

North



2026-2027

T.I.P.S.

Teacher Induction & Preparation for Service

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NORTH SCHUYLKILL SCHOOL DISTRICT

TEACHER INDUCTION AND PREPARATION FOR SERVICE (T.I.P.S.)



INTRODUCTION

Beginning educators must have colleagues on whom they can rely for assistance, guidance, confidentiality, and support during their first teaching experience in the North Schuylkill School District. The District T.I.P.S. experience is committed to ensure the inductees' experiences are successful through well-structured opportunities.

The North Schuylkill School District's Teacher Induction and Preparation Service (T.I.P.S.) program is a series of planned experiences and activities to familiarize new professionals with District practices, set expectations, and promote effective classroom practices

Our teaching staff is a valued resource, and T.I.P.S. recognizes the need to promote professionalism, growth, and a quest for excellence.

GOAL AND OBJECTIVES

The Teacher Induction and Preparation for Service (T.I.P.S.) program provides opportunities which systematically orient newly appointed teachers to become efficient and effective educators within an atmosphere of collegial support and best educational practice.

The objectives for new teachers are listed below:

1. To become acclimated to District and building policies and procedures.
2. To become familiar with state and federal guidelines as they pertain to their classrooms.
3. To experience different sources of non-evaluative feedback.
4. To establish positive interpersonal relationships with mentors and building staff.
5. To become knowledgeable of programs and/or activities designed to improve their teaching skills.
6. To become proficient in specific areas of effective instruction through appropriate instructional techniques, plans, and methods.
7. To grow and develop professionally.

ORIENTATION

A. Purpose

1. To develop an awareness of District and building philosophy, policies, expectations, facilities, and personnel.
2. To establish an understanding of the curriculum and its implementation.
3. To complete any additional paperwork with the Business Office.

B. Held prior to the opening of school:

1. New Hire Teacher Induction.
2. The selection of teachers to serve as mentors.
3. Administration working with newly hired teachers.

C. Agenda

An agenda for the professional development of new staff members will be developed in Mid-August. A wide variety of topics, including Act 13, will be presented in a format best suited for the number of participants scheduled to attend.

Act 13:

<https://drive.google.com/drive/folders/17LnYtkX4itDtsOVnf05mLqCmkoxxHZ8F?usp=sharing>

Act 13 Pie Charts:

<https://docs.google.com/document/d/1Fil297NJ1aTVO4FTJ3FGPYWg7jdmI7-h/edit?usp=sharing&ouid=108161942138341614257&rtpof=true&sd=true>

Frameworks:

<https://drive.google.com/drive/folders/1b4rLk4ivGJt26EdFW8cGWEU7bhmDXmVV?usp=sharing>

INDUCTEES

A. DEFINITION OF INDUCTEE

Any teacher new to the North Schuylkill School District who has less than three years of classroom experience and has not completed a certified induction experience in another Pennsylvania school district, or any teacher hired as a Long Term Substitute for at least one semester of a school year and has less than three years of classroom experience without a certified induction experience in another Pennsylvania school district.

B. PARTICIPATION*

1. Attends staff development sessions
2. Maintains written reflective analysis of performance/ log.
3. Meets with mentor on a regular basis.
4. Meets with building principal on a regular basis.
5. Participates in a joint meeting with teacher, mentor, and building principal.
6. Makes visitations to classes within their home buildings and to other District classes when recommended by the building principal for the purpose of observing instructional modeling.

TEACHER MENTORS

A. PURPOSE

1. Provide support for the inductee through the District T.I.P.S. program during the first year of teaching in the North Schuylkill School District.
2. Meet with the inductee to determine areas of need and progress.

B. SELECTION

1. Teacher mentor letters of interest will be submitted to the building principal by the end of the school year.
2. Building principals will provide the name of qualified mentor teachers to the Supervisor of Curriculum as requested.
3. The Supervisor of Curriculum will submit the list of teacher mentors to the Board Secretary for approval as appropriate.
4. A tenured teacher with at least three (3) years successful teaching experience in the North Schuylkill School District shall qualify as a mentor. Preference is given to those whose building assignment is in the same building as the inductee.
5. Qualities of Teacher Mentors
 - a. Exhibit competency in the classroom and acknowledged effective instructional skills.
 - b. Articulate knowledge of District curriculum, philosophy, and policies.
 - c. Demonstrate mastery of interpersonal skills with adults and children.
 - d. Demonstrate the use of effective problem-solving and decision-making skills.
 - e. Use a variety of classroom organization and management techniques.
 - f. Exhibit an enthusiastic and positive attitude.
 - g. Express a desire to serve in a collegial manner.
 - h. Exhibit empathy and understanding of the concerns and needs of new teachers.

