

INNOVATIVE ARTS ACADEMY
TEACHER INDUCTION PROGRAM
HANDBOOK

2025-2028



INNOVATIVE

ARTS ACADEMY

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CATASAUQUA, PENNSYLVANIA 18032

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Purpose

The Innovative Arts Academy Teacher Induction Program is a vital component to supporting the success of new teachers to the school and profession, thereby ensuring the success of each student. Goals for the IAA Induction Program include welcoming new members to the IAA School family, promoting instructional best practices, and supporting teachers in their journey to continue their professional growth.

Induction is a Pennsylvania Department of Education (PDE) requirement. The Innovative Arts Academy Teacher Induction Program will meet PDE New Teacher Induction requirements for Level II Certification. The Induction Program offers new teachers the opportunity to learn the philosophy, programs, and practices of the Innovative Arts Academy. This program will also provide new teachers with the latest research and innovations in the field of education. Innovative Arts Academy is committed to enhance not only the first-year teachers, but all teachers' probability of success through productive, structured learning opportunities.

The Innovative Arts Academy Teacher Induction Program is a series of planned experiences, activities and studies (developed cooperatively by the support teacher, beginning teacher and administrator) which increases the beginning teacher's knowledge and improves his/her skills. This induction program is not meant to be the sole component of support for our new teachers. Evidence-based collaboration is an essential piece of successful learning communities, and teachers come with varied backgrounds, experiences, and professional development needs. The new teacher mentoring program and the IAA Teacher Evaluation Framework are additional supports implemented to craft professional development to meet the individual needs of new and developing teachers.

The Innovative Arts Academy Teacher Induction Program is aligned with the IAA Comprehensive Plan. All induction activities qualify for PDE Act 48 hours; therefore, program attendance at meetings and documentation of induction activities must be completed and submitted at the end of each year.

INDUCTION PROGRAM GOALS AND OBJECTIVES

The goal of the Teacher Induction Program is to facilitate support for new teachers to the profession at the Innovative Arts Academy following these objectives:

- Assist in the development of relationships between inductees, teachers, administration, and stakeholders.
- Familiarize the inductee with IAA policies and procedures and to integrate inductees into the social system of the school and community.
- Build a knowledge base and understanding of essential academic and operational resources,
- Build a knowledge base and understanding of data driven effective instruction to improve district student performance.
- Assist the inductee in engaging in reflective practices with coaching from veteran teachers that serves to support their development of professional knowledge and skills.
- To provide continued assistance and guidance to face the challenges of serving as a new teacher.
- To cultivate a professional attitude towards teaching and learning, and working with others such as students, parents, and colleagues.

| INNOVATIVE ARTS ACADEMY INDUCTION TEAM | | |
|--|-----------|---------------------|
| Director of Curriculum & Instruction | Principal | Assistant Principal |
| Induction Coach(es) - Administration | | |
| Mentor(s) - Department Chairs or Designees | | |
| Inductee / New Teachers(s) | | |

ROLES AND RESPONSIBILITIES OF THE INDUCTEE :

- Communicate needs and concerns to their respective mentor, induction coach, and assistant principal.
- Meet with their mentor **weekly August through January** and then **bi-weekly February through May**.
- Meet with their respective principal **monthly** to discuss ongoing progress.
- Make an effort to implement suggestions or recommendations made by induction team members.
- Maintain documentation of all meetings.
- Participate in beginning teacher seminars, training sessions, and activities.
- Participate in peer visitation opportunities.
- Engage in reflective practices that support personal and professional growth.
- Demonstrate and value a growth mindset.
- Promote professionalism and actively seek out opportunities to collaborate with peers, and contribute to the positive and professional culture of IAA.
- Assist in the evaluation of various aspects of the teacher induction process by completing the *Teacher Induction Program Evaluation Form* at the end of year 1.
- Complete necessary forms and return to appropriate person(s) in a timely fashion.
- Routinely take an inventory of professional practices and skill-sets.

ROLES AND RESPONSIBILITIES OF THE MENTOR:

- Participate in mentor training and other in-service programs related to the induction process.
- Meet with the beginning teachers, Induction Coach, Principal, Assistant Principal, and the Director of Curriculum and Instruction on a regular basis.
- Establish your rapport as a support person.
- Assist beginning teachers in identifying their most immediate and pressing needs.
- Assist beginning teachers with organization and classroom management.
- Suggest ways to plan for instruction.
- Schedule and conduct classroom visitations of inductees for the purpose of identifying areas of strength, areas that may need support, and to provide suggestions, guidance, and helpful feedback that aids in new teacher growth and development..
- Provide strategies to implement the IAA curriculum.
- Facilitate aspects of the teaching process.
- Suggest ways to communicate with parents and stakeholders.
- Serve as a sounding board and provide feedback as needed.
- Provide activities to promote a positive self-concept in the beginning teacher at the classroom level, and school-wide level.
- Participate in peer visitation activities.
- Demonstrate and value a growth mindset.
- Promote professionalism and actively seek out opportunities to collaborate with peers and contribute to the positive and professional culture of IAA.
- Assist in the evaluation of various aspects of the teacher induction process by completing the Teacher Mentor Program Evaluation Form at the end of the school year.
- Complete necessary forms and return to appropriate person(s) in a timely fashion.
- Routinely take an inventory of professional practices and skill-sets

ROLES AND RESPONSIBILITIES OF THE INDUCTION COACH:

- Meets with Mentors monthly to discuss inductee progress, obstacles, and program effectiveness
- Disseminate and explain information regarding IAA policies and procedures to the Mentor
- Assist in the evaluation of various aspects of the teacher induction process including the review of evaluation feedback forms provided by the Mentor and Inductee.
- Be sensitive to the needs of the beginning teacher.
- Guide the Mentor to outside resources.
- Promote professionalism and actively seek out opportunities to collaborate with peers and contribute to the positive and professional culture of IAA.
- Routinely take an inventory of professional practices and skill-sets

