
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Teacher Induction Report **Wednesday, July 30, 2008**

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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Amy Shoemaker	School Administrator	Administrator	Administration
Brenda Haverstick	School Administrator	Administrator	Administration
Dr. Edward Albert	ELCO Administration	Administrator	School Board
Dr. Richard Nilsen	School Administrator	Administrator	School Board
Ellen Burke	Teacher	Middle School Teacher	Administration
Janeen Stechman	Parent	Parent	Administration
Keith DuBois	School Administrator	Administrator	Administration
Leon Moll	School Board	Board Member	Administration
Sandy Fauser	Teacher	Elementary School Teacher	Administration

Goals and Competencies

Definition

The teacher Induction Program consists of a series of planned experiences and activities to provide the beginning teacher with a working knowledge of the school system, i.e., policies and procedures, programs of study, communication network, community, organizational structure, and in general, its expectations of personnel. This program is intended to help the first year teacher, as well as those new to ELCO, make the transition from theory to practice. It is intended as a growth and learning process rather than a supervisory or evaluative process.

Authority

The Pennsylvania Department of Education and the State legislature recognized the need to establish a formal process for assisting new teachers to adapt to a teaching environment with the establishment of Pennsylvania Code, Chapter 49, Title 22, Section 49.16. The approved code mandates the establishment of an Induction Program for new teachers entering the profession. The purposes of this are to provide initial help and continuous in-service training for new teachers to enable them to realize their full professional potential. The program is also designed to enable the inductee to attain Instructional II certification as per the adoption of Sections 49.83 and 49.143 of the State Board of Education.

Goal

The goal of the Teacher Induction Program is to support an orderly and successful orientation to all teachers during their initial year in the ELCO School District. In order to accomplish this goal, the district will undertake to:

1. Provide a series of activities designed to familiarize the inductee with the educational environment of the ELCO School District.
2. Provide strategies for increasing teacher effectiveness of teachers new to the ELCO School District.

Objectives

The objectives of the induction process seek to implement the goal of the program, which is basically to help new teachers make the transition from theory to practice. Following are the

specific objectives of the induction process:

1. To provide information regarding policies, procedures and goals of the district.
2. To expose the new teacher to effective classroom techniques and procedures including classroom management and lesson delivery skills.
3. To familiarize the new teacher with the district curriculum, subject content and expectations, skills, and concepts to be taught, time elements to be devoted to subjects and alternative activities to facilitate learning.
4. To explain the methods used to evaluate children's progress to parents, both in the classroom and as the result of standardized testing.
5. To provide an explanation of the process used to monitor instruction, including the procedures used for the supervision and evaluation of teachers and the review of the district and state observation and evaluation forms.
6. To make the new teacher aware of the district's pupil personnel and support services, their purposes and objectives, their availability, and the process for referrals.
7. To provide a support system for each inductee during his/her first year of employment in the ELCO School District.
8. To provide a forum for solving emerging day-today problems and for the inductee to receive appropriate and timely feedback from peers.

Definitions

A. Induction Program

An organized program of activities designed to support the orderly passage of a new-to-the-district professional employee through the initial teaching experience. The process is supportive, informative, and instructive, but not evaluative.

B. Inductee

A teacher new to the ELCO School District.

C. District Induction Coordinator

An administrator assigned by the Superintendent who will oversee and carry out the district's Induction Program K-12.

D. Building Induction Team

This team is composed of the principal, mentor teacher, and the inductee.

E. Mentor

A teacher who is chosen who meets the position requirements and who is responsible for implementing the induction activities as listed in the Induction Program.

Structure and Content

District Induction Coordinator

The district coordinator will be responsible to the Superintendent for the implementation of the total induction process.

Mentor

The role of the mentor teacher is to provide more individual and daily support for the new

teacher. The mentor teacher will meet with the inductee at least on a weekly basis. Each mentor teacher will be assigned to one inductee.

Responsibilities of the mentor are as follows:

1. Participate in a full day (Building Level Orientation”) in-service induction program prior to the opening of school.
2. Work with new teachers in a peer relationship in order to orient the new teacher, provide support and suggestions, monitor the progress of new teachers as professionals, and assist new faculty members to become effective teachers.
3. Meet with the inductee a minimum of once a week to discuss concerns and strategies.
4. Establish rapport with the inductee.
5. Aid the inductee in identifying immediate needs and concerns.
6. Assist the inductee with organization and management of the classroom.
7. Discuss and help to implement acceptable methods of student discipline.
8. Suggest ways to plan for instruction and lesson planning.
9. Aid the inductee in learning district and building policies and procedures.
10. Orient inductee to available resources in the district.
11. Suggest methods to communicate with students and parents.
12. Provide non-evaluative peer assistance through class observation and feedback.
13. Recommend areas of further in-service experience for inductee.
14. Review student evaluation procedures.
15. Participate in the evaluation of the Teacher Induction Program.
16. When requested, observe teaching and provide feedback and/or invite inductee to observe mentor.
17. One non-evaluative classroom visit per marking period (release time provided).
18. Principals should work with mentors to use daily subs for coverage to allow for observations.

