

TEACHER INDUCTION PLAN

OTTO-ELDRED SCHOOL DISTRICT

I. Participation in the Induction Program

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

II. Induction Coordinator & Members of the Induction Council

The Superintendent of the Otto-Eldred School District shall serve as the Induction Coordinator.

Members of the District Induction Council are:

- Induction Coordinator
- High School Principal
- Elementary Principal
- Director of Pupil Services & Special Education
- Minimum of two (2) secondary teachers
- Minimum of two (2) elementary teachers
- *(Others as determined by the Superintendent)*

Teacher representatives will serve on a voluntary basis, as chosen by respective building faculty. Teacher representatives have served as past mentors and are active in other school improvement efforts.

The Induction Council for the 2022-2023 school year is:

Matthew Splain, Superintendent
Nicholas LaBella, High School Principal
Nichole Garthwaite, Elementary Principal
Lindsay Burns, Director of Pupil Services & Special Education
Kristina Francis, Secondary Teacher / Math
Nicole Cochran, Elementary Teacher/Special Education
Rachel Burkhouse, Elementary Teacher/ Library
Erin Jackson, Secondary Teacher/ School Counselor

III. Goals and Competencies of the Induction Program

The Induction Council shall serve as an overall advisory committee for the District Induction Plan and its implementation. The Council shall meet a minimum of once per year to review the program for the following purposes:

1. To ensure that the principal reviews the requirements of the Induction Plan with the Mentor(s) prior to the initial formal Inductee orientation;
2. To ensure that all aspects of the Induction Plan are implemented effectively for each new Inductee;
3. To provide an annual assessment of the Induction Program in order to make necessary changes;
4. To hear petitions for a change of Mentor from any member of the Building-Level Mentor(s).

Goals & Objectives/Competencies

Goals:

- To provide a formal support system for all teachers new to the District;
- To facilitate an orderly transition through the initial teaching year;
- To consider the Inductee's knowledge and command of research-based instruction for effective teaching;
- To provide Inductees the opportunity to acquire and develop the knowledge and skills associated with mature educational performance.

Objectives:

- To provide each new teacher with an appropriate Mentor;
- To familiarize the new teacher with District policies and procedures;
- To acquaint the new teacher with the support services available within the District;
- To provide an orientation focused upon how the curriculum is organized;
- To make Inductee aware of any/all specific instructional practices required by the District and state;
- To support the Inductee through the observation and evaluation process, including all state updates;
- To provide direct instruction that is necessary to ensure that the Inductee has awareness of current research on effective teaching;
- To provide assistance in dealing with classroom management issues (including Effective Behavior Support);
- To provide a structure through which a new teacher can objectively analyze the effectiveness of his/her own teachers;
- To provide the Inductee resources for self-improvement;
- To familiarize the Inductee with the community and to include him/her in school social activities.

IV. Assessment of Inductees' Needs

The needs of the Inductee are based upon a Needs Assessment (found on the last three pages of this document), which he/she completes; and, through authentic interaction between Inductee and Mentor, and between Inductee and principal.

Each Inductee is assigned a Mentor who meets the following criteria;

- At least three years of successful teaching;
- Possesses an Instructional II Certificate;
- Demonstrates competence in instruction, planning, and classroom management;
- Possesses a positive attitude toward the teaching profession;
- Teaches in a subject area and/or grade level appropriate to the Inductee;
- Demonstrates willingness to serve as a Mentor.

Mentors are assigned, as needed, by the Superintendent from a list of submitted names. Mentors are provided training, as needed, in the skills necessary to fulfill their responsibilities.

The needs of Inductees are assessed and used to develop an individualized plan for the Inductee. A full day in-service is held for the Inductees prior to beginning the teaching assignment. Inductees may attend New Teacher Training held at the Seneca Highlands IU9 as part of formal in-service activities. The in-service also includes an orientation to the District, his/her building, and the community. A discussion of District policies and procedures is included. Thereafter, the Mentor, the principal, and the Inductee will conduct observations, conferences, and meetings during the school year. Inductees are engaged in a discussion of the Code of Professional Practice and Conduct for Educators.