ROLES AND RESPONSIBILITIES OF THE PRINCIPAL, ASSISTANT PRINCIPAL & DIRECTOR OF CURRICULUM AND INSTRUCTION:

- Oversee the implementation and coordination of the teacher induction program at the building level.
- Be sensitive to the needs of the beginning teacher.
- Promote a positive rapport among the faculty, the beginning teacher, the induction coach, and mentor.
- Coordinate meeting times for the beginning teacher and mentor to meet.
- Attend teacher induction seminars and activities.
- Promote professionalism and actively seek out opportunities to collaborate with peers and contribute to the positive and professional culture of IAA.
- Facilitate peer visitation opportunities among beginning teachers, mentors, and other experienced teachers.
- Verify completion of the induction process and submit documentation to the State.
- Evaluate and assess the effectiveness of the teacher induction process based upon evaluation feedback forms and direct observations of teacher performance utilizing the IAA Teacher Evaluation Framework.

- Routinely take an inventory of professional practices and skill-sets.

INDUCTEE

1. Definition of Inductee:

- All full and part-time regularly employed educators engaged in their **initial** experience in a Pennsylvania public school entity must participate in the IAA induction program.
- Substitute educators may be required or minimally afforded the opportunity to participate in the IAA induction program at the discretion of the Building Principal and/or Director of Curriculum and Instruction. Long-term substitutes are also able to participate in induction activities when the service time counts toward permanent (level II) certification.
- Newly-employed educators with **prior** school experience but who have not completed a formal Induction program are required to participate in the IAA induction program.
- Participation in the induction program process is required for permanent (Level II) certification.

2. Training of Inductee:

- Attend the IAA Inductee Orientation Program prior to the opening day of school.
 - a. In attendance will be the Principal, Assistant Principal, and/or Director of Curriculum and Instruction, Induction Coaches, Mentors, and Inductees.
 - b. Building Principal/Assistant Principal/Director of Curriculum and Instruction will conduct individual building orientations.
 - c. A time frame at the end of the day is set aside for the mentor and inductee to spend together in preparation for opening day. Specifically, this will involve organizing the classroom and materials, establishing classroom procedures, and affirmative techniques for classroom management and discipline.
- The following times will be provided for the mentor to meet with the inductee, which will result in continually assessing the needs and strengths of the inductee.
 - Appointments, prior to school beginning, will be made by mentors to initially meet with their inductees.
 - The mentor will meet on a regular basis with the inductee to review the day's educational activities. Daily meetings are suggested for the first two weeks.

- Once a month, the mentors, inductees, and the Principal, Assistant Principal, and/or Director of Curriculum and Instruction, will meet to review and evaluate the inductees progress and development.
- Inductees will be required to complete the following:
 - Visitation of professional staff: This will be done a minimum of two times during the school year. One visit should be of their mentor, and the other visitation should be of a teacher within their department.
 - Be videotaped at least twice during the school year by their mentor. This will be done once in the fall semester and once in the spring semester. The purpose of this is for self-reflection and peer collaboration. This will not be used as an evaluation tool or for public use or viewing. (See Appendix J, Videotaping Protocol)

Teachers hired during the school year but after the August Inductee Orientation Program will follow the schedule of training for the remainder of that school year, but will attend the August Inductee Orientation Program at the beginning of the following school year. Training may include activities conducted during the school day or after normal school hours.

MENTOR

1. Qualifications:

- Have completed a PA approved Induction program.
- Three (3) years professional service.
- Level II teachers' certification in Pennsylvania preferred. If there are no Level II certified teachers available to serve as a mentor in a given school year, then teachers who have accrued at least 5 years of effective teaching experience and are considered to be a suitable mentor by the CEO, Building Principal, and/or Director of Curriculum and Instruction can be considered.
- Demonstration of competency in the Five Domains of the IAA Teacher Evaluation Model: Planning and Preparation, The Class Environment, Instruction, Professional Responsibilities, and Student Growth.
- Has completed an approved Mentor training program
- Active participant at Innovative Arts Academy Charter School.
- Demonstrates a positive attitude toward the teaching profession at Innovative Arts Academy
- Willingness to serve and support the new inductee.

2. Selection Procedure:

- Candidates shall submit a completed application supplied by the Principal, Assistant Principal or the Director of Curriculum and Instruction.
- Compatible subject area and or grade level appropriate to the inductee.
- The Principal, Assistant Principal and Director of Curriculum and Instruction will screen applications as needed and work closely with the Principal with respect to the recommendation and assignment of the support teachers.
- Principal, Assistant Principal and Director of Curriculum and Instruction will recommend assignments of support teachers to the CEO for approval.

3. Training of Mentors

- The mentor will renew his/her knowledge with respect to the following:
 - IAA mission and curriculum
 - IAA policies and procedures

- The Five Domains of the **IAA Teacher Evaluation Framework**

Domain 1 - Planning and Preparation: *Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the contents to be learned, their knowledge of students, and their instructional content.*

Domain 2 - The Classroom Environment: *Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by routines and by setting clear expectations for student behavior.*

Domain 3 - Instructional: *Teachers, through their knowledge of content and their pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies.*

Domain 4 - Professional Responsibilities: *Professionalism is demonstrated through qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.*

Domain 5 - Student Growth: *The teacher understands that assessments are an integral part of the instructional process and central ingredients in the efforts to help students learn. The explicit connection between teaching and learning through assessment fuels instructional decision making as a tool for school improvement and student achievement*

RECOGNITION

1. Certificates of recognition (inductee and mentor).
2. Mentors shall receive Board approved compensation for services

PROGRAM ASSESSMENT

Assessment of the program will be conducted by the Principal, Assistant Principal and the Director of Curriculum and Instruction at the end of the school year with input from:

- the needs assessment completed by the Inductee and reviewed by the Mentor
- the log of activities kept by the Inductee, the Mentor, and the Induction Coach
- the records kept and reviewed by the Principal, Assistant Principal and the Director of Curriculum and Instruction (needs assessment, activity logs, meetings attended, etc.)

