

# **Ambridge Area SD**

**Induction Plan (Chapter 49) | 2024 - 2027**

## Profile

<b>LEA Type</b>		<b>AUN</b>
<b>Public</b>		<b>127040703</b>
<b>Address 1</b>		
<b>901 Duss Avenue</b>		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
<b>Ambridge</b>	<b>PA</b>	<b>15003</b>
<b>Chief School Administrator</b>		
<b>Dr. Joseph Pasquerilla</b>		
<b>Chief School Administrator Email</b>		
<b>jpasquerilla@ambridge.k12.pa.us</b>		
<b>Educator Induction Plan Coordinator Name</b>		
<b>Barry King</b>		
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<b>Educator Induction Plan Coordinator Phone Number</b>		<b>Extension</b>
<b>7242662833</b>		<b>2269</b>

## **Steering Committee<sup>1</sup>**

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed By</b>
Dr. Joseph Pasquerilla	Superintendent	Administrator	School Board of Directors
Barry King	Assistant to the Superintendent	Administrator	Administration Personnel
Dr. Janice Zupsic	High School Principal	Administrator	Administration Personnel
Aphrodite Galitsis	Economy Elementary Principal	Administrator	Administration Personnel
Ronnell Heard	Middle School Principal	Administrator	Administration Personnel
Dr. Amy Filipowski	Director of Special Education	Administrator	Administration Personnel
Tammy Kennedy	Kindergarten Teacher	Teacher	Teacher
Chelsea Benedict	High School Guidance Counselor	Education Specialist	Education Specialist
Genifer Scaletta	Middle School Guidance Counselor	Education Specialist	Education Specialist
Lisa Kovach	1st Grade Teacher	Teacher	Teacher
Lauren Tierney	2nd Grade Teacher	Teacher	Teacher
Chris Yannessa	Social Studies Teacher	Teacher	Teacher
Lauren Taormina	4th Grade Teacher	Teacher	Teacher
Christina Briola	English Teacher	Teacher	Teacher
Michelle Wilson	5th Grade Teacher	Teacher	Teacher
Brandie Johnson	6th Grade Teacher	Teacher	Teacher
Brenda Antoline	3rd Grade Teacher	Teacher	Teacher
Kent Withrow	Mathematics Teacher	Teacher	Teacher
Sue Manuppelli	Elementary Special Education Teacher	Teacher	Teacher
Terri Moon-Kutzavich	Chemistry Teacher	Teacher	Teacher
Greta Bible	Reading Teacher	Teacher	Teacher
Davide Sciulli	Italian Teacher	Teacher	Teacher
Krista Novak	BCIT Teacher	Teacher	Teacher
Bonnie DeAngelis	Special Education Teacher	Teacher	Teacher
Jeff Modrovich	H & PE Teacher	Teacher	Teacher
Todd Hartman	Music Teacher	Teacher	Teacher

## **Educator Induction Plan**

Will all 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 be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16 )	Yes
Is the induction plan 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? (22 Pa Code, 49.16 )	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16 )	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16 )	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16 )	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

## **Mentors**

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes

<b>Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).</b>	<b>Yes</b>
<b>Mentors and inductees must have compatible schedules so that they can meet regularly.</b>	<b>Yes</b>
<b>Other, please specify below</b>	<b>No</b>

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

Mentors are selected by the building principals and have the following characteristics:

1. Demonstrate superior instructional skills.
2. Have an outstanding rapport with students, parents, and all educational community members.
3. Are willing to make a commitment to helping a new professional during their first two years.
4. Hold an instructional II certificate and tenure in Pennsylvania.
5. Have achieved satisfactory and/or distinguished evaluations in all domains.
6. Hold the same teaching or educational specialist position as the inductee.
7. Be willing to attend trainings.
8. Agree to work in accordance with the Ambridge Area School District Induction Plan.
9. Members will not be selected based on seniority.

