at the end of the year). Building principals will informally observe the new teachers throughout the two-year period as needed, in addition to the formal evaluations that must be completed.

Mentor II faculty will observe their experienced teacher once during the first semester. The Mentor II will complete Form B to fulfill the induction program requirements.

3. **Experienced teachers new to the District, or who have transferred to a new assignment in the district:** These teachers may be assigned a Mentor II and consultation, observations and conferences will be scheduled on an as needed basis. It may be decided that they do not need a mentor teacher.
4. **Second Year Teachers:** These teachers may be assigned a Mentor I or Mentor II, or it may be decided that they do not need a mentor teacher.
5. **Intermediate Unit Instruction Consortium:** The District will participate on an as needed basis with the NEIU #19 Induction Consortium. This program takes the form of day-long workshops on specific education topics.
6. **District Professional Library:** The District has available many instructional materials that deal with topics listed in the Plan. The new teacher and mentor may borrow these at any time. Contact the assistant superintendent to access these materials.

Accounting, Evaluating and Reporting

The following is a time line for the implementation of the content of the WHSD Teacher Induction Program:

1. New teacher in-service day: This will take place before the start of the school year
2. Classroom visitations: These will be scheduled during each of the four quarters of the school year.
3. Intermediate Unit consortium: These will be scheduled as per the intermediate unit

4. Use of professional library materials as needed
5. Program Evaluations: During the last week of each school year

Program Evaluation

Inductees and mentor teachers will complete an evaluation form at the conclusion of the school year. The co-chairpersons of the Professional Development Plan will review the evaluations and will propose revisions to the entire Professional Development Committee.

Record Keeping

Visitations, evaluation, checklist and summary forms will be kept in the District Office for each inductee. Inductees and mentors will forward all materials no later than the last day of the school year.

WAYNE HIGHLANDS SCHOOL DISTRICT

NEW TEACHER/MENTOR GUIDELINES

What is the Wayne Highlands Teacher Induction Program?

The Pennsylvania Department of Education recognizes the importance of making available a supportive environment to help the beginning teacher. In fact, in 1986, the State Board of Education mandated that each school district create an induction program for beginning teachers. Induction is defined as planned experiences, activities and studies to increase the beginning teacher's knowledge and improve his/her teaching skills.

What is a Mentor Teacher?

The term mentor dates back to Homer and The Odyssey. Odysseus, the hero, was preparing for his epic journey, but his son, Telemachus, had to remain behind. So, Odysseus asked his trusted friend, mentor, to guide and counsel Telemachus during his absence.

Because of that ancient literary figure, a mentor is one, who helps guide a protégé through a developmental process. That process might be the transition from childhood to adulthood, or from student to professional.

For beginning teachers, the guidance and assistance provided by veteran teachers could make the difference between feeling in control and capable, or feeling overwhelmed. Beginning teachers face the great unknown. No matter how well their college training has made them, they face unknown students, colleagues, administrators and parents. In addition, the school and the community are often unknowns, as are building and district procedures, policies, curriculums and so on. The same may be true for experienced teachers new to the district.

Clearly a beginning teacher has a lot to learn, and a veteran teacher has a wealth of experience to offer. The Wayne Highlands School District Induction Program is designed to pair an experienced teacher with a teacher new to the profession in order to help the new teacher function effectively, grow professionally, and face the unknown with confidence. The experienced teacher is encouraged to share the expertise acquired over years of successful teaching in the Wayne Highlands School District.

What is the Mentor's Role?

1. A mentor helps bring about better teaching on the part of the new teacher in a non-threatening manner. The mentor will communicate clearly with the new teacher and provide support in order to make the teacher more effective and help to ensure success.
2. It is important the mentors maintain confidences, build trust, be positive and be non-

judgmental. Confidence and building a relationship of trust are essential to the success of the mentor program.