TEACHER INDUCTION FILE

The Innovative Arts Academy Charter School's Teacher Induction Program file shall contain but not be limited to the following items:

1. All applications for Mentor positions.
2. A list of all Inductees and Mentors assigned for a given school year.
3. A copy of the Inductee/Mentor Log and Evaluation Forms after completion of year. Copies of this documentation shall also be placed in the Inductees' permanent personnel file.
4. Verification of the inductees' compliance with the Code of Professional Practices and Conduct for Educators.

The above items shall be kept on file by the Director of Curriculum and Instruction.

NOTE: Any of the above items are available to PDE upon request.

TEACHER INDUCTION PROGRAM COMPONENTS

RECORD KEEPING – Innovative Arts Academy Charter School will maintain records of inductee activities. Completion of the program will be kept on file by the school. The Principal will complete a form stating that the inductee has completed the requirements of the Teacher Induction Program. One copy will be retained in the inductees' personnel file and another copy will be sent to the inductee and mentor. Copies of the record keeping forms are on the following pages.

NEEDS ASSESSMENT – At the beginning of the program, each inductee will complete a questionnaire to assess needs. This assessment will be used to gauge and guide help and support for the inductee.

ONGOING SELF-ASSESSMENT - Inductees will complete a periodic self-assessment based upon the domains of the Danielson Framework

INDUCTEE MEETING LOGS - The inductee will maintain a log of all meetings pursuant to the their induction including internal and external professional development sessions

CODE OF PROFESSIONAL PRACTICE AND CONDUCT – The Teacher Induction Program will include a study of the *Pennsylvania Code of Professional Practice and Conduct for teachers*.

RELATIONSHIP TO STUDENT LEARNING OUTCOMES – The Teacher Induction Program strives to aid and support the new teacher in providing opportunities and using strategies to encourage and enable all students to meet the student learning outcomes.

PROGRAM ASSESSMENT - At the end of the program, each Inductee and Mentor will complete a questionnaire to assess the effectiveness of the Teacher Induction program. This assessment will be used to guide program improvements and modifications.

APPENDIX A

Pennsylvania's Code of Professional Practice and Conduct for Educators



Professional Ethics (PE) Program Framework Guidelines

Introduction

On April 23, 2022, the final form amendments to **Chapter 49 (relating to Certification of Professional Personnel)** of Title 22 of the Pennsylvania Code became effective upon publication in the *Pennsylvania Bulletin*.¹

22 Pa. Code § 49.14(4)(i) requires the Pennsylvania Department of Education (PDE) to identify competencies and develop associated standards for educator training in professional ethics.

Chapter 49 requires instruction in professional ethics to be integrated in educator preparation, induction, and continuing professional development programs as follows.²

- Continuing professional development programs must integrate the professional ethics competencies no later than the 2023-24 academic year.
- Educator preparation and induction programs must integrate the professional ethics competencies no later than the 2024-25 academic year.

22 Pa. Code § 49.1. Definitions defines “professional ethics” as the standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values, and principles include those detailed in the Pennsylvania [Model Code of Ethics for Educators](#) (MCEE), as adopted by the [Pennsylvania Professional Standards and Practices Commission](#). See Appendix A.

¹ <https://www.pacodeandbulletin.gov/Display/pabull?file=/secure/pabulletin/data/vol52/52-17/624.html&continued=/secure/pabulletin/data/vol52/52-17/624a.html&d=reduce>

² <https://www.pacodeandbulletin.gov/Display/pabull?file=/secure/pabulletin/data/vol52/52-17/624.html&continued=/secure/pabulletin/data/vol52/52-17/624a.html&d=reduce>

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| Professional educators: | |
|--------------------------------|---|
| PE.1 | Demonstrate their understanding of the PA Code of Professional Practice and Conduct for Educators and the PA Educator Discipline Act. |
| PE.2 | Describe the function of the PA Professional Standards and Practices Commission and its role in professional disciplinary actions for educators. |
| PE.3 | Differentiate between codes of conduct and codes of ethics and explain how each informs professional practice and decision making. |
| PE.4 | Demonstrate their understanding of their responsibility to the profession as described in Principle 1 of the PA Model Code of Ethics for Educators (MCEE). |
| PE.5 | Demonstrate their understanding of their responsibility for professional competence as described in Principle 2 of the PA Model Code of Ethics for Educators (MCEE). |
| PE.6 | Demonstrate their understanding of their responsibility to students as described in Principle 3 of the PA Model Code of Ethics for Educators (MCEE). |
| PE.7 | Demonstrate their understanding of their responsibility to the school community as described in Principle 4 of the PA Model Code of Ethics for Educators (MCEE). |
| PE.8 | Demonstrate their understanding of the expectation for responsible and ethical use of technology as described in Principle 5 of the PA Model Code of Ethics for Educators (MCEE). |

APPENDIX A

PENNSYLVANIA MODEL CODE OF ETHICS FOR EDUCATORS

The Pennsylvania Professional Standards and Practices Commission (PSPC) has adopted the Model Code of Ethics for Educators (MCEE), 2nd edition, published by the National Association of State Directors of Teacher Education and Certification (NASDTEC), as the Pennsylvania Model Code of Ethics for Educators.³ The MCEE is reprinted below. The MCEE and related resources, including the free MCEE Video Series and Discussion Guide, are also available for download on the NASDTEC website.⁴

Principle I: Responsibility to the Profession

The professional educator knows that trust in the profession depends upon a level of professional responsibility that may be higher than the minimal standard of policy and law. This responsibility entails holding oneself and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself and the profession by:

1. Holding oneself responsible to Model Code of Ethics for Educators (MCEE) and other recognized professional ethics standards;
2. Knowing and upholding the procedures, policies and laws relevant to professional practice regardless of personal views;
3. Monitoring and maintaining sound mental, physical and emotional health necessary to perform duties and services of any professional assignment and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
4. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
5. Refraining from using one's position for personal gain and avoiding the appearance of impropriety;
6. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others; and
7. Recognizing a lack of knowledge or understanding of the MCEE is not, in itself, a defense of unprofessional conduct.

