



Capital Area School for the Arts

Induction Program

**Be Kind ● Be Great ● Be You
Create Yourself!**

2025-2028



Introduction

The Capital Area School for the Arts (CASA) Educator Induction Program (EIP) is a comprehensive professional development program designed to support new educators during their first two years of employment. This program complies with Pennsylvania Department of Education requirements as outlined in [22 Pa. Code § 49.16 and § 49.83](#), and incorporates the Standards Aligned System ([SAS](#)) framework.

As regulated by the Pennsylvania Department of Education, the EIP is mandatory for:

- First-year teachers
- First-year educational specialists
- Long-term substitutes hired for positions of 45 days or more
- Newly employed teachers with prior school teaching experience (as determined by CASA)

Program Goals

The overarching goal of the CASA Educator Induction Program is to provide comprehensive support for new educators to ensure an orderly and successful experience during their first two years of employment. Specific objectives include:

1. To provide inductees with an overview of professional practice within the context of the [Observation and Practice Framework for Teaching](#)
2. To provide new educators with basic information about CASA, its policies, procedures, and student population
3. To assist inductees with the mastery of instructional delivery skills including communication, material selection, classroom management, effective teaching techniques, curriculum planning, assessment practices, data analysis, and reflection
4. To provide specific training in the Standards Aligned System, data-informed decision making, curriculum, lesson planning, teaching strategies, classroom management, and effective interaction with students
5. To establish collegial relationships between inductees and supportive mentor teachers, faculty, and staff
6. To provide leadership opportunities and professional development for experienced teachers
7. To ensure inductees understand and implement culturally relevant and sustaining education practices
8. To provide experience, professional insights, and encouragement to achieve success as new employees

Program Structure and Duration

Two-Year Program Structure

Beginning with the 2024-2025 school year, the CASA EIP is a minimum two-year program providing continuous support across both years of participation. The program structure includes:

Year One Focus Areas:

- Intensive orientation and foundational skills
- Bi-weekly mentor meetings
- Classroom management and instructional strategies
- Standards-based lesson planning
- Professional ethics and conduct
- Common Ground Framework training
- Educator Effectiveness System introduction

Year Two Focus Areas:

- Advanced instructional strategies
- Data-driven decision making
- Leadership development opportunities
- Professional learning exploration
- Continued mentoring with increased independence
- Reflection and goal setting for continued growth

Program Components

1. Orientation - Comprehensive introduction to CASA community and policies
2. Mentoring - Assigned mentor relationship for the full two-year period
3. Classroom Visits & Observations - Regular observations by mentors and administrators
4. Professional Development Activities - Required training modules and continuing education
5. Peer Collaboration - Opportunities to work with other inductees and experienced teachers
6. Reflective Practice - Ongoing self-assessment and goal setting

Needs Assessment

Data Collection Process

Student Achievement Data

- Keystone Exam results
- iReady
- PVAAS (Pennsylvania Value-Added Assessment System) data
- eMetric data
- Locally developed assessments

Instructional Data

- Classroom observation data
- Teacher evaluation results
- Curriculum alignment analysis
- Professional development participation

Survey Data

- New teacher surveys (needs, challenges, support preferences)
- Mentor feedback surveys
- Administrator input surveys
- Student feedback (when appropriate)
- Parent/family input (when applicable)

Program Evaluation Data

- Previous year inductee completion rates
- Program satisfaction surveys
- Second-year teacher interviews
- Mentor effectiveness evaluations
- Professional development impact assessments

Orientation

All new educators participate in a comprehensive orientation program prior to the start of the school year. The orientation includes:

General Objectives

1. Familiarize new educators with employee expectations and procedures
2. Introduce inductees to mentors and establish collegial relationships
3. Review the teacher observation/evaluation process
4. Inform new educators of available curriculum and support services
5. Orient new educators to the CASA community and culture
6. Provide overview of Pennsylvania's academic standards

Mentor Responsibilities

Mentors provide three types of support:

Instructional Support:

- Classroom management strategies
- Standards-based instructional planning and implementation
- Standards-aligned teaching strategies
- Differentiated instruction and supports for struggling students
- Regular classroom observations and conferencing
- Instruction for diverse learners in inclusive settings
- Data-informed decision-making support
- Assessment design and implementation

Professional Support:

- Information about school policies and procedures
- Student assessment and evaluation guidance
- [Educator Effectiveness System](#) support
- Professional development opportunities
- Collaboration with colleagues and families

Personal Support:

- Faculty and administrator introductions
- Personal encouragement within confidential relationship
- Liaison to other key people and resources
- Emotional support during challenging times

Meeting Schedule

- Year One: Bi-Weekly meetings
- Year Two: Monthly meetings
- Additional meetings: As needed based on inductee needs