3. A mentor should approach the induction process with an open mind and cooperative spirit. A mentor needs to be eager and anxious to provide positive feedback.
4. A mentor does not evaluate, but offers suggestions and ideas to improve classroom techniques. The mentor helps new teachers to more accurately analyze their own effectiveness.
5. A mentor's responsibilities will be to help a new teacher in all aspects of teaching, including teaching strategies, lesson planning, classroom management, technology, student assessment, and building and district procedures (see WHSD Induction Plan for more detailed explanation).
6. A mentor teacher will function as a role model. The mentor demonstrates specific strategies and practices, as well as, an overall professional approach to teaching.

What are the Mentor Responsibilities?

During the week prior to the beginning of the school year, the mentor will accomplish the following:

- * Conduct a tour of the school assigned
- * Show the new teacher where to obtain their teaching materials and supplies
- * Review discipline procedures
- * Volunteer successful classroom management techniques especially regarding organization of classroom, and goals for the first week
- * Review building procedures, forms and processes, attendance, busing, lunch, etc.

- * Provide suggested topics to be covered on the first day of class
- * Suggest high-interest activities for the first week of classes
- * Review the types and characteristics of students who attend the school and review relevant instructional strategies
- * Secure a class list with emphasis on determining which students are identified as special education or have a 504. Review relevant Individual Educational Plans (IEP's) and 504s for these students.
- * Provide information about the curriculum. Make sure the teacher has access to the planned courses for their subjects.
- * Share ideas for planning lessons. Review the five-step method for lesson planning
- * Demonstrate the types of technology available and how to reserve time for using the computer lab
- * Discuss some instructional strategies that are particularly successful (workshop approach/student-centered learning)
- * Review the support services that are available (school counselor, crisis counselor, Student Assistance Program, instructional support, nurse, director of safety & security, technology integrator, etc.)
- * Introduce the new teacher to other teachers and to building support staff

Wayne Highlands School District

Mentor and New/Experienced Teacher Checklist

You are encouraged to address each of the items listed below **prior to the first day** of classes with students. The building principal, your mentor teacher, other teachers and support personnel will assist you in identifying the people, places and things listed.

Places to Find:

1. Your classroom
2. Main office - principal's office
3. Library
4. Faculty lounge and restrooms
5. Cafeteria
6. Guidance office
7. Other classroom in your department/grade level including your mentor's classroom
8. Supply, book and other storage areas
9. Computer lab
10. Nurse's office
11. Phone(s)
12. Auditorium/large group rooms
13. Faculty parking areas

People to Meet:

1. District & building administrators (central admin., principals, special education directors)
2. Mentor teacher
3. Department chairperson/grade level or team leader
4. Technology coordinator
5. Technology integrator
6. District & school administrative assistants/secretaries/receptionists/teacher assistants
7. Custodian(s)
8. Librarian
9. Guidance counselor(s) & crisis counselor
10. Cafeteria staff
11. School nurse
12. Director of safety & security

Things to Have:

1. Teaching and duty assignment
2. Key(s)
3. Planned courses
4. Textbooks and teaching supplies (computer/technology)
5. Student handbook
6. Class lists and bell schedules
7. Attendance and discipline referral forms
8. Hall passes
9. Lesson plan and grade book
10. A copy of the Teacher Induction Plan
11. Employee I.D. badge/parking tag
12. Professional accounts (grading/attendance system, email account - UN/passwords)
13. PDE – TIMS account
14. SAS (Standards Aligned Systems) account

Wayne Highlands School District: Building Level Checklist – FORM A
Mentor and New/Experienced Teacher

Both the Mentor I and new teacher are asked to complete the following checklist. Please submit the completed list to the District Office not later than 30 days after the beginning of employment.

1. ____ Read the Wayne Highlands School District Teacher Induction Plan
2. ____ Teaching assignment and other duties
3. ____ Planned courses and text materials
4. ____ Attendance procedures
5. ____ Library services
6. ____ Technology resources
7. ____ Lesson planning procedures (student-centered: traditional/cooperative)
8. ____ Substitute teacher procedures (professional development/visitation)
9. ____ Requisitioning teaching supplies (P.O. procedure)
10. ____ Discipline code, referrals, classroom management
11. ____ Student assessment and grading (grading software acct. & procedures)
12. ____ Student support services (guidance, IST, counselor, crisis counselor, etc.)
13. ____ Department/grade level meetings
14. ____ After school activities
15. ____ Busing
16. ____ Phone numbers (phone chain/notifications) & usage procedures
17. ____ Building committees
18. ____ Field trip procedures
19. ____ Parent volunteers, PTA
20. ____ Testing (standardized/PSSA/Keystone)
21. ____ Safety procedures (fire/evacuation drills, severe weather, shelter in place, reverse evacuation, etc.)
22. ____ Custodial/clerical services