B. The professional educator fulfills the obligation to address and attempt to

3. 22 Pa. Code § 238.1 4. <https://www.nasdtec.net>

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resolve ethical issues by:

1. Identifying and taking reasonable steps to resolve conflicts between the MCEE and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the MCEE by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Refraining from discriminating or retaliating against a person on the basis of having made an ethics complaint;
4. Refraining from filing or encouraging frivolous ethics complaints solely to harm or retaliate; and
5. Cooperating fully and honestly during investigations and proceedings.

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Engaging in respectful discourse regarding issues that impact the profession;
2. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
3. Staying current with ethics guidelines and decisions from professional organizations and other relevant sources;
4. Engaging with the greater educational community through professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all members within the learning community.

Principle II: Responsibility for Professional Competence

The professional

educator is committed to the highest levels of professional and ethical practice.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Using the MCEE and other ethics codes unique to one's discipline to guide and frame educational decision-making;
2. Incorporating into one's practice state and national standards, including those specific to one's discipline;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure and/or training of one's position;
5. Reflecting upon and assessing one's professional skills, knowledge and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

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B. The professional educator demonstrates responsible use of data, materials, research, and assessment by:

1. Recognizing others' work by appropriately citing data or materials from published, unpublished or electronic sources when disseminating information;

2. Using appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with, but not limited to, official guidance, policy and laws; and
6. Using data, data sources, or finding accurately, reliably and ethically.

C. The professional educator demonstrates competence by acting in the best interest of all students by:

1. Increasing students' access to the curriculum, activities and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity and attainment gaps; and
3. Protecting students from any practice that harms or has the reasonable potential to harm.

Principle III: Responsibility to Students

The professional educator has a primary obligation to promote the health, safety and well-being of all students. The professional educator treats students with dignity and respect, and establishes and maintains appropriate verbal, physical, emotional and social boundaries.

A. The professional educator respects the rights and dignity of all students by: 1.

- Respecting students by taking into account their individual characteristics, including but not limited to age, gender, culture, setting, ability and socioeconomic context.
2. Interacting with students with transparency and in appropriate settings;
 3. Communicating with students in a clear, respectful and culturally sensitive manner;
 4. Taking into account how appearance and dress can affect one's

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interactions and relationships with students;

5. Considering the implications of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits students and continually keeps their health, safety and well-being in mind;
7. Avoiding multiple relationships with students that might impair objectivity and increase the risk of harm to their well-being or decrease educator effectiveness;
8. Acknowledging there are no circumstances that allow for educators to engage in romantic or

sexual relationships with students; and

9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former *student*, *public* perception and the possible impact on the educator's career. The professional educator ensures the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal and social needs as well as their values, beliefs and cultural background;
2. Respecting the dignity, worth and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, sexual orientation, civil status, family status, religion, age, disability, race, ethnicity, socioeconomic context and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements, to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

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Principle IV: Responsibility to the School Community

The professional educator promotes appropriate relationships and effective interactions with members of the school community.

A. The professional educator promotes appropriate and effective relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely, respectful and culturally sensitive manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, diversity and inclusion with parents/guardians;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes appropriate and effective relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with policy;
3. Working to ensure a workplace environment that free from harassment;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Keeping student safety ,education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
6. Enhancing the professional growth and development new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
7. Ensuring educators who participate as mentors for new educators, cooperating teachers and leadership positions are prepared and supervised to assume these roles; and
8. Demonstrating a commitment that educators are assigned to positions in accordance with their educational credentials, preparation and/or training to maximize students' opportunities and achievement.

C. The professional educator promotes appropriate and effective relationships with the community and other stakeholders by:

1. Maintaining the highest professional standards in accuracy, honesty and appropriate disclosure of information when representing the school or district

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within the community and in public communications;

2. Advocating for policies and laws benefiting students and families within the school community; and
3. Collaborating with community agencies, organizations and individuals in order to advance students' best interests.

D. The professional educator promotes appropriate and effective relationships with employers by:

1. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community and profession;
2. Using property ,facilities, materials and resources in accordance with local policies and state and federal laws;
3. Respecting intellectual property rights (e.g., original lesson plans, district level curricula, syllabi, gradebooks) when sharing materials; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator recognizes the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity, increase the likelihood of harm to students' learning and well-being, or diminish educator effectiveness;

2. Considering the risks and benefits of a professional relationship with someone with whom the educator has a current or past personal relationship;
3. Considering the implications and possible ramifications of engaging in a personal relationship with parents/guardians, student teachers, colleagues and supervisors; and
4. Ensuring professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries associated with role, time and place are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

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1. Using social media transparently and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology with one's interactions with students, colleagues and the general public;
2. Staying current with trends and uses of school technology;
3. Evaluating information obtained electronically for reliability and bias;
4. Respecting intellectual property rights, copyright and fair use when accessing, using and documenting proprietary materials;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws;
7. Considering the implications of sharing legally protected or other sensitive information electronically either via professional or personal devices/accounts; and
8. Exercising vigilance in maintaining separate and professional virtual profiles and keeping personal and professional lives distinct.

B. The professional educator ensures students safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local school, district, state and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless there is possible risk of harm to the student or others; and
3. Being attentive to (and appropriately reporting) information concerning possible cyber bullying

incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality with the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of privileged information and stored or transmitted educational records;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing student records electronically;
3. Ensuring the rights of third parties, including the right of privacy, are not violated via the use of technology; and
4. Protecting information from being shared with unintended third parties through technology.

