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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Teacher Induction Report** **Monday, March 03, 2008**

**Entity:** Moon Area SD  
**Address:** 8353 University Boulevard  
Moon Township, PA 15108-2957  
**Phone:**  
**Contact Name:**

## Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Anita Marcocci	Moon Area School District	Community Representative	Moon Area School District Board of Education
Audrey Babyok	Moon Area School District	Parent	Moon Area School District Board of Education
Barbara Swisher	Moon Area School District	Special Education Representative	Administration and Teacher Association Representatives
Carol Dolence	Moon Area School District	Elementary School Teacher	Teacher Association Representatives
Dr. Donna Milanovich	Moon Area School District	Administrator	Moon Area School District Board of Education
Ellen Bufalini	Moon Area School District	Parent	Moon Area School District Board of Education
Gene Casasanta	Moon Area School District	Business Representative	Moon Area School District Board of Education
Holly Yerega	Moon Area School District	Middle School Teacher	Teacher Association Representatives
Jeffrey Zollars	Moon Area School District	Administrator	Administrators
Joanne Canan	Moon Area School District	Regular Education Teacher	Teacher Association Representatives
Joseph Garrity	Moon Area School District	Administrator	Administrators
Kathleen Fitzgerald	Moon Area School District	Special Education Representative	Administration and teacher association representatives
Kyle Burgess	Moon Area School District	Middle School Teacher	Dr. Donna Milanovich, Superintendent
Lauren Smartschan	Moon Area School District	Elementary School Teacher	Administration and Teacher Association Representatives
Lynnette Conti Dinello	Moon Area School District	Administrator	Administrators
Michael Lucas	Moon Area School District	Middle School Teacher	Administration and Teacher Association Representatives
Nancy Augustine	Moon Area School District	Parent	Moon Area School District Board of Education
Nancy Miller	Moon Area School District	Secondary School Teacher	Administration and Teacher Association Representatives
Nicholas Barthen	Moon Area School District	Secondary School Teacher	Teacher Association Representatives
Ronald Zangaro	Moon Area School District	Administrator	Administrators

## Goals and Competencies

The teacher induction program is a professional staff development program created by a committee consisting of Moon Area School District administrators and teachers. This program

provides novice teachers with a comprehensive guide to their professional development over their initial three years of employment. In addition, through the induction program, veteran teachers that are new hires in Moon Area School District are provided a comprehensive orientation that focuses on transition during the first year.

As regulated by the Pennsylvania Department of Education, all segments are designed to give teachers the latest in classroom-based educational research on effective strategies. In addition, the purpose of the program is to provide immediate, logical and sequential guidance so that novice instructors may be successful in their work educating children.

Initial experiences for professional educators ultimately impact their entire career. Activities designed to expand and improve professional skills will be beneficial and influential to the new teacher's experience.

Research indicates that novice educators need support in all key areas of their development. In accordance with the Pennsylvania Department of Education guidelines, the justification for this plan is to appropriately prepare, support and guide all inductees so that they can meet the needs of all students.

The primary goal of the teacher induction program is to provide support for the new teacher/professional employee and to help insure a successful transition into the Moon Area School District.

While participating in the Moon Area School District Induction Program over a three-year period, the following competencies will be expected from each professional inductee:

#### A. Develop a Strong Support System

1. The inductee will develop effective working relationships with colleagues and administrators.
2. The inductee will develop working relationships with the parents and community.
3. The inductee will develop opportunities to participate in professional growth opportunities.

#### B. Become Familiar with Essential Resources, Policies and Procedures

##### 1. Essential Resources (as per Faculty Handbook)

- School curriculum
- Support services and resources
- Teacher Education Association (contract)
- Professional growth organizations (e.g., AIU, district workshops, etc.)

##### 2. Policies

- Student evaluation (grading policy)
- Student discipline policies
- Special Education Guidelines

##### 3. First Day Preparation Packet:

- To be completed prior to first day of school
- Upon approval, each mentor will receive a copy of the Moon Area School District Inductee's Introduction Packet

C. Follow a Teacher/Professional Employee Evaluation System

1. Inductees will receive district policy, procedural guidelines and professional employee evaluation information.
2. The required PDE 427 form will be used as a guide.
3. Utilize personal goal setting and reflection activities.