New/Experienced Teacher

Mentor Teacher

Date Completed

Principal

**Wayne Highlands School District: Teacher Induction Program
Form "B"**

Classroom Visitation Report

Name of teacher: _____

Date:

Subject: _____

Grade:

Person completing this report: _____

New teacher (2 times): _____
Experienced teacher

Mentor I (2 times): _____

Mentor II (1 time): _____

Principal (as needed): _____

The Wayne Highlands School District Teacher Induction Plan identifies seven (7) major instructional topics of the new teacher to address: Please focus on these areas as part of your classroom visitation.

1. Knowing the subject areas they teach and understanding how they relate to other subjects

- Identifying how knowledge in a subject area is created, organized and linked to other disciplines
- Identifying the scope and sequence of the curriculum and the resource materials that keep it current, correct and comprehensive
- Responding to student inquiries about the subject and seeking further inquiry
- Presenting accurate information and giving examples from life experiences

COMMENTS:

2. Knowing how to teach their content(s) to students

-
- The teacher should analyze lesson presentations and identify when and how the principles of learning, motivation, reinforcement, practice, retention, and transfer are used.
- The teacher will be able to use differentiated learning activities and assessments in order to meet the needs of all students.

COMMENTS:

3. Structuring a classroom and students conduct in order to have successful classroom management

- Establishing rules for students conduct consistent with WHSD policy and established successful practices
- Creating rituals & routines within the classroom that maximize time for learning and minimize the time required to execute administrative tasks.
- Responding appropriately when a student requires redirection or discipline
- Decorating and arranging a classroom in order to promote student learning (display student work)

COMMENTS:

4. Understanding ways to assess student progress on a regular basis

- Setting curricular targets and determining the degree to which the targets have been met through a variety of assessment techniques
- Identifying and student performance expectations and validating the degree to which the student met the expectations
- Analyzing/assessing student work and intervening to re-teach areas that have not been mastered
- Using multiple forms of student assessment (formative & summative)

COMMENTS:

5. Planning lessons in a logical sequence

- Identifying student-centered ways of presenting subject matter to students through use of analogies, experiments, demonstrations and illustrations
- Developing daily, weekly and course lesson plans which take into account PDE established standards, school district curriculum, philosophy, subject matter requirements, classroom composition and available resources
- Designing plans in accordance with the WHSD model of teaching that reflect objectives, anticipatory sets (eg. Hunter), activities and evaluation (Student-centered, workshop approach)

COMMENTS:

6. Implementing a variety of teaching strategies that result in high achievement

- Utilizing methods and strategies that reflect changing subject matter and changing composition of the students in the classroom
- Motivating and involving students in a variety of activities and learning modalities
- Accommodating for individual differences in order to ensure each student's success

COMMENTS:

7. Using the technology available to assist with instruction

- Establishing a practice of utilizing technology as a regular method of enhancing instruction

COMMENTS:

Wayne Highlands School District: Teacher Induction Program - Form "C"

Program Evaluation

TO BE COMPLETED BY NEW/EXPERIENCED TEACHERS AND MENTOR TEACHERS

In the column provided, place the number that best describes your assessment of the Wayne Highlands School District Induction Program.

