



The Harambee Institute of Science
and Technology

Educator Induction Plan

2024-2026



The Educator Induction Plan contained herein represents Harambee Institute of Science and Technology’s approach to providing a system of support for newly hired personnel. This plan outlines the qualifications for who will attend induction, the content covered in the program, and the process and procedures for mentoring.

Induction Qualification

Those participating in the Educator Induction Program will include:

- Teachers hired prior to the start of a new school year
- Teachers hired during the previous school year whose hiring date precluded them from attending induction
- Long-term substitutes in positions lasting longer than 45 days

Program Structure

Harambee Institute’s Educator Induction Program contains three independent support systems, each of which must be completed by the inductees.

	Description	Delivery and Timing
Support 1	(1) Introduction Harambee Institute’s systems and structures, and (2) essential information	In person for all inductees. Typically scheduled for mid-August
Support 2	Harambee Institute’s common instructional practices	Synchronous and Asynchronous modules to be completed on a rolling basis, with timing dictated by hire date, over a two-year time period
Support 3	The mentoring process	Regularly scheduled mentoring process to be conducted on a rolling basis, with timing dictated by hire date, over a two-year time period



Support 1 - Introduction to Harambee Institute's systems and structures and essential information

While the increased use of technology does facilitate the ability to offer live remote and asynchronous professional development opportunities, it is our belief that there are still essential experiences that are most effective when experienced in person. As such, our Educator Induction Program begins with a live introductory experience that is designed to connect new teachers with the individuals who can support them during their time in Harambee Institute. These live sessions will be held prior to the start of the school year, typically in mid to late August.

The essential topics that are best served by an in-person experience will include, but are not limited to:

- Welcome address from the Chief Operating and Chief Academic Officers
- Essential information from Human Resources
- Introduction to Technology, Operations, and Curriculum and Instruction Offices
- Distribution of technology hardware and troubleshooting device functionality and access
- Special Education in Harambee Institute
- Gifted Education in Harambee Institute
- Student Services, 504 plans and Safety in Harambee Institute'
- Best instructional practices asynchronous modules explanation, guidance and support
- The mentoring process

Support 2 – Harambee Institute's Common Instructional Practices

Grade level and subject area teachers have a wide variety of specific professional learning needs. While the variance between individual teacher PD needs vary, there are some essential commonalities that Harambee Institute wishes to foster across all grade levels and subject areas. These common instructional practices are those that have been shown by researchers to have the greatest impact on student learning. It is Harambee Institute's mission to support teachers in their pursuit of student excellence by aligning professional learning and teacher observational feedback to these essential instructional strategies.

Inductees will work through the essential common Harambee Institute's best instructional practices through a series of modules, aligned to an anchor text, that are completed through in-person, asynchronous, and asynchronous platforms. This allows inductees to complete



the modules at various pacing, and it ensures that all new teachers are on the same sound footing as their Harambee Institute's veteran colleagues. The modules are designed to be completed over a period of no less than two school years.



Support 3 – Harambee Institute’s Mentoring Process

Mentoring is an essential component of a successful induction experience. To ensure the success of our mentoring process, the selection of excellent mentors is imperative. Mentors will be selected for their suitability to support our inductee with the following considerations:

- Mentors are outstanding representatives of professionalism in Harambee Institute
- Mentors have similar certifications and/or assignments as the inductee
- Mentors are models of continuous learning and reflection
- Mentors have agreed to the additional responsibility
- Mentors have compatible schedules with the inductee, allowing for regular and consistent meetings

In addition to the teacher mentoring process, inductees will also be guided through Harambee Institute’s observation and instructional evaluation process with both their mentor and building administrator responsible for their evaluation. This process will include the above-mentioned mentoring, and also:

- Multiple observations of inductees’ instruction by a coach, mentor or administrator to identify areas for growth
- Regular meetings with the building administrator to reflect on instructional growth and progress
- Review of standardized student assessment data
- Review of teacher created classroom assessment data (summative and formative)
- Review of inductee lesson plans
- Submission of the inductees’ portfolio

The process described above will be guided by Harambee Institute’s Mentoring Checklist which acts as a scheduled procedural guide to ensure that inductees receive the support that will best help them become great educators.



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The Inductee and Mentor will meet to discuss the following items. As the items are addressed, the inductee and mentor will initial each. A copy of the completed form needs to be returned to the Chief Academic Officer no later than June 30, 2025.