D. The Inductees' Participation/Completion of the Program Will Be Documented as Follows:

1. Utilization of the PDE 427 Form
2. Inductee Activities Log
3. Mentor/Principal validation of inductee participation in required activities by signing off when the activity is completed.

E. New Teacher/Non-tenured Teacher/Educational Specialist Activities to be Approved/Completed:

1. During the second semester of their first year, the inductee will participate in relevant out of district-approved workshop or approved course work.
2. With the assistance of the mentor, the inductee will arrange classroom visitation within assigned building, (minimum of 2 per 9-week period).
3. Principals will provide support by arranging coverage so inductees will be able to observe mentors and other master teachers.
4. Mentor observations
5. Principal Observations.

F. Needs Assessment to Assign Induction Track

1. A differentiated program for veteran teachers new to the district and teachers new to the field will be implemented. Teachers that have earned their tenure in PA and/or hold a PA Instructional II teaching certificate need only participate in "Year One" of the MASD Induction Program. Their experience will focus primarily on transition and district policies, guidelines and initiatives.
2. Include long-term substitutes in training programs (introductory activities and workshops).

**Definition and Scope of Participation**

1. Novice teacher-new to the teaching field-all program procedures pertain.
2. Experienced teacher-new to the district-participation in the orientation program and specific trainings as needed or required.
3. Educational Specialists-new to the district-participation in the orientation program and specific trainings as needed or required.
4. Long-term substitute-assigned to a given position on a temporary basis for a total of 90 or more consecutive school days-summer orientation if new to district and specific trainings as needed.

## **Roles and Responsibilities**

1. Participate in all district in-service programs.
2. Work cooperatively with a mentor. Communicate needs to respective mentor and/or principal.
3. Complete the program evaluation.
4. Participate in district, building and intermediate unit workshops and/or in-service training.
5. Cooperate with other staff members.
6. Be a contributing member of programs, processes, and building goals.
7. Maintain confidentiality. Promote professionalism.
8. Work toward completion of PDE 427/permanent certification (Instructional II Certificate).
9. Develop portfolio reflection program activities including observations, workshops, meetings, journals and any other related activity.
10. During year one, inductees will maintain a log detailing regular meetings with the mentor teacher. Data and portfolio information may be compiled electronically, in a binder or an organized folder.

## **Assessment Processes**

Teacher inductee needs may be assessed by, but not limited to, the following:

- informal evaluation of progress
- review of portfolio
- consultation with mentor and inductee on progress
- regularly scheduled inductee meetings
- review of inductee evaluations
- review of formal observation evaluation forms

## **Mentor Selection**

### **Mentor Role, Selection, and Responsibilities**

During the first year in the Moon Area School District Teacher Induction Program, a mentor will be assigned to work closely with each new hire teacher in Moon Area School District.

### **Mentor Job Description**

Teachers will serve as mentors to newly hired teachers to the Moon Area School District for a period of one school year. Primarily, they will be responsible for working with the new inductees on the activities planned via the New Teacher Induction Plan and training opportunities offered during the school year. Mentors are expected to work with the Building Principal, the Director of Administrative Services, and other colleagues to insure successful orientation by the new inductees to Moon Area School District and their assignee building.

Mentors will:

- Serve as model teacher
- Share successful instructional practices
- Model professional behavior
- Supervise individual training as outlines in the New Teacher Induction Plan
- Participate in designated after school meetings at the beginning and end of the school year

Salary: As per Agreement between the Moon Area School District and the Moon Education Association.

Role:

The Moon Area School District Induction Program holds that the mentor teacher will play an important role in the induction process.

The mentor will regularly meet with the inductee the first year for the purpose of establishing a rapport with the inductee as a helping person, assisting inductees to identify most immediate and pressing needs, and become familiar with the culture, guidelines, policies and procedures in the school district.

### **Duties and Functions**

The mentor teacher will help with ways to plan for instruction by: (1) reviewing lesson plans; (2) discussing organizational skills; (3) reviewing application of planned course of study; (4) suggesting ways to plan for instruction; (5) observing teaching and providing non-evaluative feedback at least once per grading period and providing a follow-up in order to discuss lesson plans, organizational skills, application of curriculum, individualized plans, etc. The mentor may suggest methods and techniques to teach the district curriculum more effectively.

