

THE LEHIGH VALLEY CHARTER HIGH SCHOOL FOR THE ARTS



New Teacher Induction Plan

Table of Contents

Purpose	3
Induction Program Objectives	3
Induction Assessment Processes	3
Participation and Completion	4
Monitoring and Evaluation	4
Needs of Inductees	4
Inductee Expectations	4
Mentor Selection	5
Mentor Criteria	5
Mentor Expectations	5
Induction Steering Committee	5
Year One (1) Requirements & Expectations	7
Sample Year 1 Induction Activities and Topics:	7
New Faculty Orientation & Back to School PD	7
Additional Professional Development topics may include:	7
Monthly Scheduled Meetings	8
Year Two (2) Requirements & Expectations	9
Goal Integration Cycle using the GROW(ER) Coaching Model	9
Year Two Induction Professional Development Schedule	10
Appendix	12
Year 1 Documentation	13
Mentor/Mentee Agreement Form	14
Pre-Conference Observation Form	15
Observation Form	16
Post-Conference Peer Observation Form	17
Frameworks and Strategies Used for Induction	18
Danielson’s Framework for Teaching	19
GROW(ER) Coaching Model	20
SMART Goals	20
Year 2 Documentation	21
Quarter 1: Goal Setting and Planning (GROW)	22
Quarter 2: Progress Monitoring and Adjustment (ER)	24
Quarter 3: Reflection, Refinement, and Future Planning (GROW + ER)	25
Quarter 4: Celebration and Transition (ER)	27

Purpose

The Lehigh Valley Charter High School for the Arts (Charter Arts) Teacher Induction program is a professional development opportunity for new teachers. The Lehigh Valley Charter High School for the Arts teacher induction program is required by Chapter 5, Section 203 of the Pennsylvania State Board of Education Regulations. This program is provided for teachers who receive their initial certificate to teach in Pennsylvania after June 30, 1987. Planned experiences and programs increase the inductee's knowledge and improve teaching skills. This process is supportive and instructive rather than evaluative in nature. It facilitates an orderly and successful passage through the initial teaching experience and helps inductees succeed in their initial placements, resulting in higher retention rates of teachers at Charter Arts. The goal of this induction plan is to assist teachers in achieving their Pennsylvania Level II certification, provide support to a new Charter Arts teacher, and instill a support system among new teachers as a cohort.

Beginning in the 2024-2025 school year (SY), the length of the Educator Induction Plan (EIP) must be a minimum of two (2) school years; The regulations require that the induction plans be updated every six (6) years.

22. Pa. Code 49.16(d) states that the induction plan must 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.

According to 22 Pa. Code 49.16(e), criteria for approval of the induction plan must include induction activities that focus on teaching diverse learners in inclusive settings. Diverse learners include English Learners and students with Individualized Education Programs (IEP).

Induction Program Objectives

- Integrate new teachers into the social system of the school and orient them to the community, school policies, procedures, resources, curriculum, faculty/colleagues, etc.
- Provide new teachers with veteran mentors in their content area who can provide continued content and professional development support
- Provide new teachers with professional opportunities for reflection and growth throughout the school year
- Support new teachers in developing coherent curriculum, creating formative student assessments, and analyzing student data to reflect on past instructional practice and future instructional considerations
- Coach new teachers in providing effective instruction to meet the needs of all learners through differentiated instruction and active learning
- Support new teachers in communicating with students, parents, and colleagues
- Coach and support teachers with skills as needed, such as: time management, classroom management, infusing literacy into the various content areas, integrating the arts across disciplines, Common Core State Standards, etc.

Induction Assessment Processes

The needs of newly hired professional educators are determined through a variety of methods. All inductees will complete a needs assessment during the initial stage of the induction process to identify personal improvement areas. The mentor and inductee will use this tool, in conjunction with the building administrator, to evaluate competency levels in each area. This needs assessment will serve as a means to monitor progress throughout the induction process and help the administration determine specific professional development

opportunities for the inductee. In addition, the building administrator will conduct several formal and informal observations throughout the induction process to determine competency levels and edges of growth.

Participation and Completion

The inductee will complete a variety of forms throughout the two years verifying their participation in induction program activities and professional development, which will be reviewed by the induction coordinator and building administrators where second opinion is necessary. Upon review and successful completion of activities, the induction coordinator will issue the new teacher a certificate of induction completion. All related forms will be kept in the teacher's personnel file for verification for Level II certification. Successful completion is verified by the induction coordinator, in conference with the building principal and CEO/Executive Director where necessary.