C. ROLE OF TEACHER MENTORS

1. Establish rapport as a helping person.
2. Assist with identifying the most immediate and pressing needs.
3. Introduce ways to organize and manage the classroom.
4. Suggest ways to plan for instruction.
5. Arrange peer-support teacher exchange visits and feedback.
6. Recommend group procedures for instruction.
7. Assist in teaching of curriculum through various teaching strategies.
8. Suggest ways to communicate with parents.
9. Serve as a sounding board.
10. Acquire available resources.
11. Maintain contact with inductee between scheduled meetings.
12. Arrange meetings with the principal and inductee prior to the close of each semester.
13. Promote professionalism.

Possible topics for discussion during inductee and mentor meetings:

August/September (Log #1 due to building principal by the end of September)

- Meet the Teacher Night
- Scope & Sequence
- Structured Literacy Guidelines
- Lesson Plans
- Professional Ethics Course
- IXL
- First day procedures
- Act 13
- LFS Strategies/Goals
- Curriculum Corner on SMORE
- Greeting Students as they Enter the Classroom
- CSIU Program
- PAETEP
- Schedules/duties
- Attendance procedures
- Superkids Accounts (log in) if Applicable
- SAVVAS Accounts (log in) if Applicable
- McGraw Hill Accounts (log in) if Applicable
- DIBELS Accounts
- Other Accounts, CDT's, etc.
- Textbooks
- Intervention time
- Google Classroom
- Differentiated Supervision Plan
- Building Tour
- Requesting materials/supplies/copies
- Calendar dates: faculty meetings, Back-to-School Nights, other
- Curriculum Maps (Google Drive)/Common Assessments
- Basic Skills Flyers if Applicable
- Standards on PDE SAS
- How to acquire assistance
- Building security
- Data
- SHIELD Procedures
- SAP/ESAP Procedures
- Communicating with building principal
- Substitute folder
- Fire drill/emergency procedure
- Positive Behavior Supports/Positive Classroom Environments
- Restorative Practices
- PBIS
- E-mail account
- Laptop
- Field Trips
- Reporting suspected child abuse

October-December (Log #2 due to building principal by the end of December)

- Curriculum Map Updates
- Report Cards
- Standardized Testing
- Promotion/retention policies
- Constructing Assessments that Drive Instruction
- Pre-referral/screening procedures
- Reflection on Grades
- Gifted, IEP's, 504 Plans
- Student Discipline
- Parent Conferencing Skills
- Instructional Strategies
- Student Assistance Program (SAP/ESAP)
- Observation procedure/ Danielson's Framework
- Continuation of previous topics

January- March (Log #3 due to building principal by the end of March)

- Reflections
- Classroom Management
- Decision-making skills
- Standards
- Technology in the classroom
- End of Year Expectations
- Parent conferencing/communication skills
- Continuation of previous topics

April-June (Final log due to the building principal by the end of year)

- Reflections
- Effective instruction
- Maintaining communications with parents
- Curriculum Map Adjustments
- Continuation of previous topics

GUIDELINES FOR PLANNING TIME

Periods of time have been scheduled for each teacher to use for instructional planning purposes. The following guidelines are recommended planning time activities for teachers:

1. Developing lesson/unit plans
2. Reflecting on Assessments
3. Classroom Preparation
4. Organizing Classroom Resources
5. Department/team planning
6. Conferences/communications
7. Common Assessments
8. Professional interaction
9. Bulletin board updates
10. Curriculum/instructional review
11. Classroom research
12. Data Analysis
13. IEP/GIEP/504 Team Meetings or Input Organized
14. SHIELD Meeting Preparation
15. SAP/ESAP Meeting Preparation
16. Google Classroom Posts
17. Other instructional activities approved by the building principal



Log # _____ Name of New Teacher and Mentor	Items Discussed Mentor Log	Date of Meeting

North Schuylkill School District

Board of School Directors and Administration

Roy Green- President
Michael Kiehl- Vice-President
MaryAnne Woodward-Treasurer
Michael Kehler-Member
Jennifer Kowalonek-Member
Randy Lattis-Member
Raymond Reichwein-Member
Bryan Slotcavage-Member
Alexandra TrexlerMember
Brian Urban-Solicitor
Merri Lynn Craig-Secretary

Administration

Dr. Robert Ackell, Superintendent
Robert Amos, Business Manager
Kimberly Groody, Director of Elementary & Secondary Education
Knute Brayford, Director of Special Education
Janel Hansbury, Elementary Principal
Roobhenn Smith, Elementary Assistant Principal
Chris Glessner, Elementary Dean of Students
Ken Roseberry, High School Principal
Nicholas Sajone, High School Assistant Principal
Robert Shaffer, High School Dean of Students
Mark Andrewcavage, Technology Coordinator