Mentor Observations

- Frequency: Minimum of 4 formal observations per year (2 per semester)
- Focus: Instructional strategies, classroom management, student engagement
- Follow-up: Post-observation conferences

Inductee Observations

Inductees are encouraged to observe experienced teachers based on:

- Mentor recommendations
- Administrator suggestions
- Personal professional development goals
- Specific skill development needs

Administrator Observations

- Frequency: Minimum of 2 formal observations per semester
- Framework: Pennsylvania's Observation and Practice Framework for Teaching
- Purpose: Evaluation and professional growth support
- Documentation: Formal evaluation forms and improvement plans

Roles and Responsibilities

Building Principal Responsibilities

Program Oversight:

- Monitor inductee-mentor relationships
- Ensure program implementation fidelity
- Provide instructional leadership and support
- Facilitate professional collaboration

Evaluation and Assessment:

- Conduct formal observations using the Observation and Practice Framework
- Complete bi-annual evaluations for temporary professionals

- Provide constructive feedback and improvement plans
- Document professional growth and development

Support and Resources:

- Create appropriate schedules supporting new teachers
- Provide necessary resources (time, space, materials, funding)
- Facilitate mentor-inductee relationship development
- Maintain confidentiality of mentor-inductee relationships

Mentor Teacher Responsibilities

Instructional Support:

- Serve as a model teacher and professional
- Share successful instructional practices
- Provide curricular and pedagogical guidance
- Conduct regular classroom observations
- Facilitate data analysis and instructional planning

Professional Development:

- Model professional behavior and ethics
- Share knowledge of school policies and procedures
- Encourage participation in professional learning opportunities
- Support goal setting and reflection processes

Personal and Professional Support:

- Maintain confidential supportive relationship
- Provide encouragement and emotional support
- Facilitate introductions to colleagues and resources
- Advocate for inductee needs and concerns

Meeting and Communication Requirements:

- Meet regularly with inductees
- Maintain accurate records of meetings and activities
- Communicate with administrators about inductee progress
- Participate in mentor training and professional development

Inductee Responsibilities

Active Participation:

- Attend all required orientation activities
- Participate fully in mentoring relationships
- Seek help and support when needed
- Maintain open communication with mentors and administrators

Professional Growth:

- Accept and act upon constructive feedback
- Schedule observations of experienced teachers
- Participate in professional development activities
- Reflect on practice and set professional goals

Documentation and Compliance:

- Maintain accurate records of induction activities
- Submit required documentation and evaluations
- Complete all required training modules
- Participate in program evaluation activities

Professional Behavior:

- Maintain confidentiality in mentor relationships
- Demonstrate professional ethics and conduct
- Collaborate effectively with colleagues
- Contribute positively to school culture and climate

Documentation and Record Keeping

Required Documentation

Inductee Portfolio Components:

1. Induction Program Log - Record of all activities and experiences
2. Goal Setting Forms - Initial goals and progress monitoring
3. Observation Records - Mentor and administrator observation notes
4. Professional Development Certificates - Completion of required training
5. Reflection Journals - Ongoing self-assessment and growth documentation
6. Mentor Meeting Notes - Summary of discussions and guidance received
7. Student Work Samples - Evidence of instructional effectiveness
8. Professional Growth Plans - Annual goals and achievement evidence

Record Keeping Requirements

Individual Inductee Files:

- Attendance records for all required activities
- Completed evaluation forms and feedback
- Professional development completion certificates
- Mentor assignment and meeting documentation
- Administrator observation reports
- Annual performance evaluations
- Completion certificates

Program Documentation:

- Needs assessment data and analysis
- Program evaluation results and recommendations
- Committee meeting minutes and decisions
- Mentor training records and materials
- Resource allocation and budget documentation
- Annual reports and compliance documentation

Data Management

Confidentiality Requirements:

- Mentor-inductee communications remain confidential
- Personal information protected according to FERPA guidelines
- Evaluation data shared only with authorized personnel

- Program data aggregated for evaluation purposes

Retention Schedule:

- Individual inductee files retained for 7 years
- Program evaluation data retained for 10 years
- Completion certificates provided to inductees
- Copies sent to PDE for certification purposes

Certification Requirements

Pennsylvania Certification Requirements

Active Valid Certification:

- Renewed every 5 calendar years from initial certificate date
- 6 collegiate credits or 180 hours of professional development required
- Level I valid for 6 service years in Pennsylvania public schools
- Individual responsibility to track years of employment

Level II Permanent Certificate Requirements:

- 24 credits earned after initial bachelor's degree
- 3 years of satisfactory Pennsylvania service
- PDE-Approved Induction Program completion (REQUIRED)
- Application must be completed before 6 service years