1.	The program:	<u>Not at all</u>		<u>Clearly</u>	
	a. Was organized and provided appropriate support for the new teacher	1	2	3	4 5
	b. Clearly explained the role of the mentor teacher	1	2	3	4 5
	c. Clearly explained the role of the new teacher	1	2	3	4 5
2.	Did the activities explicitly relate to the competencies identified?				
		<u>No Extent</u>			<u>Extensively</u>
		1	2	3	4 5
3.	How well did you attain the competencies and objectives identified by the district's Induction Plan?				
		<u>No Extent</u>			<u>Extensively</u>
		1	2	3	4 5
4.	To what extent did the competencies identified apply to your everyday teaching?				
		<u>No Extent</u>			<u>Extensively</u>
		1	2	3	4 5
5.	The role of the mentor was a positive and helpful method of orientation for the new teacher.				
		<u>No Extent</u>			<u>Extensively</u>
		1	2	3	4 5
6.	What is your overall evaluation of the Wayne Highlands New Teacher Induction Plan?				
		<u>Poor</u>			<u>Excellent</u>
		1	2	3	4 5

Please include any additional comments/recommendations.

Name of teacher: _____

Wayne Highlands School District: Teacher Induction Program - Form "D"

Final Record of Participation

In order to complete the Department of Education Regulations as they pertain to Teacher Induction, the district must maintain a record of participation for each new teacher. Listed below are the formal activities that are planned for the upcoming year. As you complete these activities, please note the date of completion/participation. Please submit this form by the last week of school to the District Office (Assistant Superintendent).

NAME OF INDUCTEE: _____

TEACHING ASSIGNMENT: _____

<u>ACTIVITY</u>	<u>DATE OF COMPLETION</u>
a. New teacher in-service day checklist	_____
b. Building level checklist (Form A)	_____
c. 4 classroom visitations (Form B)	_____

d. Program evaluation (Form C)	
Mentor	_____
New/experienced teacher	_____
e. Other workshops/visitations/conferences	_____

f. Final record of participation (Form D)

New/experienced signature

Date

Mentor signature

Date

INDIVIDUAL PROFESSIONAL DEVELOPMENT

PLAN

Teacher _____

Date _____

School _____

Class or grade _____

Short term goals

1.

2.

3.

4.

Plan of action- (Briefly describe your plan or pathway to meet one or more of these goals)

Long term goals

1.

2.

3.

4.

Plan of action – (Briefly describe your plan or pathway to meet one or more of these goals)

Wayne Highlands School District
New Teacher Induction Program
Mentor/new teacher and Mentor II/experienced teacher
ESSENTIAL QUESTIONS

QUESTION	NOTES
1. What are the school's rules for student conduct?	
2. What is the district's grading policies and procedures?	
3. What is the district's homework policy?	
4. What is the district's process for calling in sick?	
5. Will there be any assemblies during the first week of school?	
6. When is the principal available and how do I	

make arrangements to meet with him/her?	
7. What times of the day is my mentor available to meet with me?	
8. How and for what reasons are students referred to the principal (vice principal), nurse, or counselor?	
9. How are the students dismissed at the end of the day?	
10. What is the policy regarding making up work after an excused absence?	
11. What resources are available for students with severe learning or behavior problems?	
12. What are the policies regarding detention or suspension of students?	
13. What support from teacher assistants is available?	
14. What additional supplies and materials are available and what are the procedures for obtaining these?	
15. How can I identify any special needs students in my class and can I learn about their needs? Will they be leaving during the class for special services?	
16. What is the procedure for making copies of instructional materials?	
17. What custodial services are available and what should I do if I have a need or problem?	
18. How do I get the principal or office assistance for an emergency, illness or student discipline problem?	
19. What are the procedures for all emergency	

drills (fire/evacuation, severe weather, shelter in place, reverse evacuation)	
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Wayne Highlands School District

Appendix I

Support for long-term substitute teacher

Although this is not part of the Wayne Highlands School District Induction Plan, the Professional Education Committee has decided that support services for long-term substitute teachers are important. This material is included as a reference.

The need for support services for long-term substitute teachers will be decided on a case-by-case basis, depending on the nature and length of the teaching assignment. The assistant superintendent and principal will make these decisions. Act 48 hours will be awarded to teachers who provide these support services (max. - 5 hours/semester).

Wayne Highlands School District: Building Level Checklist

Support for long-term substitute

Both the mentor and long-term substitute are asked to complete the following checklist. Please submit the completed list to the District Office not later than 30 days after the beginning of employment.