V. Selection and Role of the Mentor

Selection Process:

Mentors will be chosen by the principals from the faculty at-large. An attempt will be made to match, as closely as possible, Mentors and Inductees according to level and teaching assignment.

Qualities of a Mentor:

- a. Is recognized by peers as an excellent teacher;
- b. Demonstrates a commitment to the approved curriculum;
- c. Works well with children and adults alike;
- d. Possesses effective organizational skills;
- e. Has knowledge and awareness of a wide variety of instructional skills;
- f. Exhibits skills in both small and large-group activities;
- g. Exhibits enthusiasm and a positive attitude;
- h. Demonstrates the ability to react in a fair and equitable manner, suspending judgments;
- i. Demonstrates flexibility and sensitivity in working with both students and staff;
- j. Has expressed a desire to serve as a Mentor;
- k. Has completed at least three years of successful teaching, two within this District.

Role of the Mentor:

The Mentor's role shall be to help the new teacher have a positive experience during his/her first year in the Otto-Eldred School District. This help is to be provided in a friendly, caring, and non-judgmental manner.

Mentor Compensation:

Compensation for Mentor is in accordance with the current Collective Bargaining Agreement.

VI. Timeline of Activities/Topics & Code of Conduct

Induction Timeline

| <u>Date/Time</u> | <u>Activity</u> |
|----------------------------|---|
| Prior to start of school: | Initial workshop for Mentors and Inductees. Inductee completes the Needs Assessment. All topics of the Induction Plan are introduced. |
| Start of school year: | Introduce Inductee to Mentor. They discuss the Induction Plan and implications for implementation. |
| During the first semester: | Mentor makes at least one observation of Inductee teaching a lesson. |
| | Inductee makes at least one observation of Mentor teaching a lesson. |
| | Schedule time for Inductee and Mentor to discuss research-based findings regarding effective teaching. In-depth treatment of selected topics and activities from the Induction Plan through bi-weekly meetings. |
| During the second semester | Mentor observes Inductee again. |
| | Inductee observes Mentor again. |
| | Effective teaching discussions continue. In-depth treatment of selected topics from Plan continues through bi-weekly meetings. |
| End of the second semester | Evaluation completed and returned by Inductee. Signature form completed.** Induction Council reviews Induction Plan. Induction Plan is modified as necessary. Plans for next round of Induction. |

**The Induction process shall be completed within one year of the initial hiring of the Inductee by the Otto-Eldred School District. Additional time to complete the process may be granted by the Superintendent at his/her discretion.

Topic/Activity

Responsibility

A. Support Services

1. Administration.....Principal/Superintendent

- a. Special District Programs
(Special Education, Title 1, Student Assistance Program, Teacher Assistance Team, PreSchool, Instructional Support Team)
- b. Payroll/Fringe Benefits
- c. Guidance Services
- d. Seneca Highlands IU9 Services
- e. Referrals/Special Education Screening Procedure
- f. Philosophy of Education
- g. Review of Professional Contract
- h. Tour of District
- i. Board Policy Handbook
- j. Employee Assistance Program
- k. Review Code of Professional Practice and Conduct for Educators

2. Classroom.....Mentor

- a. Clerical Services/Clerical and Instructional Aides
- b. Knowledge of Audio-Visual Equipment
- c. Library Services
- d. Technology Services

3. Joint.....Principal/Mentor

- a. Custodial Services
- b. Health/Safety Regulations
- c. Health Services
- d. Cafeteria Procedures (breakfast program, lunch duty, etc.)