## Needs Assessment

<b>Observations of inductee instructional practice by a coach or mentor to identify needs.</b>	<b>Yes</b>
<b>Multiple observations of inductee instructional practice by building supervisor to identify needs.</b>	<b>Yes</b>
<b>Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.</b>	<b>Yes</b>
<b>Standardized student assessment data</b>	<b>Yes</b>
<b>Classroom assessment data (Formative Summative)</b>	<b>Yes</b>
<b>Inductee survey (local, intermediate units and national level)</b>	<b>Yes</b>
<b>Review of inductee lesson plans</b>	<b>Yes</b>
<b>Review of written reports summarizing instructional activity</b>	<b>Yes</b>
<b>Submission of Inductee Portfolio</b>	<b>Yes</b>
<b>Knowledge of successful research-based instructional models</b>	<b>Yes</b>
<b>Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).</b>	<b>Yes</b>
<b>Other, please specify below</b>	<b>No</b>

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

- Program Structure
- Content Included
- Meeting Frequency
- Delivery Format

The Induction Program in the Ambridge Area School District is a two-year process. Each topic is addressed to varying degrees during this year through the use of frequent observations and meaningful feedback. These topics include but are not limited to: Classroom Management/Inclusive Practices, Professional Ethics, Formative Assessments, PDE Resources and State Assessments, Instructional Strategies, Teaching Diverse Learners in Inclusive Settings (Act 13), Culturally Relevant/Sustaining Education (CR-SE), and Trauma Informed Practice.

### **Educator Induction Plan Topic Areas**

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Induction Program Booklet- 2024-2026.doc