Monitoring and Evaluation

The induction program will seek feedback from mentors and inductees throughout the year in the form of reflections, surveys, and/or discussion threads after professional development sessions. In addition, school administrators are always open to feedback on the process and want to provide the best learning experience for all inductees. The entire induction program will be evaluated formally on an annual basis. The evaluation will include input from the inductee, mentor, and building administrators and will relate to the effectiveness of meeting the induction program objectives and improving teacher competencies. Evaluation data will be reviewed by school administrators and the Educator Induction Plan Steering Committee. This information will serve to guide any revisions or needed additions to the teacher induction program.

Needs of Inductees

New teachers come to Charter Arts with a variety of previous experiences. As such, it is hard to anticipate exactly what new inductees will need. A collaboration between mentors and supervisors will help to determine and meet the needs of our inductees.

Needs of Inductees may include:

- Frequent check-ins and inductees by a coach or mentor to provide support, feedback, and/or reflection.
- Regular meetings with mentors to reflect upon instructional practice to identify needs.
- Access to standardized student assessment data such as Keystone Exam data.
- Documentation and reflection of classroom assessment data (formative and summative).
- Inductee survey to assess individual needs and effectiveness of the Induction Program.
- Review of induction lesson plans by the supervisor or mentor as needed.
- Opportunities to observe best instructional practices modeled by a veteran teacher.
- Meaningful, frequent feedback from supervisor and/or mentor on inductee's instructional practice.

Inductee Expectations

1. Be available during the 5 day Induction program in August.
2. Participate in 1:1 or group check-in time during opening week/PD before school opens.
3. Check in with a mentor during the morning of the first day of school.

4. Communicate with the assigned mentor by phone or in person every day during the first week of school.
5. Attend monthly Induction meetings.
6. Meet/Check-in informally with assigned mentor a minimum of one time per week; multiple check-ins at the start of the school year/as needed. A record must be kept to monitor those check-ins.
7. Meet informally with the Induction coordinator quarterly.
8. Respond to phone or email communications with the assigned mentor.
9. Complete and submit all required paperwork to the induction coordinator by established deadlines.
10. Ask for support/follow up as needed.

Mentor Selection

The Lehigh Valley Charter High School for the Arts recognizes the unique relationship between the mentor and inductee. Therefore, the school utilizes the following criteria to select mentors in order to provide the best and appropriate match for each new teacher.

Mentor Criteria

- Similar certification and assignment (when possible)
- Outstanding work performance
- Models continuous learning and reflection
- Knowledge of school policies, procedures, and resources
- Ability to work with students and other adults
- Willingness to accept additional responsibility
- At least 3 years teaching experience (when applicable)

Mentor Expectations

1. Be available for one day during new teacher orientation in August.
2. Participate in 1:1 or group check-in time during opening week/PD before school opens.
3. Check in with the mentee on the morning of the first day of school.
4. Contact the mentee by phone or in person every day during the first week.
5. Attend monthly induction meetings as needed.
6. Meet/check-in informally with the mentee minimum of one time per week; multiple check-ins at start of the school year/as needed.
7. Complete one formal meeting per month and complete a meeting log.

Induction Steering Committee

The educator induction steering committee is responsible for the development and operation of the educator induction program at Charter Arts. The committee must include a teacher or educational specialist, or both, selected by teachers, educational specialists and administrative representatives chosen from the school entity. The induction coordinator will conduct oversight of the committee and be the primary point of contact.

Name	Title	Committee Role	Chosen/ Appointed By
Erin Meehan-Mariano	Assistant Principal/ Educator Induction Coordinator	Administrator	Administration Personnel
Christina Lincoln	Executive Director/CEO	Administrator	School Board of Directors
Jennifer Levernier	Principal	Administrator	Administration Personnel
Jessica Diana	Special Education Administrator	Administrator	Administration Personnel
Kayla Canning	Seminar Teacher	Core Teacher	Administration Personnel
Kitsey Shehan	Literary Arts Teacher	Artistic Teacher	Administration Personnel
Erica Dickson	Vocal Teacher	Artistic Teacher	Administration Personnel
Jasmine Leonor-Hernandez	Spanish Teacher	Core Teacher	Administration Personnel
Stephen McGorry	Science Teacher	Core Teacher	Administration Personnel
Shannon Crawley	English Teacher	Core Teacher	Administration Personnel
Suzannah Nolt	Paraprofessional	Paraprofessional	Administration Personnel

Year One (1) Requirements & Expectations

- Participate in all new faculty orientation dates
- Attend monthly new teacher induction meetings
- Monthly mentor meeting and complete meeting log
- At least three (3) mentor observations of new teacher
- New teacher to observe one (1) teacher in another department at least once
- Check-in meetings with the induction coordinator at least three (3) times (beginning, middle and end) throughout the teacher’s first school year of employment.