In essence, the mentor teacher will provide guidance in all aspects of the teaching process including communication with parents. Through documentation of interactions with the inductees the mentor will provide ongoing input related to the evaluation and improvement of the present program.

### **Selection of Mentors**

From the list of teachers who have applied, the principal will select and recommend mentor teachers to the Director of Administrative Services. The Moon Education Association (MEA) and the Director of Administrative Services will mutually agree on the mentor assignment.

### **Qualifications of Mentors**

The mentor is an experienced teacher from the Moon Area School District teaching staff who will provide immediate help and support for an inductee in achieving the program's goal during the induction period.

- a. A mentor teacher must have earned tenure.
- b. When possible, the mentor teacher should work in the same building as the inductee.
- c. One mentor shall be assigned per inductee.

### **Desirable Qualities of the Mentor**

Desirable qualities of a mentor teacher as identified by the Moon Area School District Induction Committee:

- a. Recognized as a highly qualified teacher and demonstrates the ability to teach the district curriculum at a high level.
- b. Able to work well with children and adults.
- c. Possesses good organizational skills
- d. Has knowledge about and uses a variety of classroom organization and management

techniques.

- e. Must be enthusiastic and have a positive attitude.
- f. Has demonstrated a desire to serve the district.

## **Training**

Mentor teachers will be trained internally by the school district with support from local colleges, universities and/or intermediate unit workshops. The internal workshop will involve the district induction team members who will review the entire induction program with the mentors.

The designers of the induction plan have identified mentor observation or coaching to be a major concern. If the intermediate unit does not sponsor a mentor workshop on how to become involved in non-threatening, non-evaluative mentor/inductee observations, the district will work with a local university or other agency to provide such a workshop internally.

The district will also provide time for experienced mentors and new mentors to discuss the process.

## **Activities and Topics**

### **Induction Program Content Summary**

A. Full day in-service prior to opening of school (August - September)

1. Introduce new hires to the Moon Area School District.
2. Discuss business office forms, procedures and benefits
3. Meet members of M.E.A. Executive Committee.
4. Review of policies and procedures in Teacher Handbook.
5. Meet with mentor and principal to discuss specific building procedures including:
  - a. Grade book/grading system
  - b. Plans
  - c. Attendance procedure
  - d. Discipline
  - e. Building duties and responsibilities
  - f. Teacher evaluation
6. Secure curriculum materials for instruction.
7. Complete individual needs assessment form to be shared with mentor teacher.
8. Review Code of Professional Practice and Conduct for Education (22 PA Code 235).
9. Tour of Moon Area School District and community.

### **Meetings during the first month of school**

Explanation of the role of the following staff and resources:

- Support services - counselor, nurse, school psychologist
- Remedial services - special education teachers, Title I, learning disabilities
- Instructional materials services
- Curriculum materials and services
- Intermediate unit services and facilities
- Multi-year program

Guidelines:

- PDE Form 427
- PDE Form 427 will be a part of the induction portfolio for new teachers. Inductees will collect artifacts each year to include as part of a portfolio.
- New teachers will need six satisfactory evaluations in order to apply for their Level II certification (additional requirements include: Completion of 24 post baccalaureate credits, completion of a Pennsylvania Department of Education approved induction program and if Instructional I was issued in accordance with September 1999 regulations-effective 9/01/01 or thereafter, satisfactory results on Level II assessment).

1. Year One - mentor and inductee concentrate on outlined activities and for PDE 427 requirements.

2. Year Two (no mentor assigned)-

- Continue meeting on form PDE 427 requirements and performance indicators
- Work with principals and other district administrators on goal setting program
- Work on a variety of training modules or graduate work.

3. Year Three -

- Implement goal setting for inductee and building principal
- Finalization of the form 427
- Semester meetings with Director of Administrative Services
- Provide evidence that performance indicators have been met

### **Focus of MASD Induction Activities**

The following are generally accepted best practices for student learning improvement and will be modeled and reinforced throughout the induction sessions:

- List objectives for each lesson taught
- Engage students all the time - feeling/relating/processing
- Involve students jointly in problem solving
- Use discussion to help information processing
- Encourage participants to be teachers and learners
- Develop student project ideas that are high caliber, challenging, and extend the students' understanding and knowledge
- Facilitate independent learning activities of students
- Encourage students to use higher order thinking skills
- Strive for the adult goal of reflection without assistance
- Help students to see how subjects are related
- Review how and what is learned - encourage active processing and reflecting
- Offer many opportunities for students to show what they know offer choices of activities and projects
- Use teaching methods that are complex, authentic, and integrated
- Know how students think; their preconceptions and misconceptions
- Vary learning - make it meaningful, relevant, and challenging
- Engage students through their own enthusiasm, coaching, and modeling
- Make kids experts: Help them see larger patterns and think ahead, help them see the context, help them store information, help them expand their natural knowledge
- Teach for genuine expertise and complex understanding
- Combine planning and opportunity for spontaneity
- Access prior knowledge

- Create multi-sensory presentations
- Help students focus, reorganize, see things from a different point of view, use personal analogies, and use journals
- Provide experiences that are concrete, abstract, sequential, simultaneous, whole and part
- Create independent work tasks to process what has been learned

**Induction Activities** (may include, but are not limited to the following):

**Mentor Training-**

All teachers who are to be mentors will attend staff development session(s) related to relevant knowledge and skills. The program will be scheduled during the month of September of each school year. Advanced notice will be given designating the specific date and time.

**Inductee Orientation/District-**

All inductees will attend an orientation meeting prior to the opening of school. Activities will focus on district level induction goals and objectives along with orientation activities.

**New Teacher Orientation/Building-**

All inductees and their mentors will attend an orientation during the first two weeks of school. The focus will be on scheduled activities appropriate for all inductees or the building level induction goals and objectives identified in the district Induction Plan.

**Mentor/Inductee Meeting-**

The mentor will meet formally with the inductee at least once each week to plan, monitor, and adjust the induction process.

**Mentor/Inductee Informal Contact-**

The mentor will make frequent informal contact with the inductee. The purpose of these contacts will be determined by the mentor and the inductee.

**Mentor/Observation and Coaching-**

The mentor and inductee will participate in peer observation and coaching activities. The focus of these activities will be determined by the Induction Plan.

**Principal/Observation and Coaching-**

The building administrator will engage in frequent observations and coaching activities. These supervision activities will be related to the Induction Plan.

**District Induction Workshops-**

All inductees who are first year teachers and their mentors (when needed) will attend pertinent staff development training sessions.

**In-service Day Activities-**

Inductees will participate in regularly scheduled in-service day activities.

**Independent Study-**

The inductee may use independent study as a means of meeting selected objectives in his or her Induction Plan. A reasonable amount of independent study will be expected of all inductees on all of the induction goals and objectives.

**Sequence of Events**

During or prior to the first two weeks of school (events may occur any time an inductee enters the system):

- Identification of Inductees
- Selection of Mentors
- Training for Mentors
- New Teacher Orientation District Level
- New Teacher Orientation Building Level
- Development of Induction Plans

August through January

- District In-service Activities
- Building In-service Activities
- Building Induction Activities
- Building Induction Team Meetings
- Mentor-Inductee Meetings
- Mentor Observation and Coaching
- Principal Observation and Coaching
- Department Chairperson/Liaison Support
- Independent Study
- Inductee Peer Meeting

January

- End of the year Induction Plan Review

January through May

- District In-service Activities
- Building In-service Activities
- Building Induction Activities
- (Activities listed above are for inductees remaining in the program)

May

- Induction Program Evaluation

### **MASD Year One Induction Program Workshop Schedule**

August

- Mentor/Inductee Introductions
- Orientation program
- First Day of School Packet

September

- Overview of Induction Program and Process
- Focus on Classroom Management

- Review PDE 427 Update

#### October

- Continue following Moon Area School District Induction Plan (MASD)
- Workshop-Art of Conferencing
- PDE 427 Update

#### November

- Continue following MASD Induction Plan
- Workshop-Collaboration/Sharing
- PDE 427 Update

#### December

- Continue following MASD Induction Plan
- Workshop-Collaboration/Sharing
- PDE 427 Update

#### January

- Continue following MASD Induction Plan
- Workshop-Solicitor Meeting-Teacher Rights and Responsibilities
- PDE 427 Update

#### February

- Continue following MASD Induction Plan
- Workshop-Focus on District Initiatives

#### March

- Continue following MASD Induction Plan
- Workshop-Collaboration/Sharing
- PDE 427 Update

#### April

- Continue following MASD Induction Plan
- Portfolio information review
- PDE 427 Update