D. The professional educator promotes the appropriate use of technology in educational settings by:

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1. Advocating for equal and equitable access to technology for students;
2. Promoting the benefits and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents and community members;
3. Promoting technological applications that assist and enhance the teaching and learning process; and
4. Practicing and advocating for cybersecurity to protect oneself, others and the integrity of the network.

Operational Definitions

Boundaries:

The verbal, physical, emotional and social distances that an educator should consider providing structure, security and predictability. Challenges with boundaries often relate to role, time and place. Appropriate boundaries are established for the school community by respecting contracted roles, working hours and the location of the learning environment.⁵

Culture:

The customary beliefs, social forms, and material traits of a racial, religious or social group, including the characteristic features of everyday existence shared by people in a place or time.⁶

Implicit or Explicit Demands of an Organization:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through directives, policies, regulations or statutes.

Harm:

Any potential action that may impair physical, emotional, psychological, sexual or intellectual safety and well-being of a student or a member of the school community.

Learning Community:

Educators working together to achieve the shared goals of strengthening professional practice and student growth.

Multiple Relationships:

Multiple relationships occur when an educator has both a professional and personal affiliation with a member(s) of the school community.

5. Stone, Carolyn (2013). *School counseling principles: ethics and law* (3rd ed.). Alexandria, VA: American School Counseling Association, 58

6. <http://www.merriam-webster.com/dictionary/culture>

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New Educators:

Pre-service educators and recently employed in-service educators.

Professional Educators:

Licensed educators and other professionals employed by a school entity who demonstrate the highest standards of ethical and professionally competent practice and are committed to advancing the interests, achievements, and well-being of students. Professional educators are also committed to supporting the school community and the education profession. They include, but are not limited to, licensed educators, paraprofessionals, teachers, teacher leaders, student support personnel, administrators, coaches, administrative assistants, custodians and other school staff.

Proprietary materials:

Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

Risk:

A non-desirable consequence that may occur as a result of the situation (e.g., risk to student(s), educator, colleagues, school, profession).

School Community:

Stakeholders invested in the welfare of a school and its community. A school community includes school employees, students, their parents and families, school board members and other community members.⁷

Sensitive Information:

Information gathered through one's professional practice that, if shared, could cause harm.

Student:

A learner enrolled in or receiving services from a P-12 school unless otherwise defined by state statute.

Technology:

Current and future tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices (e.g., computers, laptops, phones and other hardware/software) that deliver text, audio, images, animation and streaming video.

7. <http://edglossary.org/school-community/>

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Third Party:

Third party refers to a person or a group besides those primarily involved in a situation.

Transparency:

An educator's openness with respect to one's behaviors, actions and communications.

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APPENDIX B

PENNSYLVANIA CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

In addition to the Pennsylvania MCEE, which provides practitioners with a framework for discussing ethical issues and selecting the best course of action given their specific context, the Professional Standards and Practices Commission (PSPC) adopted and maintains a code for professional practice and conduct that constitutes enforceable standards of professional conduct for educators. The Code of Professional Practice and Conduct for Educators⁸ delineates educators' commitment to students, colleagues, and the profession.

§ 235.1. Mission.⁹

The Professional Standards and Practices Commission (PSPC) is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction.

a. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).

b. In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of

8 <https://www.pspc.education.pa.gov/Documents/Statutes%20Regs%20Forms/Code%20of%20Conduct.pdf>

9 <http://pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter235/chap235toc.html>

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their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.

c. Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.

d. Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously affiliated school in which that educator is employed.

§ 235.3a. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).

Boundaries—The verbal, physical, emotional and social distances between an educator and a student.

Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.

Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

§ 235.5a. Commitment to students.

a. The primary professional obligation of educators is to the students they serve.

b. In fulfillment of the commitment to students, educators:

1. Shall exercise their rights and powers in good faith and for the benefit of the student.
2. Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
3. Shall not sexually harass students or engage in sexual misconduct.

4. Shall exert reasonable effort to protect students from harm.
5. Shall Not Intentionally Expose A Student To Disparagement.
6. Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.
7. Shall not interfere with a student's exercise political or civil rights and responsibilities.
8. Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
9. Shall not knowingly or intentionally misrepresent subject matter or curriculum.
10. Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.
11. Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.
12. Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.
13. Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:
 14. The nature, purpose, timing and amount/extent of the communication;
 15. The subject matter of the communication; and
 16. Whether the communication was made openly, or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

1. Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

2.

Shall not knowingly and intentionally distort evaluations of colleagues.

3. Shall not sexually harass a colleague.
4. Shall not unlawfully discriminate against colleagues.
5. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

6. Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.
7. Shall not threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations, or standards.
8. Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

§ 235.5c. Commitment to the profession.

In fulfillment of the commitment to the profession, educators:

1. Shall comply with federal, state, and local laws and regulations and with written school entity policies.
2. Shall apply for, accept, or assign a position or a responsibility on the basis of professional qualifications and abilities.
3. Shall not knowingly assist entry into or continuance in education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.
4. Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.
5. Shall not falsify records or direct or coerce others to do so.
6. Shall accurately report all information required by the local school board or governing board, State education agency, federal agency or state or federal law.
7. Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.
8. Shall comply with all local, state or federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing, or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or state directions for the use of tests.
9. Shall not accept or offer gratuities, gifts, or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
10. Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.
11. Shall use school funds, property, facilities, and resources only in accordance with local policies and local, state, and federal laws.