**1. Selected Observation and Practice Framework(s):**

4f: Showing Professionalism

**Timeline:** Year 1 Fall

**2. Selected Observation and Practice Framework(s):**

1f: Designing Student Assessments

1e: Designing Coherent Instruction

**Timeline:** Year 1 Fall

**3. Selected Observation and Practice Framework(s):**

1e: Designing Coherent Instruction

**Timeline:** Year 1 Winter

**4. Selected Observation and Practice Framework(s):**

2e: Organizing Physical Space

2d: Managing Student Behavior

4c: Communicating with Families

**Timeline:** Year 2 Fall

**5. Selected Observation and Practice Framework(s):**

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of

Content and Pedagogy

**Timeline:** Year 1 Winter

**6. Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of

Resources

1a: Demonstrating Knowledge of

Content and Pedagogy

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

**Timeline:** Year 1 Fall

**7. Selected Observation and Practice Framework(s):**

1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and

Responsiveness

3c: Engaging Students in Learning

**Timeline:** Year 1 Winter

**8. Selected Observation and Practice Framework(s):**

1c: Setting Instructional Outcomes

3d: Using Assessment in

Instruction

**Timeline:** Year 1 Fall

**9. Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of  
Resources

**Timeline:** Year 1 Fall

**10. Selected Observation and Practice Framework(s):**

2c: Managing Classroom

Procedures

2e: Organizing Physical Space

2d: Managing Student Behavior

**Timeline:** Year 1 Fall

**11. Selected Observation and Practice Framework(s):**

4c: Communicating with Families

**Timeline:** Year 2 Winter

**12. Selected Observation and Practice Framework(s):**

4e: Growing and Developing

Professionally

**Timeline:** Year 1 Fall

**13. Selected Observation and Practice Framework(s):**

2a: Creating an Environment of

Respect and Rapport

2b: Establishing a Culture for

Learning

4c: Communicating with Families

**Timeline:** Year 1 Spring

**14. Selected Observation and Practice Framework(s):**

1e: Designing Coherent Instruction

2e: Organizing Physical Space

4a: Reflecting on Teaching

1f: Designing Student Assessments

3a: Communicating with Students

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

2c: Managing Classroom

Procedures

3d: Using Assessment in

Instruction

4e: Growing and Developing

Professionally

1b: Demonstrating Knowledge of

Students

2b: Establishing a Culture for

Learning

3c: Engaging Students in Learning

4d: Participating in a Professional

Community

1d: Demonstrating Knowledge of  
Resources

2d: Managing Student Behavior

3e: Demonstrating Flexibility and  
Responsiveness

4f: Showing Professionalism

1a: Demonstrating Knowledge of  
Content and Pedagogy

2a: Creating an Environment of  
Respect and Rapport

3b: Using Questioning and

Discussion Techniques

4c: Communicating with Families

**Timeline:** Year 1 Spring

**15. Selected Observation and Practice Framework(s):**

1e: Designing Coherent Instruction

2e: Organizing Physical Space

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of  
Students

2b: Establishing a Culture for

Learning

3c: Engaging Students in Learning

4d: Participating in a Professional

Community

1c: Setting Instructional Outcomes

2c: Managing Classroom

Procedures

3d: Using Assessment in

Instruction

4f: Showing Professionalism

1f: Designing Student Assessments

3a: Communicating with Students

4b: Maintaining Accurate Records

1d: Demonstrating Knowledge of

Resources

2d: Managing Student Behavior

3e: Demonstrating Flexibility and

Responsiveness

4e: Growing and Developing

Professionally

1a: Demonstrating Knowledge of

Content and Pedagogy

2a: Creating an Environment of

Respect and Rapport

3b: Using Questioning and

Discussion Techniques

4c: Communicating with Families

**Timeline:** Year 2 Winter

**Year 2 Spring**

## **Evaluation and Monitoring**

Each inductee and mentor will be given a copy of the induction plan. In addition, all district buildings will have copies of the induction plan. At the end-of-year evaluations, the inductee and mentor will sign off, indicating that they are participating in the process, reflecting upon what was learned, and evaluate the program at to that point. This will happen at the end of year one and the end of year two. The building level administrator will sign off on these evaluations. Portfolios will be created by each inductee for the use of the teacher as a learning tool and to provide the supervisor with evidence of the new teacher's growth and proficiency in the domains and competencies given in the form of documents. Satisfactory completion of the portfolio evaluation shall be recorded with a certificate of completion given to the inductee and placed in his/her personnel file. At the end of the Induction Program, the inductees will be required to share and present their induction portfolio with the other inductees, mentors and administrators. The portfolio should demonstrate the growth of the induction program, which include the Pennsylvania Department of Education Professional Domains for Evaluation (13-1, 13-3), Professional Ethics Framework Guidelines, Common Ground-Culturally Relevant and Sustaining Education Framework Guidelines, and Educator Effectiveness.

### **Induction Plan**

<b>Mentor documents his/her inductee's involvement in the program.</b>	<b>Yes</b>
<b>A designated administrator receives, evaluates, and archives all mentor records.</b>	<b>Yes</b>
<b>School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.</b>	<b>Yes</b>
<b>Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.</b>	<b>Yes</b>

**Confirm that all first-year teachers are required to participate in the induction program. Yes**



## Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date
Barry J. King	

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date



**INDUCTION PROGRAM  
FOR NON-TENURED TEACHERS  
(Hired for the 2024-2025 School Year)  
School Years: 2024 through 2026**

**Inductee Teacher's Name:** \_\_\_\_\_

**Mentor Teacher's Name:** \_\_\_\_\_

**School Building:** \_\_\_\_\_

## **Ambridge Area School District Administration**

<b>Dr. Joseph Pasquerilla</b>	<b>Superintendent</b>
<b>Mr. Barry King</b>	<b>Assistant to the Superintendent</b>
<b>Mrs. Michelle Amadio</b>	<b>Director of Business and Operations</b>
<b>Dr. Amy Filipowski</b>	<b>Director of Special Education</b>
<b>Dr. Janice Zupsic</b>	<b>High School Principal</b>
<b>Mr. Joseph Lamenza</b>	<b>Assistant High School Principal/ Athletic Director</b>
<b>Mrs. Aphrodite Galitsis</b>	<b>Economy Elementary Principal</b>
<b>Mrs. Stephanie Hull</b>	<b>Highland Elementary Principal</b>
<b>Mrs. JoAnn Hoover</b>	<b>State Street Elementary Principal</b>
<b>Vacant</b>	<b>Technology Supervisor</b>
<b>Mrs. Leigh Anne Holman</b>	<b>Food Service Director</b>

## **Induction Program**

Teacher evaluation, a Pennsylvania mandated process, involves judgments of teacher performance and competence. All teachers must meet a minimum level of competency. A satisfactory evaluation rating is integral in determining continued employment within the Ambridge Area School District and other personnel decisions. In the case of non-tenured teachers with Level I Instructional Certification, evaluations within the first three years of employment play an important role in determining the teacher's level of competence and eligibility for Level II Instructional Certification within the Commonwealth of Pennsylvania.

The Ambridge Area School District believes that every student should be challenged by a curriculum that maximizes their academic potential in preparing to become life-long learners in an ever-changing global society. This goal begins with the requirement that all teachers achieve and perform consistently at least at a minimum level of competency. Each teacher is evaluated according to the criteria of the Pennsylvania Department of Education.

## **Goals and Competencies**

As teaching is an art, professionals grow and improve as time goes on. With that concept in mind, the new teachers, counsellors, social workers, and nurses of the Ambridge Area School District will be required to participate in an Induction Program lasting for two years. The goal of the Ambridge Area School District Induction Plan is to assist any new professionals with the following goals:

- Arranging for a guided and systematic introduction to our school district and the building in which they will work.
- Acquainting them with building and district level operations, procedures, and expectations.
- Developing a program of ongoing orderly contact between the inductee, mentor and administration
- Providing opportunities to participate in and become a part of the Ambridge Area School District community.
- Providing them with resources to aid them in executing quality instructional practices including knowledge of the curriculum and Pennsylvania Core Standards.
- Providing avenues of resources for the purpose of increasing new professional's knowledge and skills.