#### May

- Mentor and Induction Program Evaluation
- Portfolio Submitted
- PDE 427 Update
- Program Evaluation

## **YEAR TWO - INDUCTION PLAN**

### **(Teachers with One Year of Teaching Experience in Moon Area School District)**

1. Teachers will participate in an aspect of differentiated and individualized professional development plan.

- Mentors are not assigned during the second year of participation in the Moon Area School District Induction Program.
- Second year teachers will work with the building principal or assistant principal to establish goal(s) as identified on the self-evaluation form.
- Teachers working toward permanent certification will continue to work with the building principal and update their PDE 427 form.

2. Goal Setting Plan

- Both the administrators and the inductee have a responsibility to make the goal setting conferences as productive as possible. The final goal(s) should be the outgrowth of a cooperative activity. The inductee is responsible for coming to the conferences prepared to openly and positively discuss areas that are of particular concern or interest. The inductee is encouraged to take risks and to be both innovative and creative in setting goals.
- As the year progresses, it is understood that some goals may not be attainable because of unforeseen circumstances; in such instances, non-attainment of a goal should not be seen as a failure. Goals may be updated, rearranged or redefined as circumstances warrant at the mid-year conference.

### **Number of Goals**

Number is less important than the form and substance of the goals. The number should range between one and four, with the number being determined by the relevancy and the time and effort required.

### **Goal Priorities**

Goals should be established in accordance with their potential impact on students' learning. The following priorities should be used as guidelines when applicable:

- Intensive observation suggestions and comments
- Peer observation
- Standard of framework for teaching (PA Standards driven, along with focus on PDE 427 components)
- District or building goals

- Personal or professional growth and development goals which encourage the individual to become more proficient and knowledgeable in his/her area of expertise/teaching responsibilities
- Unique situations which arise in the classroom requiring a specific strategy or new skill

### **Goal Setting Process**

- Teacher completes the initial Goal Setting Plan Form.
- Teacher meets with administrator in September or October time frame to reflect on and finalize goals.
- Teacher and administrator meet in mid-year or as needed to monitor progress, redefine, rearrange priorities, or develop new goals if circumstances warrant, and entry is made on the Goal Setting Progress Form.
- Summary conference is held in May to check progress made in meeting goals.
- The Goal Setting Progress Form is completed.

### **Year Three — MASD Induction Plan (Teachers with 2 years of teaching experience in Moon Area School District)**

The third and final year of the MASD Induction Plan will focus on a transition from the novice to experienced teacher. Teacher having met all requirements in MASD will earn tenure after their third year of teaching.

Inductees will work with their building principals to establish a goal plan. These procedures and plan format will be similar to the goal plan in year two of the MASD Induction Plan.

Final validation of the inductee's completion of the approved induction plan will occur at the end of the teacher's third year in Moon Area School District according to the assessment and validation system included in the MASD Induction Plan.

Reference can be made to associated documents titled, "Teacher Induction" and attached under Required Documents in the Data section of the e-Strategic Planning site [www.estratplan.org](http://www.estratplan.org)

### **Evaluation and Monitoring**

The induction program shall be evaluated annually by a committee consisting, but not limited to the following participants:

- The third year inductees of the current year
- At least two master teachers experienced in serving as mentor teachers
- The principals of each building level
- At least one Central Office administrator
- At least two professional development committee members

The evaluation of the new teacher induction program shall include input from all of the participants related to the achievement of the program goals, objectives, and competencies.

Successful completion of the induction program is verified by the Moon Area School District's Chief Executive Officer on the application for Level II certification.

## **Superintendent/Designee Responsibilities**

It shall be the responsibility of the Superintendent/Designee to:

- see that the district-wide induction process is complete.
- submit reports to the Pennsylvania Department of Education as required.
- evaluate the induction process each May.
- orient first year teachers/educational specialists to the district-wide management functions.
- facilitate annual orientation for all new professional employees. Topics to be covered will include certification requirements, key personnel, and contractual items such as salary, benefits and working conditions.
- maintain records for inductees.
- validate those individuals who successfully complete the induction process.
- plan in-service opportunities in all the areas set forth in the program objectives.
- work with the building principals to provide in-service training for the mentor teachers during the first two weeks of the school year.
- chair the district induction committee meetings to draft, review, evaluate, and revise the induction program on an on-going basis.