B. Management Functions

1. Administration.....Principal

- a. Safe & Supportive Schools
- b. Field Trip Procedures
- c. Extracurricular/Club Activities
- d. Fire Drill/Disaster Procedures
- e. Professional Obligations
(PTO, graduation, parents' nights, etc.)
- f. Act 13 (observation/evaluation)
- g. Utilization of Standardized Tests
- h. Homework Policy
- i. Absentee/Substitute Process
- j. Faculty Handbook
- k. Conference Request Forms
- l. TIMS / Level II Certification
- m. Secondary Curriculum Council (Team Meetings)
- n. Elementary Curriculum Council (Team Meetings)
- o. Discipline Referral Form
- p. Order Procedures

2. Classroom.....Mentor

- a. Safe Crisis Management / De-escalation techniques
- b. Student Attendance/Lunch Count
- c. Daily Schedule/Duty Schedule
- d. Repairs / Work Requests
- e. Use of Office Equipment
- f. Communication with Parents / Students
- g. Parent/Teacher Conferences
- h. CSIU - Grading System and Practices
- i. Stockroom Requisitions/Supplies
- j. Budget Request Process

3. Joint.....Principal/Mentor

- a. Assemblies/Special Events
- b. Building/Transportation Rules
- c. Discipline
- d. Building Utilization
- e. Liability Issues
- f. Student Rights / Technology Use / Legal Issues

C. Instructional Process and Effective Teaching Research

1. Administration.....Principal

- a. Progress Report Forms
- b. Planned Courses/Implementation
- c. Use of / Maintaining Records
- d. Professional Development Opportunities
- e. PA Standards / Literacy

2. Classroom.....Mentor

- a. Use of the Grade Book (CSIU)
- b. Classroom Management Techniques
- c. Grouping for Instruction
- d. Coteaching / Inclusion
- e. Supporting Individual Differences
- f. Planning for Special Needs

3. Joint.....Principal/Mentor

- a. Marking Period Procedures/Report Cards
- b. Lesson Planning
- c. Developing Planned Course Outcomes
- d. Performance-Based Instructional Strategies
- e. Student Assessment Strategies
- f. Portfolio Assessment (Observation & Practice Framework)
- g. Cooperative Learning Techniques
- h. Pacing
- i. Curriculum

D. Socialization

1. Grade Level/Content Area.....Fellow Teachers

2. Building Personnel.....Principal/Mentor

3. District Personnel.....Principal/Superintendent

4. Community.....Principal/Mentor

District and Intermediate Unit staff may be called upon as a resource for support as needed.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission 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.

Section 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 professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251 – 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101 – 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples; a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal Obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251 – 12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. §§ 1-101 – 27-2702) and other laws relating to the schools or the education of children.

(2) The application laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (p. L. 883, No. 170) (65 P. S. §§ 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper Personal or Financial Gain

The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with Students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations a defined within this section.

Section 11. Professional Relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) 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.

The Code of Professional Practice
and Conduct for Educators can be
found at
22 Pa. Code §§235.1 – 235.11.

All questions should be directed to
the Professional Standards and
Practices Commission at
(717) 787-6576

VII. Monitoring and Evaluation of the Induction Plan

The Inductee shall be required to complete the Teacher Induction Plan Evaluation (found on the following page) at the end of the induction year.

In addition to his/her end-of-year sign-off, the Inductee will be requested to provide a follow-up, retrospective evaluation of the program at some designated point in his/her second year of teaching. That evaluation, part of the follow-up monitoring process, will help to determine whether or not he/she found the Teacher Induction Program helpful and effective.

The Otto-Eldred School District Teacher Induction Council shall meet at least once prior to the conclusion of each school year to evaluate the Induction Program for the District. Suggestions and revisions shall become a part of the monitoring process to plan the program for the ensuing school year.

INDUCTION PLAN EVALUATION

(This is to be completed at the end of the Induction Year by the Inductee)

Please consider carefully the following questions and respond to each:

1. Has the Induction Program supplied you with enough classroom management information?
2. Are there specific phases of instruction with which you are uncomfortable?
3. Have you found the results of the effective teaching research to be consistent with the training you received prior to entering the teaching profession?
4. Do you have enough classroom experience for the effective teaching research to be meaningful to you?