Sample Year 1 Induction Activities and Topics:

New Faculty Orientation & Back to School PD

- Various presentations from the following faculty: Superintendent, Principals, Assistant Principal, Director of Specialized Services, Director of Technology, Director of Finance, Artistic Directors, & Core Department Chairs
- Review of the student and teacher handbooks
- Tour of the building
- Safety/emergency procedures
- School day and schedules
- Introduction to IEPs and 504s
- Explanation of course syllabi, grading procedures, etc.
- Introduction to Power School and technology
- Personal planning time in the classroom
- Introduction to Google Drive Curriculum Folders
- Review of Code of Professional Ethics, Code of Professional Practice and Conduct, and the PDE SAS Standards
- Complete needs assessment and personal goal setting aligned to Danielson Framework
- Miscellaneous additional items

Additional Professional Development topics may include:

- Teacher evaluations and PDE Teacher Effectiveness training
- Curriculum planning
- Common Core State Standards
- Data-use tasks for teacher reflection and planning/lesson planning and preparation
- Instructional techniques and strategies
- Differentiated instruction for diverse students and learning needs in an inclusive setting
- Classroom management
- Formative vs. summative assessment
- Use of technology in the classroom
- Parent/teacher relationships
- Student/teacher communication
- Problem solving strategies with colleagues and students
- Time management
- Literacy in the content areas
- Arts integration
- Act 48 requirements and procedures
- Miscellaneous additional items

Monthly Scheduled Meetings

4th Wednesday of month, upon student dismissal for the duration of teacher contractual school day. Specific topics for meetings will be determined based on new teacher self-evaluation/needs assessments. Use of Google Classroom to post reading, resources, surveys, discussion, announcements, and miscellaneous additional items.

Year Two (2) Requirements & Expectations

The year two (2) New Teacher Induction is designed to support teachers during their second year in the profession. The program focuses on individualized professional growth through a structured quarterly process. Participants will engage in the Individual Growth Plan (IGP) framework, selecting a focus area every quarter. Through research, planning, implementation, and reflection, teachers will make significant progress in their chosen areas of growth. Inductees and Mentors will meet quarterly to share out and discuss success, failures, and next steps of goals. The year two induction will utilize goal integration using the GROW(ER) Coaching Model. Using the GROW(ER) coaching model throughout the year provides a structured approach to goal setting, implementation, and reflection, ensuring that inductees have a clear path to professional growth and development. The Inductee will submit the quarterly reflection logs to the induction coordinator.

Goal Integration Cycle using the GROW(ER) Coaching Model

1. Goal Setting- Determine needs/interests and set goals to enrich your students' learning experience.
2. Reality- Review the learning environment and learners
3. Options and Objectives- Determine activities/strategies that will be most valuable in helping to reach your goals and learning objectives. Coaching opportunities include co-planning, modeling, co-teaching, or support.
4. Will Do/Teaching- Put the plan into practice with students. Record any initial observations regarding the strategies or tools.
5. Evaluate/Reflecting- Think critically about the experience. What evidence of success can help to measure your progress toward your goal? This is not an evaluation of your teaching, but an opportunity to take ownership of your learning path.

Year Two Induction Professional Development Schedule

Meeting Dates	Areas of Focus
<p>Quarter 1: Goal Setting and Planning (GROW)</p>	<ul style="list-style-type: none"> ● Goal (G): During the first weeks, inductees and mentors meet to identify the specific goals for the quarter. Teachers choose their focus area and set clear, measurable, and achievable goals related to their growth objectives. ● Reality (R): In the following weeks, inductees research and assess the current reality related to their goals. They explore existing practices, challenges, and available resources in their chosen focus area. ● Options (O): Through collaboration with mentors and peers, inductees brainstorm potential strategies and options. They explore various teaching methods, resources, and support