## **Assessment Processes**

Needs of newly hired professional educators are determined through a variety of methods. Among these are the identification of "levels of inductees" and needs assessment formats including surveys at the onset of the academic year asking questions regarding knowledge of district initiatives such as Differentiated Instruction, PA Core Standards Curriculum Alignment, Data Driven Instruction, Inclusion, Technology Integration and Classroom Management. The results of the survey are reviewed by the Central Office Administration. The data is analyzed to determine specific induction programming to meet the needs of the teachers in the induction program. At the end of the induction program, the inductees are given another survey documenting their growth in the initiatives. This also gives the inductees another opportunity to identify the strengths/weaknesses in the induction program.

## **Levels of Inductees**

All professional educators hired by the Ambridge Area School District must participate in the district's official induction program if he/she is a newly hired educator in a contracted position. A modified program is mandated for the long-term substitute teacher.

### **Level I Inductee**

A newly hired professional educator who has not shown evidence of completing any official inductee program from another Pennsylvania public school system will be assigned a mentor and will be required to complete all phases of the district's induction plan, including a portfolio.

### **Provisional Inductee**

Professional educators hired as a temporary replacement for a contracted teacher hired for one semester or more shall be assigned a mentor to serve in the capacity of collaborative coach. Such a professional shall complete a self-assessment and set professional goals. For anyone moving to another department or building, they may elect to complete any other aspect of the Induction Program on a voluntary basis.

### **Needs Assessment Format**

The Ambridge Area School District will assess each inductee on the district's policies and procedures as well as training on the district's curriculum, programs and PA Core Standards and Assessment Anchors. The following are the areas of the overall needs to be assessed:

- Program procedures and policies
- Instructional techniques and behavior management
- School/Community relations
- Induction/Professional Education Opportunities and Requirements

Self-Assessment of Competencies and Best Practices to be completed by the inductee and their mentor addressing the following areas:

- Best teaching practices
- PA Core Standards Based Curriculum
- Differentiated Instruction
- Technology and technology integration
- Code of Professional Practice and Conduct for Educators
- Professional Ethics Program
- Educator Effectiveness
- Culturally Relevant/Sustaining Education (CR-SE)

## **Mentor Selection**

The mentors will be teachers personally selected by the building administrators and/or the Central Office Administration, who must be good role models, demonstrate excellent teaching skills, and be willing to make a commitment to helping a new professional during their first year. The mentors must hold an Instructional II certificate and tenure in the State of Pennsylvania. They must have had all satisfactory and/or distinguished evaluations in all domains. They also must be willing to attend trainings to become a mentor teacher. If possible, the mentors should be in the appropriate department or grade level. The mentors must agree to work in accordance with the defined Ambridge Area School District Induction Plan.

# Activities and Topics

## **First Session-**

### **Welcome to the Ambridge Area School District and Use of Instructional Technology**

- New Teachers will be introduced to our district, their mentors and the induction process.
- New Teachers will receive training on district policies and procedures.
- New Teachers will receive training on the instructional technology they will be using

## **Second Session-**

### **Classroom Management/Inclusive Practices**

- New Teachers will be instructed in the field of Classroom Management
- Topics may include but are not limited to: Grading Practices, Classroom Discipline and Emergency Procedures.

## **Third Session-**

### **Professional Ethics**

- Topics may include but are not limited to: Responsibility to the Profession, Responsibility for Professional Competence, Responsibility to Students, Responsibility to the School Community, and Responsible and Ethical Use of Technology.

## **Forth Session-**

### **Formative Assessments**

- New Teachers will be instructed in the creation of effective formative assessments
- Topics may include but are not limited to: designing instruction, the importance of assessment in instruction, SAS Portal Assessment Creator, and common assessments

## **Fifth Session-**

### **PDE Resources and State Assessments**

- New Teachers will be instructed in the field of PDE Resources and State Assessments
- Topics may include but are not limited to: PDE Website Navigation, SAS Portal Use, PSSA, PASA, and Keystone Testing.

## **Sixth Session-**

### **Instructional Strategies**

- New Teachers will be instructed in the field of Instructional Strategies
- Topics may include but are not limited to: Lesson plan design and designing coherent instruction.

## **Seventh Session-**

### **Teaching Diverse Learners in Inclusive Settings**

- New Teachers will be instructed in the area of Special Education.
- Topics may include but are not limited to: IEP's, Modifications, Differentiation of Instruction and Inclusive practices.