APPENDIX C ACKNOWLEDGMENTS

The Pennsylvania Department of Education recognizes the following organizations and individuals in the development of these competencies:

- Pennsylvania State Board of Education for leading the process to update the Chapter 49 regulations
- Pennsylvania Association of Colleges and Teacher Educators for identifying and recommending members to the Professional Ethics Working Group
- Professional Ethics Working Group Members: Dr. Rhonda Brunner (Shippensburg University); Dr. Oliver Dreon (Millersville University); Dr. Jennifer Fisler (Messiah University); Dr. Nicole Hill (Professional Standards and Practices Commission); Dr. Tim Stevenson (PennWest University); Dr. John Ward (Kutztown University); and Dr. Mary Williams (La Salle University)
- Troy Hutchins, National Association of State Directors of Teacher Education and Certification, for serving as a subject matter expert to the Professional Ethics Working Group
- Educator preparation program faculty for participating in the Listening Sessions to review and provide input to the draft developed by the Professional Ethics Working Group
- Colleagues at the Pennsylvania Training and Technical Assistance Network in Harrisburg who supported PDE in the facilitation of the working groups and listening sessions

APPENDIX B

FORMS

NEEDS ASSESSMENT FOR TEACHER INDUCTEES

(To be completed at IAA Teacher Induction Program)

Inductee's Name: _____

Mentor's Name: _____

Inductee's Signature: _____

Mentor's Signature: _____

Date: _____

Date: _____

The following survey will serve to assist you, as an inductee, to inventory your experiences and areas of need. The information provided will assist your mentor in supporting your professional growth in preparation for your present or anticipated assignment. Please complete this assessment and give it to your assigned mentor.

Previous educator experience, including student teaching and internship(s):

List your three strongest assets as an educator:

- 1.
- 2.
- 3.

List your three areas of concern for the school year:

- 1.
- 2.
- 3.

The IAA Teacher Induction Program is designed to nurture and support your professional growth while aiding in the development of teaching styles which provide for the academic, emotional, and social growth of IAA students. The enhancement of creativity, the development of thinking skills, the usage of technology, pedagogical skill development, and interpersonal skill development will be emphasized throughout the duration of the program.

INNOVATIVE ARTS ACADEMY

Induction Teacher Topic & Skill Assessment

This survey will serve to assist with the type of training that is needed to satisfy your present or anticipated job responsibilities.

LOW NEED: I can demonstrate the skill; I do not feel that further training is necessary; or the skill is not appropriate in my current position.

MODERATE NEED: I need awareness training that could help me become more familiar with the skill or topic.

HIGH NEED: I need proficiency training that could help me use the skill in an acceptable manner and under appropriate conditions.

| Rate your level of need by circling the appropriate number | Type of Training Desired: | | | | |
|--|---------------------------|---|---------------|---|-----------|
| | Low Need | | Moderate Need | | High Need |
| Expectations Total Number:_____ | | | | | |
| • IAA Curriculum | 1 | 2 | 3 | 4 | 5 |
| • Grade / Subject area standards for student learning | 1 | 2 | 3 | 4 | 5 |
| • IAA School policies and expectations | 1 | 2 | 3 | 4 | 5 |
| • Using technology as a tool for learning | 1 | 2 | 3 | 4 | 5 |
| • Evaluation of teacher performance | 1 | 2 | 3 | 4 | 5 |
| Teaching Total Number:_____ | | | | | |
| • Determining student academic ability | 1 | 2 | 3 | 4 | 5 |
| • Effective use of teaching strategies | 1 | 2 | 3 | 4 | 5 |
| • Differentiating for individual student differences | 1 | 2 | 3 | 4 | 5 |
| • Unit and lesson plan design | 1 | 2 | 3 | 4 | 5 |
| • Effective use of textbooks and curriculum guides | 1 | 2 | 3 | 4 | 5 |
| • Keeping it FUN | 1 | 2 | 3 | 4 | 5 |
| Classroom Management Total Number:_____ | | | | | |
| • Student discipline & Behavior Management Systems | 1 | 2 | 3 | 4 | 5 |
| • Preparation time | 1 | 2 | 3 | 4 | 5 |
| • Assessing / grading student work | 1 | 2 | 3 | 4 | 5 |
| • Organization of the classroom | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---------------------------|
| • Management of paperwork and reports | 1 | 2 | 3 | 4 | 5 |
| • Accessing materials, supplies, equipment | 1 | 2 | 3 | 4 | 5 |
| • The budget for instructional materials | 1 | 2 | 3 | 4 | 5 |
| Relationships | | | | | Total Number:_____ |
| • Parents and community members | 1 | 2 | 3 | 4 | 5 |
| • Principals, Administrators, Board members | 1 | 2 | 3 | 4 | 5 |
| • Colleagues: peers, subordinates, superiors | 1 | 2 | 3 | 4 | 5 |
| • Motivating & rapport with students | 1 | 2 | 3 | 4 | 5 |
| • Cultural diversity of students | 1 | 2 | 3 | 4 | 5 |
| • Cooperative Discipline | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---------------------------|
| Other (any additional areas not yet identified) | | | | | Total Number:_____ |
| • | 1 | 2 | 3 | 4 | 5 |
| • | 1 | 2 | 3 | 4 | 5 |
| • | 1 | 2 | 3 | 4 | 5 |
| • | 1 | 2 | 3 | 4 | 5 |
| • | 1 | 2 | 3 | 4 | 5 |

INNOVATIVE ARTS ACADEMY Induction Teacher Meeting Log

Directions: Include log entries for all meetings that occur related to your induction and mentoring program at IAA. This may include any events that occur off campus or online that serve to assist with the completion of Induction program requirements.

INDUCTEE: _____ MENTOR: _____

| DATE | TOPIC(S) | COMMENTS | Mentor / Administrator Initials |
|------|----------|----------|---------------------------------------|
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INNOVATIVE ARTS ACADEMY

Mentor Meeting Log

Directions: Include log entries for meetings with Inductees and members of the Induction Team. This may include events that occur off campus or online that support the implementation of the IAA Teacher Induction Plan and Mentor Training.