	<p>systems that can help them achieve their goals.</p> <ul style="list-style-type: none"> ● Will (W): Inductees create action plans outlining the steps they will take to implement their chosen strategies. They establish a timeline, set milestones, and identify the resources and support they need to succeed.
<p>Quarter 2: Progress Monitoring and Adjustment (ER)</p>	<ul style="list-style-type: none"> ● Evaluate (E): Inductees gather data and evaluate the effectiveness of their implemented strategies. They analyze student performance, engagement, and other relevant metrics to assess progress toward their goals. ● Refine (R): Based on the evaluation, inductees and mentors identify what worked well and what needs improvement. They refine the strategies and action plans, making necessary adjustments to enhance their effectiveness.
<p>Quarter 3: Reflection, Refinement, and Future Planning (GROW + ER)</p>	<ul style="list-style-type: none"> ● Goal (G): Inductees reflect on their progress, revisiting their goals for the next phase of the program. They set new or refined goals for the upcoming quarter, aligning them with their overall growth objectives. ● Reality (R): Inductees analyze the current reality, considering the outcomes of their previous goals. They acknowledge achievements, assess challenges, and identify areas that require further attention. ● Options (O): Through reflection and discussion with mentors and peers, inductees explore new options and strategies to address their goals. They consider innovative teaching methods, professional development opportunities, and research-backed practices. ● Will (W): Inductees develop action plans based on their refined goals and chosen strategies. They establish a strong commitment to implementing these plans, ensuring they have the necessary resources, support, and motivation to succeed
<p>Quarter 4: Celebration and Transition (ER)</p>	<ul style="list-style-type: none"> ● Evaluate (E): Inductees evaluate the overall outcomes of their year-long efforts, considering the progress made, challenges overcome, and skills gained. They assess their growth as educators and the impact of their strategies on student learning. ● Refine (R): Inductees and mentors reflect on the entire induction journey, identifying key takeaways and areas for further refinement. They consider how the lessons learned can be applied to future professional development initiatives.

Appendix

Year 1 Documentation

Teacher Name:

Mentor Name:

Mentor/Mentee Agreement Form

Mentor/Mentee Responsibilities

The Mentor/Mentee will use the following lists to guide their meetings and observations throughout the year. Both the mentor and mentee will sign and date this document to confirm participation of these activities. Observation forms are included in this packet and are posted on Google Classroom. These must be completed and submitted in order to receive credit for participation in the induction program. All documentation must be compiled and submitted to the Induction Coordinator at the end-of-the-year for review.

Mentor Responsibilities

- ★ Meet with the new teacher during opening PD week
- ★ Provide professional and curriculum resources to the new teacher
- ★ Observe teacher during Q1, Q2, and Q3 (Total of 3). Each observation cycle should include a pre and post conference.
- ★ Meet regularly with the mentee throughout the school year for conferences, observations, and general check-ins.
- ★ Submit a letter on behalf of the new teacher as evidence of the regular meetings or submit logs of conference dates, times, and topics discussed.

New Teacher Responsibilities

- ★ Attend orientation days
- ★ Observe Mentor during Q1. Each observation cycle should include a pre and post conference.
- ★ Observe a teacher in another department Q2. Each observation cycle should include a pre and post conference.
- ★ Attend ALL new teacher meetings throughout the year
- ★ Work with mentor, department chairperson/director, and curriculum director on curriculum mapping, unit planning, lesson planning, etc.
- ★ Submit all observation and visitation forms to the new faculty induction coordinator

Additional documentation

Please include a record in this extra space for anything that you believe needs to be documented for your record. Please record dates and a clear explanation, etc. You may use additional space or attach additional documents as necessary.

Mentor Name _____

Mentor Signature _____ Date _____

New Teacher Name _____

New Teacher Signature _____ Date _____

New Teacher Induction Checklist- Year One

Please complete the following items by the designated due date and submit necessary PRINTED paperwork to the induction coordinator.