### **Eighth Session-**

#### **Educator Effectiveness (Act 13)**

- New teachers will be instructed in the different aspects of Act 13
- These domains include but are not to Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities, Educational Environment, Delivery of Services, and Professional Development

### **Ninth Session-**

#### **Culturally Relevant/Sustaining Education (CR/SE)**

- Topics may include, but are not limited to the following competencies: Reflect on One's Cultural Lens, Identify, Deepen Understanding of, and Take Steps to Address Bias in the System, Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces, Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed, Promote Asset-based Perspectives about Differences, Collaborate with Families and Communities through Authentic Engagement Practices, Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families, Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success, and Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use.

### **Tenth Session-**

#### **Trauma Informed Approach**

- Topics may include, but are not limited to: How Trauma Effects Student Learning and best practices when using Trauma Informed Approach techniques.

### **Eleventh Session-**

#### **Safe and Supportive Schools**

- Topics may include, but are not limited to: State Safety Initiatives, Safe Schools Data, Safe to Say, and Threat Assessment Teams.

### **Twelfth Session-**

#### **Inductee Open Forum/Portfolio Progress Review**

### **Thirteenth Session-**

#### **Inductee Portfolio Review, Feedback and Celebration**

- Teachers share their portfolio projects and reflect on their first year.

## **Evaluation and Monitoring**

Each inductee and mentor will be given a copy of the induction plan. In addition, all district buildings will have copies of the induction plan. Monitoring of the Induction Plan will be through monthly checklists as well as mid-year and end-of-year evaluations. The inductees will meet monthly, and a checklist will be provided that covers areas to be completed for the following month. The new teachers will check off completed items and then submit them to his/her mentor for review. At the mid-year and end-of-year evaluations, the inductee and mentor will sign-off indicating that they are participating in the process, reflecting upon what was learned, and evaluate the program to this point. The building level administrator will sign off these evaluations.

Portfolios will be created by each inductee for the use of the teacher as a learning tool and to provide the supervisor with evidence of the new teacher's growth and proficiency in the domains and competencies given in

the form of documents. Satisfactory completion of the portfolio evaluation shall be recorded with a certificate of completion given to the inductee and placed in his/her personnel file.

At the end of the Induction Program, the inductees will be required to share and present their induction portfolio with the other inductees, mentors and administrators. This portfolio should demonstrate the growth and objectives of the induction program, which include the Pennsylvania Department of Education Domains for Professional Evaluations: Planning and Preparation, Classroom Environment, Instructional Delivery and Professionalism. The inductees will be given a rubric to guide the creation and evaluation of their portfolio.

## **Participation and Completion**

The Ambridge Area School District will keep a record of each inductee's participation in the induction plan. The completed Inductee Handbook and Mentor Portfolio Evaluation will be placed in his/her personnel file. The components of the plan are delineated in the above Evaluation and Monitoring Section of this plan.

## **Portfolio Requirements**

The Ambridge Area School District Evaluation Plan for Non-Tenured Teachers involves the support and input from various people. This holistic approach offers multiple perspectives to ensure accurate evaluation and tenure decisions.

The principal takes the lead role in the evaluation of novice teachers, but is supported by other members of the administrative team. For example, the Director of Special Education may also observe and offer input when evaluating special education teachers. The Assistant Principal, Assistant to the Superintendent, and the Superintendent, may also observe teachers throughout the district. Typically, at least one informal observation per year is conducted by an administrator that is not the building principal. This offers additional perspectives and more support for the novice teacher. These multiple perspectives also serve as continued inter-rater reliability to ensure consistency among ratings.

The evaluation portfolio should be structured according to the Standards of Performance. Sources as evidence, therefore, should be provided according to the standards. Finally, the portfolio should include the teacher's own documentation of professional growth. Such documentation may be formal through evidence of professional development (trainings and graduate work). Professional growth also includes personal reflections on growth over time and identification of, as well as proof of, experiences that impacted classroom performance. Ideally, the teacher should provide evidence that impacted professional growth in all of the Standards of Performance.

The non-tenured teacher's mentor does not participate directly in the evaluation process. However, it is the responsibility of the mentor to introduce and assist the novice teacher in the development of the Summative Evaluation Portfolio. Sources of evidence for the summative evaluative portfolio should include various types of data/documentation.

Ambridge Area School District Professionals who hold Instructional I Certifications or Educational Specialist I Certifications are evaluated using the PDE-13-1 or 13-3 form. The criteria for evaluation are presented below with examples of behaviors that are expected of developing teachers. These behaviors are expected to develop into in-depth and complete understanding, knowledge, and instruction when the teacher applies for the Instructional II certification.