MENTOR: :_____ INDUCTEE:_____

| DATE | TOPIC(S) | COMMENTS | MENTOR INITIALS |
|------|----------|----------|-----------------|
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INNOVATIVE ARTS ACADEMY

Program Evaluation Form - Mentor

1. Did this program help you provide adequate support to the inductee? Explain: (Use reverse side if necessary)

2. What changes in the program would you recommend? Explain: (Use reverse side if necessary)

3. To what extent were the following objectives met by the program?

| Rate the level of training you received in preparation for serving as an IAA Mentor, by circling the appropriate number. | Level of Preparation Provided | | | | |
|--|-------------------------------|--|------|--|------|
| | POOR | | FAIR | | GOOD |
| • Provided training in instructional skills | 1 | | 3 | | 5 |
| • Provided orientation pertaining to curriculum, classroom management, and organization | 1 | | 3 | | 5 |
| • Provided a support system for the inductee through the use of a mentor | 1 | | 3 | | 5 |
| • Provided time for inductee to observe other teachers, including mentor | 1 | | 3 | | 5 |
| Total Number:_____ | | | | | |

| | |
|--|--|
| Inductee Signature: _____ Date: _____ | Mentor Signature: _____ Date: _____ |
|--|--|

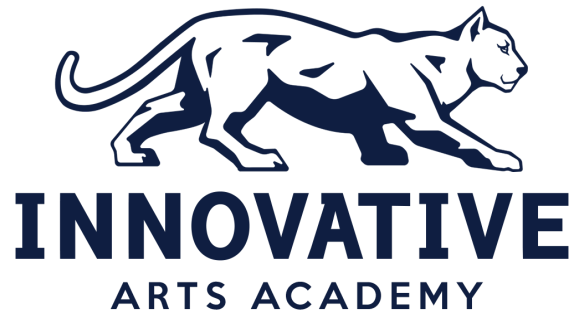
INNOVATIVE ARTS ACADEMY

Program Evaluation Form - Inductee

4. Did this program provide the support that you needed to make the transition to Innovative Arts Academy Charter School? Explain: (Use reverse side if necessary)
5. What changes in the program would you recommend? Explain: (Use reverse side if necessary)
6. To what extent were the following objectives met by the program?

| Rate the level of training you received in preparation for serving as an IAA Mentor, by circling the appropriate number. | Level of Preparation Provided | | | | |
|--|-------------------------------|--|------|--|------|
| | POOR | | FAIR | | GOOD |
| • Provided training in instructional skills | 1 | | 3 | | 5 |
| • Provided orientation pertaining to curriculum, classroom management, and organization | 1 | | 3 | | 5 |
| • Provided orientation to IAA policies and procedures | 1 | | 3 | | 5 |
| • Provided a support system for the inductee through the use of a mentor | 1 | | 3 | | 5 |
| • Provided time to observe other teachers, including your mentor | 1 | | 3 | | 5 |
| Total Number:_____ | | | | | |

| | |
|--|--|
| Inductee Signature: _____ Date: _____ | Mentor Signature: _____ Date: _____ |
|--|--|



INNOVATIVE ARTS ACADEMY APPLICATION FOR MENTOR TEACHER

The orientation of new teachers to the Innovative Arts Academy is an important activity. The school is committed to having new teachers become familiar with the curriculum, instructional practices, social processes, and administrative policies of the school. These areas will be addressed through the use of the Teacher Induction Program. If you are looking to be of greater service to IAA, you may wish to become a part of the Teacher Induction Program by becoming a Mentor Teacher.

As a mentor teacher, you would be involved with helping the inductees become successful IAA teachers. The following criteria are needed to be a mentor teacher:

1. Participate in mentor training and other in-service programs related to the induction process.
2. Meet with the beginning teacher and building principal/supervisor on a regular basis.
3. Establish rapport as a support person.
4. Assist new teachers to identify most immediate and pressing needs.
5. Assist with organization and classroom management.
6. Suggest ways to plan for instruction.
7. Observe teaching and provide feedback.
8. Provide strategies to implement the school's curriculum.
9. Facilitate aspects of the teaching process.
10. Suggest ways to communicate with parents.
11. Serve as a sounding board and mentor on a regular basis.
12. Provide activities to promote a positive self-concept in the beginning teacher at the classroom level and school-wide level.
13. Participate in peer visitation activities.

14. Promote professionalism.
15. Assist the evaluation of various aspects of the teacher induction process.
16. Complete necessary forms and return to appropriate person(s) in a timely fashion.

I hereby make an application for consideration as a mentor teacher. I understand that this application will be given consideration at such time as the need for a mentor teacher in my area exists.

Teacher's Name _____ Date _____

Home Address _____

Home Telephone _____

✓ Years of educational experience _____

✓ Years of experience in subject/grade level _____

✓ Subjects/grade levels taught _____

✓ Educational experience in school initiatives

✓ Please state why you want to become a mentor.

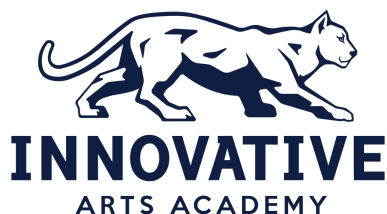
Dir. of Curr. & Instr. Signature

Teacher Signature

Date

Date

This is not to be considered a binding agreement. Duties and remuneration will be those in effect at the time the formal agreement to perform such services is approved by the principal.



