



# **The Children's Treehouse**

— Early Learning Center —

## **EDUCATOR INDUCTION PLAN**

## **Goals of The Children's Treehouse Early Learning Center's Educator Induction Plan**

The Children's Treehouse Early Learning Center's Educator Induction Plan (EIP) was developed following Chapter 49, Section 16 of the School Code. Prior to approval by the Educator Induction Committee, this plan was posted for a minimum of 28 days for public inspection and comment. Updates and revisions will be made to the Educator Induction Plan as necessary, as shown through program evaluations and Induction Plan updates from the Pennsylvania Department of Education.

- The EIP is a two-year program designed to ensure first year teachers in Pre-Kindergarten programs and newly employed teachers in Pre-Kindergarten programs with prior school teaching are adequately trained and supported through the induction process.
- The EIP was prepared by the Educator Induction Committee which includes teachers (chosen by teachers) and administrative representatives (chosen by administration).
- This plan reflects the mentor-mentee relationship, needs assessment, educator induction topic areas, evaluation and monitoring, and documentation of the educator induction program.

## Education Induction Committee

The Educator Induction Plan was prepared by the Educator Induction Committee which includes teachers (chosen by teachers) and administrative representatives (chosen by administration).

The Education Induction Committee will ensure proper representation of the committee, conduct meaningful needs assessment activities, develop an appropriate educator induction program, and conduct an annual evaluation of the educator induction program.

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed By</b>
Julie Doxtad	Administrator	Education Induction Coordinator	Administration Personnel
Christine Doyle	Teacher	Teacher	Teacher

## **Orientation**

An orientation program will be presented prior to the beginning of each school year in August. A similar type of program will be presented to any newly hired inductee throughout the school year to ensure continuity of the program.

The orientation program materials should include:

- Copy of Educator Induction Plan
- Pre-K Counts Regulation and Guidance
- Pre-K Counts calendar
- Family Handbook
- Center Policy Handbook
- Human Resources forms

General activities designed to develop and refine professional knowledge and skills of the inductees are presented at the orientation session in August and throughout the year. The orientation session will include presentations on classroom management, student exceptionalities and referrals, observation and evaluation of professional personnel and current goals of The Children's Treehouse Early Learning Center. In addition to the activities specifically designed for inductees, each inductee will participate in the Center's professional development plan and reflect on growth through the development of a professional portfolio.

## Inductees

The Children's Treehouse Early Learning Center's Educator Induction Plan shall include first year teachers in Pre-Kindergarten programs and newly employed teachers in Pre-Kindergarten programs with prior school teaching. This plan was developed by the Educator Induction Committee.

1. All inductees will be assigned a mentor that will meet bi-weekly with their inductee to review Center policies, instructional practices, and continuous learning to support the mentee. Inductees and mentors will document their meetings using the Inductee Meeting Report, which will be part of the Inductee Portfolio. Topics covered during this meeting may also include but are not limited to:
  - Organization and classroom management
  - Classroom instruction including lesson plans
  - Peer-support
  - Curriculum and assessment
  - Teaching resources (materials, support services, etc.)
  
2. All inductees must complete within two years professional development in:
  - Mandated reporter (1<sup>st</sup> year)
  - Assessment: Beyond the Basics of Observation and Data Utilization
  - Linking Standards, Curriculum Framework and Assessment
  - Strengthening Relationships with Children, Families and Colleagues
  - Act 13: Educator Effectiveness for Teaching in Pre-Kindergarten Classrooms
  - Trauma-informed practice
  - Structured Literacy
  - Professional Ethics
  - Culturally Relevant and Sustaining Education
  - Creative Curriculum
  - Teaching Strategies GOLD
  - Early Childhood Environment Rating Scale
  - Implementing effective teaching practices that promote development across all content areas for all children including those who are culturally and linguistically diverse
  - Supporting the social and emotional development of all children
  - Engaging in positive interactions with children and families
  - Supporting children with disabilities and other at-risk populations including children experiencing homelessness and in foster care.

3. All inductees will receive a formal assessment twice per year based on observation, including Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities using the Educator Effectiveness Observation & Practice: Framework for Evaluation: Classroom Teacher. Information about the rating scale can be found on the Educator Effectiveness page on the [SAS website](#). Any needs will be supported through the mentor.
4. All inductees must complete their Induction Portfolio by May 30<sup>th</sup> of their second year of employment in The Children's Treehouse Early Learning Center's Pre-K Counts Program.

## **Mentors**

The mentor-inductee relationship is essential to the success of a new teacher. The following guidelines are established to assist the mentor in addressing the needs and concerns of the inductee:

- Participate in the assigned activities as outlined in the Educator Induction Plan
- Meet at least bi-weekly during the months of September-May
- Provide guidance and assistance at all transition points throughout the year (ie: beginning of school year, mid-year and end of year)
- Ensure that all aspects and documentation of the induction process have been completed

### **Requirements for Mentors**

The mentor relationship is required for the length of the induction program; however, the assigned mentor may vary. Mentors will be tenured teachers in good standing with work performance evaluations. Mentors should be certified in the same subject area as the inductee. Mentors and inductees will have compatible schedules so they can meet regularly. Mentors will also have a strong understanding of The Children's Treehouse Early Learning Center policies, procedures, and resources.