The Summative Evaluation Portfolio is to be divided into six categories with specific examples, documentation, and verification of performance and/or completion of each category. Below is the rubric for each of the six areas for the Summative Evaluation Portfolio – Planning and Preparation; Classroom Environment; Instructional Delivery; Professionalism; Professional Ethics, and Culturally Relevant/Sustaining Education (CR/SE). The Summative Evaluation Portfolio is due at the end of the year celebration.

**Category I: Planning and Preparation** – Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania’s Core Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

Teacher’s performance demonstrates:

1. Adequate knowledge of content and pedagogy
  - Clear explanation of concepts
  - Appropriate responses to students’ questions
  - Subject content knowledge is evidenced through instructional artifacts, comments on student works, and classroom interaction
2. Adequate knowledge of Pennsylvania Core Standards
  - Instructional plans accurately reflect Pennsylvania Core Standards
  - Instructional practices reflect Pennsylvania Core Standards
3. Adequate knowledge of students and how to use this knowledge to direct and guide instruction
  - Describe students and what each individual brings to the classroom
  - Instructional plans are created based on knowledge of student needs
  - Instructional plans display an accurate understanding of the typical developmental characteristics of the age group
4. Appropriate instructional goals that reflect standards and reasonable expectations for students
  - Instructional goals are clearly communicated to students orally/in writing
  - Describe how goals relate to the standards and district curriculum
  - Describe how goals relate to other curricular topics and skills
  - Explain how goals appropriately meet students’ needs
  - Explain how to make accommodations to meet individual needs
5. Reasonable awareness of resources, materials, or technology available through the school or district or professional organizations
  - Demonstrate awareness through lesson and unit plans that utilize school, district, and community resources
  - Demonstrate awareness through lesson plan to address individual needs
  - Demonstrate awareness of resources that enhance knowledge
6. Appropriate instructional design in which plans for various elements are partially aligned with the instructional goals and have a recognizable sequence with some adaptations for individual student needs
  - Unit plan demonstrates long-range planning including organization and sequencing
  - Unit plan structure is clear with adequate progression of activities

- Lessons are designed to engage students in higher-level thinking
  - Lessons include some differentiation and choice to meet individual student needs
  - Instructional groups are based on instructional goals
7. Appropriate reflection on teaching and learning to enhance instruction
    - Accurate assessments of lesson's effectiveness and extent to which it achieved instructional goals
    - Identifies suggestions for improvement of the lesson
  8. Appropriate assessments of student learning mostly aligned to the instructional goals and partially adapted as needed for student needs
    - Assessment of learning (with rubric or scoring guide) included in unit and lesson plans
    - Assessment for learning details included in unit and lesson plans
    - Explain how assessment and assessment activities are used to guide instruction
    - Assessment criteria and standards are developed
    - Assessment results are used to guide in future instruction plans

**Category II: Classroom Environment** – Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment; Student Interaction.

Teacher's performance demonstrates:

1. Clear and moderate expectations for student achievement with reasonable value placed on the quality of student work
  - The classroom environment reflects a culture of learning
  - Teacher and students are committed to learning
  - Teacher communicates high expectations for student achievement
  - Students take pride in their academic work
2. Moderate attention to equitable learning opportunities for students
  - Students reveal that they value learning and hard work
  - Instructional goals and planning demonstrate high expectations of learning
  - Tone of conversations and display of student work communicates value of hard work
3. Appropriate interactions between teacher and students and among students
  - Student interactions are polite and respectful
  - Teacher-student interactions are age appropriate
  - Students exhibit respect for the teacher
  - Teacher-student interactions are friendly and demonstrate general caring
4. Effective classroom routines and procedures resulting in little or no loss of instructional time
  - Students are able to describe classroom procedures
  - Organized small group work that engages students
  - Smooth transition times that limit loss of instructional time
  - Non-instructional duties and management of supplies limit loss of instructional time
  - Volunteers/paraprofessionals are productively engaged

5. Clear standards of conduct and effective management of student behavior
  - Student behavior indicates previously established standards that are consistently maintained
  - Students are able to explain the standards of conduct
  - Teacher responds successfully to misbehavior
  - Demonstrate awareness of student behaviour
6. Safe and adequate organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials and technology
  - Classroom is safe, and learning is accessible
  - Physical resources and furniture are arranged as a resource for learning activities

**Category III: Instructional Delivery** – 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. Category III reviews: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.