5. Were the specific Induction activities conducted in a timely fashion?

6. Do some of the activities need an additional follow-up? If yes, which ones?

7. Are you receiving sufficient in-classroom assistance?

8. Have the Induction topics and activities been provided at a pace with which you are comfortable?

9. Have you been adequately acclimated to the school/community?

10. Have you had sufficient opportunities to visit and observe other teachers in their classrooms?

Additional Comments:

VIII. Record of Participation/Program Completion

For each new teacher-Inductee at Otto-Eldred School District, the Induction Council will keep an organized portfolio documenting all Induction activities and experiences.

The "Certification of Completion of the Teacher Induction Program" (found on the following page) will document the official conclusion of the Induction implementation. The signed form will become part of the new teacher's Induction portfolio.

The records documenting the new teacher's Induction Program and activities are found in the **District Office.**

CERTIFICATION OF COMPLETION OF TEACHER INDUCTION PROGRAM

OTTO-ELDRED SCHOOL DISTRICT

Chief School Administration: _____, Superintendent

We affirm that _____ has completed all requirements of the Teacher Induction Program in the Otto-Eldred School District.

Signature/Principal

Date

Signature/Mentor

Date

Signature/Inductee

Date

Signature/Superintendent

Date

Otto-Eldred School District

Teacher Induction Plan

NEEDS ASSESSMENT
FOR
TEACHER INDUCTEES

NEEDS ASSESSMENT CHECKLIST

More Information Needed
YES NO

A. Support Services

- | | | |
|--|-------|-------|
| 1. Special District Programs (Special Ed., Title I, Student Assistance Program, Teacher Assistance Team, PreSchool, Instructional Support Team) | _____ | _____ |
| 2. Payroll/Fringe Benefit | _____ | _____ |
| 3. Guidance Services | _____ | _____ |
| 4. Seneca Highlands IU9 Services | _____ | _____ |
| 5. Referrals/Special Education Screening Procedure | _____ | _____ |
| 6. Philosophy of Education | _____ | _____ |
| 7. Review of Professional Contract | _____ | _____ |
| 8. Tour of District | _____ | _____ |
| 9. Board Policy Handbook | _____ | _____ |
| 10. Employee Assistance Program | _____ | _____ |
| 11. Clerical Services/Clerical and Instructional Aides | _____ | _____ |
| 12. Knowledge of Audio-Multimedia Equipment | _____ | _____ |
| 13. Library Services | _____ | _____ |
| 14. Technology Services | _____ | _____ |
| 15. Custodial Services | _____ | _____ |
| 16. Health/Safety Regulations | _____ | _____ |
| 17. Health/Wellness Policy | _____ | _____ |
| 18. Health Services | _____ | _____ |
| 19. Cafeteria Procedures | _____ | _____ |

B. Management Functions

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|---|-------|-------|
| 1. Safety Procedures (classroom) | _____ | _____ |
| 2. Field Trip Procedures | _____ | _____ |
| 3. Extracurricular/Club Activities | _____ | _____ |
| 4. Fire Drill/Disaster Procedures | _____ | _____ |
| 5. Professional Obligations (PTO, graduation, parents' nights, etc.) | _____ | _____ |
| 6. PDE Evaluation/Observation Forms | _____ | _____ |
| 7. Utilization of Standardized Assessments | _____ | _____ |
| 8. Homework Policy | _____ | _____ |
| 9. Absentee/Substitute Process/Aesop | _____ | _____ |
| 10. School Messenger/Delay/Cancellation Procedure | _____ | _____ |
| 11. Faculty Handbook | _____ | _____ |
| 12. Conference Requests | _____ | _____ |
| 13. Credit Reimbursement/Act 48 credit | _____ | _____ |
| 14. TIMS / Level II Certification | _____ | _____ |