Mentors must complete mentor training including roles and responsibilities of the mentor, expectations for communicating with inductees, active listening, coaching, problem-solving, and non-evaluative observations or have previous related experience.

Additional recommended criteria are:

- Similar certification and assignment
- Outstanding work performance
- Awareness of different teaching styles and pedagogical strategies/methods
- Ability to work effectively with students and adults
- Models continuous learning and reflection
- Ability to teach diverse learning styles of students
- Willingness to accept additional responsibility
- Compatible schedules so the mentor and inductee can meet regularly
- Training in use and application of the Standards Aligned System
- Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
- Differentiated learning that supports higher order thinking skills and the development of metacognitive skills

- Developing assessments that are based on standards and eligible content

### **Evaluation and Monitoring**

This plan will be monitored and evaluated on a yearly basis.

1. Prior to the start of the school year all inductees will complete a needs assessment to determine topics that may need to be addressed throughout the school year.
2. All inductees will complete an evaluation at the end of their first and second year of teaching.
3. Mentors will be required to meet with the Education Induction Coordinator at the end of each year to provide recommendations and feedback on implementation of the induction program. The Education Induction Committee will analyze the activities, resources, strengths, and weaknesses of the program.



## **Documentation of Participation and Completion**

The inductee will develop an Induction Portfolio with a collection of documents whose purpose is to demonstrate professional proficiencies. The Induction Portfolio will be completed with the support of their mentor. Induction Portfolios are to be reviewed monthly by the Educator Induction Coordinator and will be turned in to the Induction Committee at the end of the school year.

The Induction Committee will review, evaluate, and archive all Induction Portfolios to ensure the inductee has met the criteria for completion. Information will also be reviewed from previous induction programs.

All Inductees will receive a certificate of completion at the end of their induction program. Completion will also be verified by The Children's Treehouse Early Learning Center's Owner/Administrator on each inductee's Application for Level II Certification.

### **Level II Certification**

It is the responsibility of each Level I certificate holder to obtain a Level II certificate before the service life of the Level I expires. Failure to do so will result in a lapsed certificate and the certificate holder will be ineligible for employment.

## Inductee Needs Assessment

File in Inductee Portfolio

Inductee Name \_\_\_\_\_ Mentor Name \_\_\_\_\_

Inductee Signature \_\_\_\_\_ Mentor Signature \_\_\_\_\_

Date \_\_\_\_\_

The following will assist you, as an Inductee, to inventory your experience and areas of need. The information provided will assist your mentor in supporting your professional growth.

1. Previous experience, including student teaching and internship.

2. List your three strongest assets as an educator.

3. List your three areas of concern for the year.

Indicate with an X the type of professional development/training you would like to complete within the two years of Induction.

<input type="checkbox"/>	Discipline	<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Child and Adult Care Food Program (CACFP)
<input type="checkbox"/>	Classroom management	<input type="checkbox"/>	Lesson planning	<input type="checkbox"/>	Other topics:
<input type="checkbox"/>	Schedule	<input type="checkbox"/>	Child observation	<input type="checkbox"/>	
<input type="checkbox"/>	Record keeping	<input type="checkbox"/>	Child assessment	<input type="checkbox"/>	
<input type="checkbox"/>	Internal communications	<input type="checkbox"/>	Community resources	<input type="checkbox"/>	
<input type="checkbox"/>	Child support services	<input type="checkbox"/>	Field trips	<input type="checkbox"/>	
<input type="checkbox"/>	Family conference	<input type="checkbox"/>	Professional development	<input type="checkbox"/>	
<input type="checkbox"/>	Confidentiality	<input type="checkbox"/>	PA Early Childhood	<input type="checkbox"/>	
<input type="checkbox"/>	Family communication	<input type="checkbox"/>	Education Standards	<input type="checkbox"/>	

# Inductee Meeting Report

*File in Inductee Portfolio*

Inductee Name \_\_\_\_\_

Mentor Name \_\_\_\_\_

Inductee Signature \_\_\_\_\_

Mentor Signature \_\_\_\_\_

Date \_\_\_\_\_

<b>Description of Discussion</b>

## Inductee Program Evaluation

Inductee Name \_\_\_\_\_

Mentor Name \_\_\_\_\_

Inductee Signature \_\_\_\_\_

Mentor Signature \_\_\_\_\_

Date \_\_\_\_\_

1. Did the Educator Induction Program (EIP) provide the support you needed to make the transition to The Children's Treehouse Early Learning Center?
2. What do you perceive as working well in the EIP?
3. What do you perceive as not working well in the EIP?
4. What do you perceive as the biggest challenges in the EIP?
5. What changes in the EIP would you recommend?
6. Which aspects of the EIP will contribute to the increase of teacher retention?