YEAR 1 180 Day Track for Inductees

Days 1-90
(Phase I)

Induction (Focus on Individual Growth)

| | |
|--|---|
| Identification of personal strengths and areas needing improvement: <ul style="list-style-type: none"> In-service training on what supervisors look for in a lesson and in the creation of lesson plans. Continue present IAA induction program. (Areas: professional evaluation, curriculum, lesson planning, resources for education, professionalism, planned courses, policies, teaching styles, grading and reporting, parent conferencing, budgeting, and public relations). | |
| Classroom management: <ul style="list-style-type: none"> Continue school induction program with mentor. Focus on success in the classroom. | |
| Parental involvement: <ul style="list-style-type: none"> Begin a record of classroom activities including parent involvement | |
| End of 90 Instructional Days (Fall Semester): New teachers submit evidence for evaluation to the Director of Curriculum using the IAACS checklist as a guide. The following items must be submitted to the Director of Curriculum by the end of Semester 1: | |
| | Completed and signed Induction Checklist |
| | Evidence for evaluation using the IAACS checklist as a guide. The evidence shall include a record of classroom activities including parent involvement and classroom management |
| | Individual professional development plan (IPDP) |

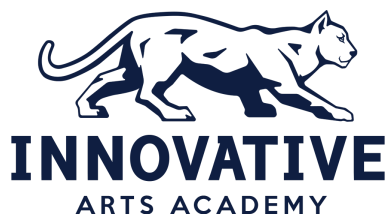
****Confer with your Mentor and DC&I regarding planning for the second semester.**

Inductee

Date

Mentor

Date



YEAR 1 180 Day Track for Inductees

Days 91-180

(Phase II)

Reinforcement (Focus on Building Involvement)

Building-level activities:

- Review school induction training.
- Review expectations for implementation of lesson design and for lesson planning.
- Building-level participation required.
- Teamwork and cooperation with staff will be emphasized.
- Specific assignments will be based upon school goals for the year.
- Begin record of assessments and test design, and a record of school participation.

End of 180 Instructional Days (Spring Semester): New teachers submit evidence for evaluation to the DC&I using the IAACS checklist as a guide. The evidence should include the following:

| | |
|--|---|
| | Record of classroom management activities and parents' involvement activities |
| | Record of assessment and test design |
| | Record of building participation |
| | Updated long-term professional development plan |

****Confer with DC&I or Assistant Principal regarding plans for Year 2 Differentiated Supervision options.**

Inductee

Date

Mentor

Date

Year 2 Differentiated Supervision Options in addition to required formal observation(s).

1. Peer Coaching Mode

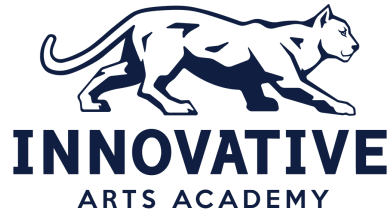
Professional employees work in dyads or triads to discuss and observe their own or another professional employee's pedagogy, student learning, curriculum aligned to the Pennsylvania Core Standards and other pertinent issues in a collaborative manner. The professionals will work together to define their professional needs and develop Revised September 2013 3 plans to assist them in the successful completion of the identified tasks including: specific target area(s), the evidence to be collected, observation dates, and a reflective session. Meeting notes, data collection tools, results of the observations, and the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.

2. Self-Directed Model/Action Research Mode

Professional employees will develop a structured, on-going reflection of a practice-related issue (Danielson Framework for Teaching or a PDE-approved alternative system). Professionals may work individually or in small groups, dyads or triads, to complete the action research project. Meeting notes, resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.

3. Portfolio Mode

Professional employees will examine their own practice in relation to the Danielson Framework for Teaching or a PDE-approved alternative system and reflect in a written report and/or documented discussions with colleagues. Portfolios may be developed according to criteria established collaboratively by the administrator and the teacher based upon their interests or needs. Resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee. Note: Book/research reviews are unacceptable for a separate Differentiated Supervision mode however, they may be used to develop the research for an action plan.



Verification Checklist for the Induction Program

| | |
|-------------------------------------|-------|
| Completed new hire paperwork | Date: |
| Attended school Orientation meeting | Date: |

| Participated in monthly school meetings | | | |
|---|------|----------|------|
| Month | Date | Month | Date |
| September | | February | |
| October | | March | |
| November | | April | |
| December | | May | |
| January | | June | |

| Participated in school workshops, etc. | | | |
|--|-------|------|-------|
| Date | Topic | Date | Topic |
| | | | |
| | | | |

| Classroom Observations | | | |
|------------------------|------------------|-------|---------------|
| Date | Administrator | Date | Administrator |
| 1st: | | 3rd: | |
| 2nd: | | 4th: | |
| Video Lessons | | | |
| Date | Administrator | Topic | |
| | | | |
| | | | |
| Board Meeting | | | |
| Date | Topic Highlights | | |
| | | | |

Inductee

Date

Mentor

Date

Director of Curriculum & Instruction

Date

Individual Professional Development Plan

To be completed **after** the first 90 days (Phase I) by Inductees

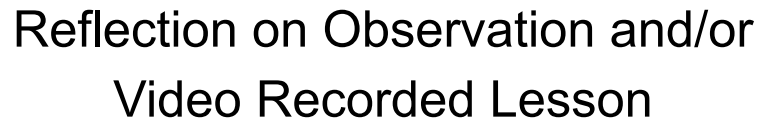
Teacher _____ Current Assignment _____

Year ____ of the two (2) year cycle

Developed by (Individual, group, PLC, dept., mentor/mentee, etc.) _____

| | |
|--|--|
| School Strategic Goals and Priorities | |
| Department Strategic Goals and Priorities | |

| Teacher Goals and Priorities | |
|--|--|
| Goal <ul style="list-style-type: none"> Aligned with School and Department goals and priorities | |
| Plan <ul style="list-style-type: none"> Action Steps Identify support or resources needed Identify professional development needed | |
| Measurements <ul style="list-style-type: none"> What tools and data will be used to set and measure benchmarks and End-of-Year Target (s) | |
| Mid-Year Review(s) Comments and dates reviewed | |
| End-of Year Review <ul style="list-style-type: none"> Identify areas of strength and areas of growth based on evidence which support your goals | |

[illegible]

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

47