		Timeline of Goals/ Competencies by Month and Responsibility to Assist Inductee	Initial as You Address		
			Mentee	Mentor/ Principal	Date
August	District	Gain familiarity with the various computer systems (attendance, grading, etc.)			
		Gain knowledge of various classroom management styles/strategies			
		Understand special education laws, standards, regulations, and protocols			
		Review and understand emergency (suicide, weapons offense, terroristic threats, etc.) and universal precautions			
		Create opportunities in the building and in district to meet with other new staff			
		Gain familiarity with the geographic and socioeconomic/ethnic demographics of the district			
		Know and understand the Code of Professional Practice and Conduct for Educators (22 PA Code 235)			
		Become familiar with the PA Core state standards and assessment anchors in appropriate content areas			
		Review formal observation tool			
		Recognize a variety of instructional strategies to accomplish district goals			
	Explain utilizing data to inform instructional planning and delivery				
	Principal	Gain familiarity with the geographic and socio-economic/ethnic make-up of the school			
		Identify and understand building and district priorities in the work area			
		Recognize the individual's role in conjunction with curricular and district goals			
		Describe the district's Standards initiative			
Understand emergency (suicide, weapons offense, terroristic threats, etc.) and universal precautions at the building level					

Timeline of Goals/ Competencies by Month and Responsibility to Assist Inductee			Initial as You Address		
			Mentee	Mentor/ Principal	Date
August	Mentor	Examine the inductee's pre-induction needs assessment			
		Expand the depth of discipline knowledge and pedagogical understanding (knowledge of curriculum and related standards)			
		Know policies and procedures and how they relate to specific students, buildings and situation			
September	Principal	Refine ways of communicating with parents /guardians			
		Utilize data to inform instructional planning and delivery			
		Review employees' responsibilities			
		Know the day-to-day operations of the building			
		Review special education laws, standards and regulations as applied to building procedures			
		Create opportunities for inductees to meet with other new staff			
		Gain familiarity with the geographic and socio-economic / ethnic make-up specific to the building			
		Refine ways of communicating with parents /guardians			
	Mentor	Gain knowledge of outside resources and proper referral procedures			
		Gain knowledge of various classroom management styles/strategies			
		Gain knowledge of the skills and requirements to compete paper work			
		Refine ways of communicating with parents / guardians			
		Understand the day-to-day operation of the building			
		Understand policies as they relate to specific students, buildings, and situations			
		Review emergency procedures			
Understand schedules and scheduling options					

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October	Principal	Review library procedures and policies			
		Gain familiarity with the various computer systems (attendance, grading, etc.) and back up procedure			
		Gain knowledge of various classroom management styles / strategies			
	Mentor	Explore individual needs of inductee			
		Understand the division of roles and how the department of Special Services functions			
		Understand a variety of instructional strategies to accomplish district goals and standards			
		Explore different grading options with inductees			
November	Principal	Gain knowledge of outside resources and proper referral procedures			
		Review snow emergency procedure			
		Understand function and responsibilities of different building teams			
		Understand a variety of instructional strategies to accomplish district goals and standards			
		Review report card procedures			
		Receive training and Professional Development in Differentiated Instruction			
	Mentor	Assist with the inductee in preparing for parent conference and report procedure			
December	Mentor	Gain knowledge of the programs and services available in the district and surrounding community			
		Review best practices for reading, writing, speaking and listening across the curriculum			
		Review best practices for reading, writing, speaking and listening in subject area			

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January	Mentor	Understand and address student needs specific to the building and age level			
		Assist the inductee with reflection for the first half of year			
		Receive information about a variety of traditional and non-traditional methods of assessment			
Feb.	Mentor	Receive professional development in Restorative Practices, Response to Intervention or Anti-Bullying Strategies			
March	Building	Understand laws governing attendance, working papers, age of withdrawal, etc.			
		Receive training in a variety of traditional and non-traditional methods of assessment			
April	Mentor	Have opportunities to discuss and develop a professional growth portfolio			
		Review observations of established teachers			
		Receive professional development in Restorative Practices, Response to Intervention or Anti-Bullying Strategies			
May	Building	Review Post- Induction Needs Assessment; set goals for future development to address needs			
		Receive school closing and course recommendations procedures as applicable			
	Mentor	Review Post-Induction Needs Assessment; set goals for future development to address needs			
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Upon completion, please sign.

Inductee Signature _____ Date _____

Mentor Signature _____ Date _____

Principal Signature _____ Date _____



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