Semester 1

- Attend new teacher orientation days
- Submit mentee/mentor agreement form- **Due by the end of first week of school**
- Mentor observation of new teacher (complete observation forms including pre & post conference)- **Due by the end of semester 1**
- New teacher observe mentor (complete observation forms including pre & post conference)- **Due by the end of semester 1**
- Mentor/Mentee Check-In meetings
- Attend ALL new teacher induction meetings (monthly Wednesday)

Semester 2

- Mentor observation of new teacher (complete observation forms including pre & post conference)- **Due by the end of semester 2**
- New teacher observe a teacher in another department (complete observation forms including pre & post conference) - **Due by the end of semester 2**
- Mentor/Mentee Check-In meetings
- Attend ALL new teacher induction meetings (monthly Wednesday)

Semester 3

- New teacher observe mentor (complete observation forms including pre & post conference)- **Due by the end of semester 3**
- Mentor/Mentee Check-In meetings
- Attend ALL new teacher induction meetings (monthly Wednesday)

Semester 4

- Mentor/Mentee Check-In meetings
- Attend ALL new teacher induction meetings (monthly Wednesday)
- Submit ALL paperwork to Induction Coordinator

Mentor/Mentee Meeting Conference Log

Date	Time	Meeting Notes/Topics

Sample Guiding Questions:

The questions below are suggested to be used during pre- and post-conferences and observations and are related to domain two of the teacher evaluation process, the classroom environment. It is not expected that all questions would be asked during a conference. However, it is expected that information about each of the components be sought during the formative process. There are times when administrators infer how and why something occurred. These questions provide guidance in how to seek clarification and move toward true evidence to record.

Throughout the induction process, school administrators will also discuss other domains in the teacher evaluation process, and new teachers will have the opportunity to develop guiding questions for the other domains (planning and preparation, professional responsibilities, and instruction) and self-reflect on their practice in all areas.

Managing Classroom Procedures

- How did the teacher develop and establish routines, rules, and timelines in the classroom environment?
- How does the teacher support students to internalize classroom procedures and rules to become self-directed learners?
- How are the management tools present in the classroom promoting and maintaining a climate of fairness and respect?
- What other ways could the teacher have structured classroom procedures to provide a more effective use of transition time, instruction, student collaboration, materials and supplies, etc.?

Managing Student Behavior

- How does the teacher determine whether students are on task? What does the teacher do to redirect students?
- How does the teacher establish standards for behavior? How are the standards communicated? Maintained? Changed?
- Given any situation when student behaviors do not meet agreed-upon standards, how does the teacher decide when to intervene? What does the teacher do?
- How does the teacher communicate approval when standards are met?
- How does the teacher help all students learn to participate in decision-making, problem-solving, and conflict resolution?
- How and when does the teacher involve families or others to maintain standards for student behavior?

Creating an Environment to Support Learning

- How does the teacher model and promote fairness, equity, and respect?
- How does the teacher encourage students to interact with each other in a respectful manner and assume responsibility for their interactions?
- How does the teacher encourage students to take risks, be creative, and be proud of their work?
- How does the teacher establish the importance of the curriculum content?
- How does the teacher group students for various assignments and classroom collaboration to promote social and academic development?

Organizing Physical Space

- What makes the classroom a safe and accessible environment for all students?
- How is the room arranged to facilitate classroom interactions?
- How is the room arranged to accommodate individual and group learning needs?

Pre-Conference Observation Form

Observer:

Observed:

Pre-conference time/date:

What subject will the teacher be teaching when observed? Topic?

Lesson background:

What has the teacher already introduced? How far along in the unit is this lesson being presented? Other important details to know in advance?

What is the specific focus of the observation?

Together agree on the specifics of what you will be collecting evidence of today – i.e. classroom management strategies, teacher transitions between activities, student collaboration, teacher questioning, etc. You should be focusing on three things max.

What is hoped to be gained from this observation?

Observation Form

Observer:

Subject:

Observed:

Time/Date:

Objective of the lesson:

Teacher said ... Teacher did ... <i>Factual data</i>	Students said ... Students did ... <i>Factual data</i>	Wonderings ... <i>Questions</i>

Classroom Environment Notes: *Agenda, bulletin boards, etc.*

Post-Conference Peer Observation Form

Observer:

Observed:

Post-conference time/date:

What trends did you identify?

What are the major takeaways from this observation?