1. ____ Read the Wayne Highlands School District Teacher Induction Plan
2. ____ Teaching assignment and other duties
3. ____ Planned courses and text materials
4. ____ Attendance procedures
5. ____ Library services
6. ____ Technology resources
7. ____ Lesson planning procedures (student-centered: traditional/cooperative)
8. ____ Substitute teacher procedures (professional development/visitation)
9. ____ Requisitioning teaching supplies (P.O. procedure)
10. ____ Discipline code, referrals, classroom management
11. ____ Student assessment and grading (grading software acct. & procedures)
12. ____ Student support services (guidance, IST, counselor, crisis counselor, etc.)
13. ____ Department/grade level/team meetings
14. ____ After school activities
15. ____ Busing
16. ____ Phone numbers (phone chain/notifications) & usage procedures
17. ____ Building committees
18. ____ Field trip procedures
19. ____ Parent volunteers, PTA
20. ____ Testing (standardized/PSSA/Keystone)
21. ____ Safety procedures (fire/evacuation drills, severe weather, shelter in place, reverse evacuation, etc.)
22. ____ Custodial/clerical services

Wayne Highlands School District

Support for long-term substitute

You are encouraged to address each of the items listed below prior to the first day of classes with students. The building principal, your mentor teacher, other teachers and support personnel will assist you in identifying the people, places and things listed.

Places to Find:

1. Your classroom
2. Main office - principal's office
3. Library
4. Faculty lounge and restrooms
5. Cafeteria
6. Guidance office
7. Other classroom in your department/grade level including your mentor's classroom
8. Supply, book and other storage areas
9. Computer lab
10. Nurse's office
11. Phone(s)
12. Auditorium/large group rooms
13. Faculty parking areas

People to Meet:

1. District & building administrators (central admin., principals, special education directors)
2. Mentor teacher
3. Department chairperson/grade level or team leader
4. Technology coordinator
5. Technology integrator
6. District & school administrative assistants/secretaries/receptionists/teacher Assistants
7. Custodian(s)
8. Librarian
9. Guidance counselor & crisis counselors
10. Cafeteria staff
11. School nurse
12. Director of safety & security

Things to Have:

1. Teaching and duty assignment
2. Key(s)
3. Planned courses
4. Textbooks and teaching supplies
5. Student handbook
6. Class lists and bell schedules
7. Attendance and discipline referral forms
8. Hall passes
9. Lesson plan and grade book
10. A copy of the Teacher Induction Plan
11. Employee I.D. badge/parking tag
12. Professional accounts (grading/attendance system, email account - UN/passwords)
13. PDE – TIMS account
14. SAS (Standards Aligned Systems) account

Wayne Highlands School District

Long term substitute

ESSENTIAL QUESTIONS

QUESTION	NOTES
1. What are the school's rules for student conduct?	
2. What is the district's grading policies and procedures?	
3. What is the district's homework policy?	
4. What is the district's process for calling in sick?	
5. Will there be any assemblies during the first week of school?	
6. When is the principal available and how do I make arrangements to meet with him/her?	
7. What times of the day is my mentor available to meet with me?	
8. How and for what reasons are students referred to the principal (vice principal), nurse, or counselor?	
9. How are the students dismissed at the end of the day?	
10. What is the policy regarding making up work after an excused absence?	
11. What resources are available for students with severe learning or behavior problems?	
12. What are the policies regarding detention or suspension of students?	
13. What support from teacher assistants is available?	

<p>14. What additional supplies and materials are available and what are the procedures for obtaining them?</p>	
<p>15. How can I identify any special needs students in my class (s) and can I learn about their needs? Will they be leaving during the class for special services?</p>	
<p>16. What is the procedure for making copies of instructional materials?</p>	
<p>17. What custodial services are available and what should I do if I have a need or problem?</p>	
<p>18. How do I get the principal or office assistance for an emergency, illness or student discipline problem?</p>	
<p>19. What are the procedures for all emergency drills (fire/evacuation, severe weather, shelter in place, reverse evacuation)</p>	