## **Building Administrator Responsibilities**

- provide a building orientation session as part of the New Teacher Orientation day.
- monitor the relationship between the inductee and the mentor teacher, and where change is needed, recommend to the Superintendent/Designee.
- facilitate year two and three of the induction program. Hold meetings as needed with the inductees in order to monitor the induction program.
- observe the inductee non-tenured teacher four or more times during the year and discuss the observation with the inductee.

## **Administrative Focus Areas**

### **ORIENTATION**

1st, 2nd, 3rd Year--Follow induction plan to support mentor and inductee in relation to regular meetings, and appropriate release time.

1st, 2nd, 3<sup>rd</sup> Year--Provide updates on procedures & guidelines (building and district).

1<sup>st</sup> Year--Monitor induction activities in order to stay informed regarding mentor and inductee responsibilities.

1<sup>st</sup> Year--Sound rationale for selection of mentors.

1st, 2nd, 3rd Year--Classroom management skill development.

1<sup>st</sup> Year--Mentor job description.

1st, 2nd, 3rd Year--Teacher rights and responsibilities.

1st, 2nd, 3<sup>rd</sup> Year--Verification that inductee has completed required tasks.

#### INSTRUCTIONAL

1st, 2nd, 3rd Year--Regular classroom visits with feedback.

1st, 2nd, 3<sup>rd</sup> Year--Provide clear expectations around performance and responsibilities.

1st, 2nd, 3<sup>rd</sup> Year--Formal observations should be focused and should include post observation conferences (2 each semester).

1st, 2nd, 3<sup>rd</sup> Year--Reflective activities should occur regularly and offer critical as well as reinforcement feedback.

1st, 2nd, 3<sup>rd</sup> Year--Clear understanding and follow through with PDE 427.

1st, 2nd, 3<sup>rd</sup> Year--Differentiated instruction.

1st, 2nd, 3<sup>rd</sup> Year--Constructive feedback with plans to improve instruction where/when needed.

#### PROFESSIONAL DEVELOPMENT

1st, 2nd, 3<sup>rd</sup> Year--Classroom management.

1st, 2nd, 3<sup>rd</sup> Year--Continual focus on individual professional growth.

1st, 2nd, 3<sup>rd</sup> Year--District initiatives and focus.

2nd, 3<sup>rd</sup> Year--Work with the inductees to establish goals and related benchmarks.

### **Participation and Completion**

1. Each inductee will maintain a log of experiences as related to the induction program.
2. Evaluation of the induction program will be completed by the inductee, mentor teacher, and administrator.
3. All members of the induction team will sign-off attesting to the inductee's experiences during the induction program.
4. Lists will be forwarded, containing names of inductees, to the PDE on appropriate forms by the Superintendent.
5. Goals will be reviewed and recorded.
6. Documentation of classroom visits reflecting observation and identification of various instructional techniques/strategies.
7. Mentor classroom visits.
8. Principal observations/evaluations.

## **The Induction Portfolio**

The induction portfolio is a purposeful collection of resources that document or represent evidence of a teacher's knowledge and skills in areas identified in the PDE 427. The portfolio is most effective when:

- it becomes a continuously evolving resource, which documents a teacher's professional growth.
- items selected can be updated and exchanged until the most important examples of teacher or student works are included.
- it documents a teacher's current performance in each of the four domains identified in the PDE 427.
- it is used by the teacher and the administrator as part of the MASD Induction Plan and Goal Plan Assessment.

Portfolio development may consist of:

- maintaining a file for resources until determining whether or not to place them in the portfolio. This should be done on a CD or other electronic means. Some evidence may need to be compiled in a binder.
- using the four domains of the PDE 427 form as a basis for organizing the portfolio.
- annotating resources collected to include the date, source and reason for selecting the resource for the portfolio.
- maintaining a written record of evidences of knowledge/skills mastered but fo which concrete evidence does not exist.

A Log of Professional Activities form may be used to list the contents of the portfolio. Additionally, the Goal Plan form may be included as a basis for the Log as well as a summary of goal(s) attainment. All teachers are encouraged to maintain the portfolio and update their progress toward completion of their PDE 427 form.

Successful completion of the induction program is verified by the Moon Area School District's Chief Executive Officer on the application for Level II certification.