Teacher's performance demonstrates:

1. Adequate communication of procedures and clear explanations of content
  - Students must hear and understand the teacher
  - Written directions must be readable and understandable by the students
  - Topic and purpose is clear to the students
  - Examples and metaphors are used to illuminate and connect new content
  - Model correct usage of language that contains expressive vocabulary
2. Adequate use of questioning and discussion strategies that encourage many students to participate
  - Use of recitation as well as higher-level discussion questions
  - Use of appropriate think time before responding
  - Probe students to elaborate and clarify responses
  - Encourage students to pose questions
3. Reasonable engagement of students in learning and adequate pacing of instruction
  - Activities and assignments are appropriately challenging
  - Grouping of students enhances learning and engagement
  - Use of a variety of grouping strategies
  - Use of instructional materials and resources enhances learning and engagement
  - Use of a defined, consistent lesson structure
4. Adequate feedback to students on their learning
  - Teacher's feedback is timely
  - Feedback is of high quality
5. Adequate use of informal and formal assessments to meet learning goals and to monitor student learning
  - Assessment is utilized regularly in instruction
  - Self-assessment
  - Monitoring of progress through feedback

- Students are fully aware of the assessment criteria used to evaluate their work
6. Reasonable flexibility and responsiveness in meeting the learning needs of students
    - Teacher seeks ways to ensure successful learning
    - Adjustments are made to instructional plans according to students' needs, interests, and questions

**Category IV: Professionalism** – Professionalism is demonstrated through qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.

Teacher's performance demonstrates:

1. Adherence to school and district procedures and regulations related to attendance, punctuality, etc.
  - Complies with school and district regulations
2. Knowledge of the Professional Code of Conduct
  - Honest interactions with students, colleagues, and the public
  - Actively serves students including seeking resources
  - Works for fair opportunities for students to succeed
  - Participates in team/department decision making
3. Compliance with school or district requirements for maintaining accurate records, communicating with families
  - Effective system of maintaining assignment completion
  - Effective system of maintaining student progress data
  - Effective system of maintaining non-instructional data
  - Maintain communication with families regarding progress (phone logs, personal contact, etc.)
  - Maintain frequent information to families regarding instructional program (newsletters, handouts, descriptions of new programs, Edline page, etc.)
  - Engage families in instructional program (homework guidelines, etc.)
4. Compliance with participating in school and/or district events and school or district professional growth and development opportunities
  - Maintenance of a log of contributions and involvement in professional community/organization
  - Supportive and cooperative relationships with colleagues
  - Volunteer and contribute to school events and projects
  - Seeks opportunity for professional development
  - Actively assists colleagues and contributes to the profession
  - Accepts and welcomes feedback

**Category V: Professional Ethics:** *Teachers and Educational Specialists Must Demonstrate the Following Competencies:*

- 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)

**Category VI: Culturally Relevant/Sustaining Education (CR/SE): Teachers and Educational Specialists**  
*Must Demonstrate the Following Competencies:*

- Reflect on One's Cultural Lens.
- Identify, Deepen Understanding of, and Take Steps to Address Bias in the System.
- Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces.
- Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed.
- Promote Asset-based Perspectives about Differences.
- Collaborate with Families and Communities through Authentic Engagement Practices.
- Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families.
- Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success.
- Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use.

## **Guidelines for Record Keeping and Reporting**

Inductee teachers are required to keep comprehensive logs concerning conferences, meetings, observations, and other activities related to the Mentoring Program. These will be collected and will serve as a database for the final report and evaluation.

The inductee teacher log provided herein will serve as a record of program completion. This log and the accompanying evaluation forms will be completed by the inductee teacher and returned to the Assistant to the Superintendent office on the appropriate dates.

**Ambridge Area School District  
Induction Committee  
Programs and Activities Checklist**

<b>Date</b>	<b>School Personnel (Initials)</b>	<b>Program/Activity</b>
		Scope & Sequence specific subject/course of study
		Teaching Schedule review
		Grading Policy
		District and Building policies and procedures
		Classroom management skills/techniques
		Time Management
		Attendance procedure
		Discipline policy
		Importance of self-image
		Parent-Teacher contacts (include conferencing and techniques)
		Teacher Observation
		Materials acquisition
		Medical emergencies (see nurse)
		Ambridge Area School District addresses PA Core Standards
		Student Assistance Program (SAP)
		Library Services
		Focus Periods
		Pupil Support Services
		Positive Contacts Home

<b>Date</b>	<b>School Personnel (Initials)</b>	<b>Program/Activity</b>
		Intermediate Unit Services
		Demographic and social structures of the community (tour of district via Act 48)
		Ambridge Area School District Technology Initiatives
		Use of Infinite Campus Information System
		Curriculum Mapping
		SAS Portal
		Educator Effectiveness (Act 13)
		Culturally Relevant/Sustaining Education (CR/SE)
		Professional Ethics

**Ambridge Area School District  
Induction Committee  
Needs Assessment**

Inductee: \_\_\_\_\_

Date: \_\_\_\_\_

Please complete this Needs Assessment so that your Mentor Teacher can further determine how to best meet your needs. Return it to your Mentor Teacher by Mid-December Year 1.