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|--|-------|-------|
| 15. Elementary Curriculum (Team Meetings) | _____ | _____ |
| 16. Secondary Curriculum (Team Meetings) | _____ | _____ |
| 17. Discipline Referral Form | _____ | _____ |
| 18. Required Clearances / Trainings | _____ | _____ |
| 19. Budget Requests/Vouchers | _____ | _____ |
| 20. Student Privacy | _____ | _____ |
| 21. Student Attendance | _____ | _____ |
| 22. Act 71 Suicide Awareness | _____ | _____ |
| 23. Daily Schedule/Duty Schedule | _____ | _____ |
| 24. Repair Work Requests | _____ | _____ |
| 25. Use of Office Equipment | _____ | _____ |
| 26. Parent/Teacher Conferences | _____ | _____ |
| 27. Grading System and Practices | _____ | _____ |
| 28. Stockroom Requisitions/Supplies | _____ | _____ |
| 29. Safe Crisis Management / De-escalation | _____ | _____ |
| 30. Assemblies/Special Events | _____ | _____ |
| 31. Building/Transportation Rules | _____ | _____ |
| 32. Discipline | _____ | _____ |
| 33. Building Utilization | _____ | _____ |
| 34. Liability Issues | _____ | _____ |
| 35. Breakfast Program, Lunch Duty, etc. | _____ | _____ |
| 36. Leave Procedures / Expectations | _____ | _____ |

C. Instructional Process and Effective Teaching Research

- | | | |
|--|-------|-------|
| 1. Progress Report Form | _____ | _____ |
| 2. Planned Courses/Utilization | _____ | _____ |
| 3. Curriculum Mapping | _____ | _____ |
| 4. Placement Records | _____ | _____ |
| 5. Permanent Records | _____ | _____ |
| 6. Record-Keeping | _____ | _____ |
| 7. Use of the Grade Book | _____ | _____ |
| 8. Classroom Management Techniques | _____ | _____ |
| 9. Grouping for Instruction | _____ | _____ |
| 10. Dealing with Individual Differences | _____ | _____ |
| 11. Planning for Special Classes (Title I, Inclusion) | _____ | _____ |
| 12. IEP (Referral/Process) | _____ | _____ |
| 13. Marking Procedures/Report Cards | _____ | _____ |
| 14. Use of CSIU | _____ | _____ |
| 15. Lesson Planning | _____ | _____ |
| 16. Instructional Techniques | _____ | _____ |
| 17. Testing Procedures | _____ | _____ |
| 18. Pacing | _____ | _____ |
| 19. Act 13 Evaluation Process | _____ | _____ |
| 20. PDE / PaTTAN Resources | _____ | _____ |

D. Socialization

- | | | |
|---------------------------------------|-------|-------|
| 1. Grade Level/Content Area Personnel | _____ | _____ |
| 2. Building Personnel | _____ | _____ |
| 3. District Personnel | _____ | _____ |
| 4. Community | _____ | _____ |

E. Research-Based Instruction for Effective Teaching

- | | | |
|---|-------|-------|
| 1. Classroom Time-On-Task | _____ | _____ |
| 2. Classroom Management/Student Discipline | _____ | _____ |
| 3. Expectation and Outcomes | _____ | _____ |
| 4. Instructional Delivery | _____ | _____ |
| 5. Assessment | _____ | _____ |
| 6. Direct Instructional Model | _____ | _____ |
| 7. Performance-Based Instructional Strategies | _____ | _____ |
| 8. Effective Teaching of Mathematics (where appropriate) | _____ | _____ |
| 9. Whole Class System for Instruction in Mathematics | _____ | _____ |
| 10. Effective Teaching of Reading | _____ | _____ |
| 11. Effective Teaching of Writing | _____ | _____ |
| 12. Effective Classrooms for All Students | _____ | _____ |
| 13. Teacher/Classroom Variables | _____ | _____ |
| 14. Portfolio Assessment | _____ | _____ |
| 15. Cooperative Learning | _____ | _____ |