

Professional Education Plan

Middletown Area School District

07/01/20 – 06/30/23

Professional Education Characteristics

- The Professional Education Plan:
 - Enhances content knowledge of educators
 - Increases the teaching skills of educators to enable them to work with struggling and gifted students
 - Empowers educators to work effectively with parents and community partners
 - Provides educators with skills in the areas of assessment and data analysis
 - Ensures alignment of assessment, curriculum, instruction, teaching materials, and interventions
 - Empowers leaders to create a culture of teaching and learning

Educator Discipline Act 126 and 71

- Mandated Reporter Training is provided every five years (totaling three hours) as per Act 126
- Professional development in youth suicide awareness and prevention is provided every five years (totaling four hours) for educators in buildings serving grades 6-12 as per Act 71

Major Professional Development Initiatives

- **Ongoing elementary literacy professional development**
 - Develop base of appropriate training in the “science of reading”
 - Identify and support of staff needing additional professional development
 - Develop and implement interventions for students needing support
- **K-12 mathematics instruction**
 - Partner with Solution Tree to ensure instructional practices are research based and student centered
 - Monitor scope and sequence of curriculum
 - Develop and implement mathematics interventions for students who are struggling

- STEM Professional Development
 - Ensure that teachers have the skills to develop and deliver high quality STEM activities
 - Tie STEM learning to career pathways
 - Expand students' coding skills
 - Incorporate Maker Spaces and making activities into curriculum
- Social Emotional Learning/Student Mental Health
 - Increase the skill level of staff so that they can incorporate effective teaching/learning strategies for students with mental health needs
 - Incorporate and refine best practice/research based programming such as Positive Action and PBIS into all schools
 - Develop trauma sensitive classrooms and practices across all schools
 - Communicate effectively with community/agency resources and parents/guardians/caregivers

- Teacher Driven Professional Development/Professional Learning Communities
 - Provide opportunities for teachers to direct individual professional learning around topics that are of professional and personal interest
 - Provide opportunities for teachers to work collaboratively in small groups to address topics of importance to the District, individual buildings, or departments
 - Develop and utilize a repository of teacher created resources
 - Share professional learning with colleagues in a collegial and collaborative manner

Establishing Fidelity in Professional Development

- Professional Development activities will be based on data to ensure that appropriate instructional and curricular areas are targeted
- Clear expectations for teacher practice will be identified following professional development
- Administrators will be fully present in professional development sessions for staff
- A monitoring system will be place for implementation of expectations following professional development

Induction Plan

Middletown Area School District

Induction Plan Summary

- The Middletown Area School District Induction Program is a series of planned experiences and activities designed to increase the teacher's knowledge, improve his/her teaching skills, and introduce him/her to the expectations of the school district.
- Teachers new to the profession need to have a support system on which they can rely for assistance, guidance, diagnosis, and confidentiality during their first three (3) years in the District or until tenure is granted.
- Experienced teachers who are new to the District also require a certain level of support in order to experience a successful transition to a new position. Long-term substitute teachers (hired for 45 days or more) require support and assistance to acclimate to their teaching assignments. The Middletown Area School District will provide a program designed to meet their individual needs.

Program Goals and Competencies

- Ensure a successful start to the school year
- Facilitate a seamless transition into the teaching profession and/or the Middletown Area School District
- Enhance the skill and performance of the teacher
- Develop a working knowledge of the department or grade level, building, district and state procedures, policies, and regulations
- Establish a culture of collaborative practice
- Facilitate a culture of collective professional accountability
- Support positive teacher morale
- Prevent teacher isolation
- Create strong working relationships between the inductee and the induction team, administration, professional staff, support staff, and community
- Provide job embedded classroom support for new teachers
- Increase coordination, integration and efficiencies of the “Teacher Induction Program” with district resources, initiatives, and individual building induction activities

Building Induction Team

- Building principal and/or assistant principal
- Mentors
- Inductees
- Other professional staff members as needed

Mentor

Mentor

- Mentor teaching is the process by which a practicing teacher, who has demonstrated commitment and competence, shares their expertise and training with a newly hired teacher. The Middletown Area School District will provide all teachers, including long-term substitutes serving in a majority of the school year capacity, with a mentor for one year.

Inductee

- An inductee is a newly hired contracted employee or possible a long-term substitute employed for a majority of the school year. Teachers hired prior to the beginning of the school year will begin the induction process with the August Induction Academy. Individuals hired during the school year will begin the induction process immediately.

Teacher Induction Program Description

The Middletown Area School District has designed and implemented a three-year induction program. Each inductee will be provided with a mentor for one year. Additionally, in year one, each inductee will participate in a series of structured activities to facilitate the successful transition into the teaching profession, construct an understanding of the culture of Middletown Area School District, build relationships, and expand pedagogical skills.

Requirements for Year One (all newly hired teachers)

- Attend the Induction Academy (scheduled days in August and as scheduled thereafter)
- Meet with a mentor on a monthly basis (Suggested topics for each month are embedded in the schedule of activities)
- Meet with the building principal/assistant principal in August, November, January, March, and as needed (suggested topics are embedded in monthly schedule of activities)
- Maintain logs of all meetings and activities (see Appendices B and C)
- Participate in quarterly non-evaluative peer observations with mentor or his/her designee (mentor will observe the inductee two times and inductee will observe the mentor two times)
- Complete and submit required paperwork by May 1 of the year (this includes survey of program)
- Participate in Intensive Supervision
 - Minimum of two formal observations conducted by the building principal or other designee
 - Minimum of two walkthrough observations