For the following sixteen statements, please indicate the strength of the need you currently feel by circling the appropriate response. SN-Strongly Need; N-Need; NA-Not Applicable; C-Competent; SC-Strongly Competent.

Training in instructional skills	SN	N	NA	C	SC
Training in classroom management skills	SN	N	NA	C	SC
Orientation to district policies	SN	N	NA	C	SC
Orientation to building procedures	SN	N	NA	C	SC
Assistance in assessing student needs	SN	N	NA	C	SC
Assistance in time management skills	SN	N	NA	C	SC
Assistance with discipline and discipline Policies	SN	N	NA	C	SC
Familiarity with Act 13	SN	N	NA	C	SC
Familiarity with Intermediate Unit services	SN	N	NA	C	SC
Assistance in attendance procedures	SN	N	NA	C	SC
Familiarity with Ambridge Area School District's Common Core Standards	SN	N	NA	C	SC
Familiarity with Pupil Services	SN	N	NA	C	SC
Orientation to Code of Professional Practice And Conduct for Educators	SN	N	NA	C	SC
Assistance in Parent/Teacher Conferencing Techniques	SN	N	NA	C	SC
Familiarity with Ambridge Area School District	SN	N	NA	C	SC
Familiarity with Culturally Relevant/ Sustaining Education (CR/SE)	SN	N	NA	C	SC



# Ambridge Area School District Induction Committee Inductee Teacher Log

Inductee: \_\_\_\_\_

[illegible]

## Ambridge Area School District Induction Committee Inductee Teacher Log

Inductee: \_\_\_\_\_

[illegible]

# Ambridge Area School District Induction Committee Inductee Teacher Log

Inductee: \_\_\_\_\_

[illegible]

**Ambridge Area School District  
Induction Committee  
Inductee's Evaluation of Program**

(To be completed by \_\_\_\_\_)

	Good	Fair	Poor
Provided training in instructions skills			
Provided training in classroom management skills			
Provided orientation to district policies			
Provided orientation to building procedures			
Provided a guide in assessing student needs			
Provided assistance in learning time management skills			
Provided assistance in becoming familiar with discipline and discipline policies			
Provided assistance in becoming familiar with Best Practices for teachers	_____	_____	_____
Provided the opportunity to become familiar with the services offered by the Intermediate Unit			
Provided support system for the Inductee which was driven by the Inductee's needs			
Provided the opportunity to become familiar with Ambridge Area School District's PA Core Standards			
Provided the opportunity to become familiar with pupil support services			
Provided orientation to Code of Professional Practice and Conduct for Educators			
Provided assistance in Parent-Teacher Conferencing techniques			
Provided the opportunity to become familiar with Ambridge Area School District Technology Initiatives and data collection process			

\_\_\_\_\_  
Inductee's Signature

\_\_\_\_\_  
Mentor's Signature Ambridge Area School District

**Induction Committee**  
**Inductee's Evaluation of Program**

Did this program provide the support that you needed to make the transition to the Ambridge Area School District? Explain.

What things would you suggest that might be added to aid an incoming teacher?

What changes in the program would you recommend?

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Inductee's Signature

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Mentor Teacher's Signature

**Ambridge Area School District  
Act 48 Committee  
Maintenance of Records**

**Once a teacher has completed the induction program, the Ambridge Area School District Superintendent will recommend him/her for certification.**

**All records of the induction process will be maintained in the office of the Superintendent of the Ambridge Area School District.**

**Inductee Teacher Certification**

**Inductee:** \_\_\_\_\_

**Building:** \_\_\_\_\_

**Building Administrator:** \_\_\_\_\_

**Mentor Teacher:** \_\_\_\_\_

**Pursuant to Chapter 49 Title 22 of the Pennsylvania Code, Section 49.16, we hereby certify that the above named Inductee has completed the requirements of the Induction Program.**

\_\_\_\_\_  
**Assistant to the Superintendent**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Building Administrator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Mentor Teacher**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Inductee**

\_\_\_\_\_  
**Date**