Act 48 Professional Development:

- Ongoing professional development requirements
- Credits available for mentor service (up to 45 hours per compliance period)
- Documentation required for credit approval

CASA Completion Requirements

Year One Completion:

- Attendance at all required orientation activities
- Completion of all required professional development modules
- Satisfactory mentor evaluations
- Satisfactory administrator evaluations
- Submission of required documentation

Year Two Completion:

- Continued satisfactory performance
- Demonstrated professional growth
- Leadership activity participation
- Successful completion of final evaluation
- Submission of complete inductee portfolio

Completion Certificate:

- Issued upon successful completion of two-year program
- Required for Level II certification application
- Includes signatures of inductee, mentor, principal, and CEO
- Copy submitted to PDE for certification purposes

Forms and Templates

Goal Setting Form

Date: _____

Inductee: _____

Mentor: _____

Year: ☐ Year One ☐ Year Two

Professional Growth Goals:

Goal 1: _____

- Aligned Framework Domain/Component: _____
- Target Timeline: _____
- Success Measures: _____

Goal 2: _____

- Aligned Framework Domain/Component: _____
- Target Timeline: _____
- Success Measures: _____

Goal 3: _____

- Aligned Framework Domain/Component: _____
- Target Timeline: _____
- Success Measures: _____

Actions to be taken to achieve goals:

Potential obstacles and mitigation strategies:

Resources needed:

Professional development planned:

Signatures:

- Inductee: _____ Date: _____
 - Mentor: _____ Date: _____
-

Goal Setting Progress Form

Date: _____

Inductee: _____

Mentor: _____

Quarter: ☐ Q1 ☐ Q2 ☐ Q3 ☐ Q4

Goal Progress Summary:

Goal 1 Progress:

- Current Status: _____
- Evidence of Progress: _____
- Challenges Encountered: _____
- Adjustments Made: _____

Goal 2 Progress:

- Current Status: _____
- Evidence of Progress: _____
- Challenges Encountered: _____
- Adjustments Made: _____

Goal 3 Progress:

- Current Status: _____
- Evidence of Progress: _____
- Challenges Encountered: _____
- Adjustments Made: _____

Professional Development Completed:

Next Quarter Focus:

Summary of Learning:

Signatures:

- Inductee: _____ Date: _____
- Mentor: _____ Date: _____

Academic Year: _____

Inductee: _____

Mentor: _____

Program Year: ☐ Year One ☐ Year Two

Orientation Activities

Date	Activity	Hours	Completion

Mentor Meetings

Date	Duration	Topics/Focus	Follow-Up Actions

Classroom Observations

Date	Observer	Type	Focus Area(s)	Feedback Received

Professional Development Activities

Date	Activity	Hours	Completion

Required Training Completion

Training Module	Completion Date	Certificate	Hours
Professional Ethics			
Common Ground Framework			
Educator Effectiveness			
Standards Aligned System			

Peer Observations Completed

Date	Teacher Observed	Subject/Grade	Focus Area	Key Takeaways

Leadership Activities/Professional Community Participation

Date	Activity	Role	Impact/Learning

Annual Reflection

Greatest areas of professional growth:

Most valuable aspects of the induction program:

Recommendations for program improvement:

Goals for continued professional development:

Final Signatures

Teacher Inductee: _____ Date: _____

Mentor: _____ Date: _____

Building Principal: _____ Date: _____

CEO: _____ Date: _____

Mentor Evaluation Form

Mentor: _____

Inductee: _____

Evaluation Period: _____

Evaluator: _____

Mentor Performance Areas

Instructional Support (Scale: 1-4, 4=Excellent)

- Provides effective instructional guidance: ____
- Demonstrates expertise in subject area: ____
- Supports standards-based planning: ____
- Facilitates effective assessment practices: ____
- Comments: _____

Professional Support (Scale: 1-4, 4=Excellent)

- Shares knowledge of policies and procedures: ____
- Models professional behavior: ____
- Encourages professional growth: ____
- Facilitates collaboration: ____
- Comments: _____

Personal Support (Scale: 1-4, 4=Excellent)

- Maintains confidential relationship: ____
- Provides encouragement and emotional support: ____
- Demonstrates accessibility and responsiveness: ____
- Advocates for inductee needs: ____
- Comments: _____

Communication and Documentation (Scale: 1-4, 4=Excellent)

- Maintains regular meeting schedule: ____
- Provides timely, constructive feedback: ____
- Documents activities and progress: ____
- Communicates effectively with administrators: ____
- Comments: _____

Overall Performance Rating

☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unsatisfactory

Strengths:

Areas for Growth:

Professional Development Recommendations:

Signatures:

- Mentor: _____ Date: _____
- Evaluator: _____ Date: _____