Next action steps:

Name, Action(s), Due Date(s)

Resources:

List or link any helpful resources to support the action steps

Lehigh Valley Charter High School for the Arts
Curriculum Guide
LESSON PLAN

LESSON PLAN	
TEACHER	
COURSE	
UNIT	
STANDARDS	▼
STUDENT LEARNING OBJECTIVES for this LESSON	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> •
EQUITY, DIVERSITY, AND/OR INCLUSION COMPONENTS	
ASSESSMENT	
LESSON DESCRIPTION & PROCEDURE	
MATERIALS NEEDED	
HOMEWORK	
TEACHER REFLECTION AFTER LESSON (NOTES TO SELF)	

Frameworks and Strategies

Used for Induction

Danielson's Framework for Teaching

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy </p> <p>1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage </p> <p>1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners </p> <p>1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students </p> <p>1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure </p> <p>1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning </p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students </p> <p>2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work </p> <p>2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals </p> <p>2d Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior </p> <p>2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources </p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching </p> <p>4b Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records </p> <p>4c Communicating with Families <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program </p> <p>4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school </p> <p>4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession </p> <p>4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations </p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language </p> <p>3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation </p> <p>3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing </p> <p>3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring </p> <p>3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence </p>

www.danielsongroup.org

GROWER Coaching Framework



www.strategypunk.com

SMART Goals

S	M	A	R	T
SPECIFIC	MEASURABLE	ATTAINABLE	RELEVANT	TIME-BASED
Make goals clear and specific .	Define measurable assets.	Confirm your goals are attainable .	Verify your goals are relevant .	Set up a time-based plan.

Year 2 Documentation

Quarter 1: Goal Setting and Planning (GROW)

Goal (G): During the first weeks, inductees and mentors meet to identify the specific goals for the quarter. Teachers choose their focus area and set clear, measurable, and achievable goals related to their growth objectives.

Identify your two (2) SMART Goals and provide a brief explanation.

1.

2.

Reality (R): In the following weeks, inductees research and assess the current reality related to their goals. They explore existing practices, challenges, and available resources in their chosen focus area.

Identify at least four existing practices, challenges, and available resources in relation to your goal in a brief 1-2 paragraph response.

Options (O): Through collaboration with mentors and peers, inductees brainstorm potential strategies and options. They explore various teaching methods, resources, and support systems that can help them achieve their goals.

Use this section as a brainstorm space in regard to options above.

Will (W): Inductees create action plans outlining the steps they will take to implement their chosen strategies. They establish a timeline, set milestones, and identify the resources and support they need to succeed.

What is your action plan? Outline the steps you will take to implement your chosen strategies, as well as establish milestones for achievement. (paragraph or bulleted list)

Quarter 2: Progress Monitoring and Adjustment (ER)

Evaluate (E): Inductees gather data and evaluate the effectiveness of their implemented strategies. They analyze student performance, engagement, and other relevant metrics to assess progress toward their goals.

Data Collection Information	Data Analysis: Evaluate the effectiveness

Refine (R): Based on the evaluation, inductees and mentors identify what worked well and what needs improvement. They refine the strategies and action plans, making necessary adjustments to enhance their effectiveness.

Reflect on the effectiveness of your strategies. What worked? What didn't? How could you improve and/or make adjustments?

Quarter 3: Reflection, Refinement, and Future Planning (GROW + ER)

Goal (G): Inductees reflect on their progress, revisiting their goals for the next phase of the program. They set new or refined goals for the upcoming quarter, aligning them with their overall growth objectives.

Write a brief reflection of your progress. Do you need to set any new goals, if so what are they (ensure they are SMART goals). If using prior goals, identify if any adjustments may need to be made. Why or why not?

Reality (R): Inductees analyze the current reality, considering the outcomes of their previous goals. They acknowledge achievements, assess challenges, and identify areas that require further attention.

Glow: <i>What is something that is going really well?</i>	Grow: <i>What areas need more attention or are presenting challenges?</i>

Options (O): Through reflection and discussion with mentors and peers, inductees explore new options and strategies to address their goals. They consider innovative teaching methods,

professional development opportunities, and research-backed practices.

Use this section as a brainstorm space in regard to options above.

Will (W): Inductees develop action plans based on their refined goals and chosen strategies. They establish a strong commitment to implementing these plans, ensuring they have the necessary resources, support, and motivation to succeed.

What are your next steps for your continuous action plan? (paragraph or bulleted list)

Quarter 4: Celebration and Transition (ER)

Evaluate (E): Inductees evaluate the overall outcomes of their year-long efforts, considering the progress made, challenges overcome, and skills gained. They assess their growth as educators and the impact of their strategies on student learning.

Refine (R): Inductees and mentors reflect on the entire induction journey, identifying key takeaways and areas for further refinement. They consider how the lessons learned can be applied to future professional development initiatives

Write a detailed reflection based on the above prompts in regard to your experiences OR create a visual portfolio demonstrating