Inductee

Inductee will be responsible for:

1. A one-time participation in a two-day orientation program for any teacher new to the district to be held prior to the opening of the school year.
2. Meet with the mentor on a weekly basis.
3. Communicate needs and concerns to mentor.

4. Be receptive to ideas and recommendations of mentor.
5. Observe mentor in teaching situations and/or other teachers recommended by the mentor and/or principal.
6. Become familiar with district and building philosophy, policies, and procedures.
7. Attend in-service programs as recommended by induction teams.
8. Participate in the evaluation of the Teacher Induction Program.

Assessment Processes

ELCO's induction process not only orients new teachers to the practices, policies, procedures, culture and curriculum, of the school district, it addresses the immediate need for teachers to be effective practitioners at the onset of school. The district believes in continual improvement throughout an educator's career, but the first year of teaching is especially critical.

Each new teacher to ELCO is assigned a mentor teacher. Although individuals may have teaching experience, they are nevertheless new to the ELCO School District. Therefore, the mentor is critical.

This information is compiled, analyzed and summarized for the administration so that appropriate changes can be made to address the needs of future inductees and mentors.

The primary goal of the Eastern Lebanon County School District (ELCO) is to provide the highest quality of instruction and educational experiences possible for all students. The New Teacher Induction Plan is designed to provide each new staff member with a support system, which includes the help of experienced teachers, administrators, and other personnel. The Induction Plan is designed to insure an orderly, successful first year for professionals new to the district.

Mentor Selection

All qualified teachers interested in becoming mentors may give their names, or names of qualified teachers, to their building principal.

From the list of possible mentors, building principals will select one who is qualified and matches the inductee, and recommend that person to the superintendent and assistant superintendent.

An updated list of possible mentors should be made yearly by the building principals.

The role of the mentor teacher is to provide more individual and daily support for the new teacher. The mentor teacher will meet with the inductee at least on a weekly basis. Each mentor teacher will be assigned to one inductee.

Mentors shall meet the following criteria:

- Have an Instructional II certificate.
- Be an experienced teacher with no less than five years of successful teaching experience in the ELCO district.
- Demonstrate thorough classroom implementation of curriculum and instructional methods, classroom management, lesson planning, and expertise in subject matter.
- Possess skill in organization, interpersonal relationships, and leadership.
- Displays enthusiasm and a positive attitude when working with students and fellow teachers.
- Has problem solving and decision making skills.
- Has knowledge of school district policies and procedures.

- An elementary mentor should teach in the same building and at the same level as the inductee.
- A middle or secondary mentor should teach in the same subject discipline and in the same building, if possible.

Activities and Topics

Induction Program - Training of Inductee

Day 1- District Level Orientation

1. Review district-wide goals and objectives (Assistant Superintendent)
2. Information of benefits package (Business Office)
3. Payroll procedures (Business Office)
4. Review needs of special learners (Special Education Department)
5. Review of Bargaining Unit Contract (ELCEA)
 - Tenure Procedures (ELCEA)
 - Certification Information
6. Induction Plan (Assistant Superintendent)
7. Introduction to District administrative personnel and support staff.
8. Acquire photo identification badges.
9. Review and explain Teacher Professional Code of Conduct.
10. Complete Inductee "Needs Assessment Questionnaire". (See Forms)

Day 2- Building Level Orientation

Building Level Goals, Objectives, and Procedures

1. Present specific building goals, objectives and philosophies.
2. Review student handbook and policies.
3. Discuss procedures and forms for attendance, student services (student insurance, free and reduced lunch, etc.) and field trips.
4. Review requisition procedures.
5. Explain emergency procedures and evacuation policy.

Classroom Management and Individualization of Instruction

1. Discuss methods of effective discipline and disciplinary referral procedures.
2. Explain available student services including special education, gifted, ESL and guidance services.

Student Assessment

1. Discuss grading and recording system.
2. Explain parent/teacher conferences and vehicles for parent communication.
3. Present record keeping procedures.
4. Explain 4Sight testing and interpretation of data.
5. Review PA standards and State Assessment System.

Professional Responsibilities and Duties

1. Discuss and review lesson plans (provide a sample).
2. Review/evaluation process. (building principal)
3. Review curriculum guide and textbooks.
4. Review teaching schedule, class rosters and additional duties (study hall, recess duty, etc.)

September through May- Induction Calendar

Inductee must meet with their mentor teacher at least once a week to review their progress in the induction process.

Inductee must meet with the building principal/supervisor at least quarterly to review their progress in the induction process.

- Certification/tuition reimbursement
- Textbook/curriculum knowledge
- Building safety procedures
- Budget process
- Supply requisition procedures
- Attendance procedures
- Field trip procedures
- Discipline procedures
- Substitute teacher procedures
- Audio-visual and equipment requisition procedures
- Grading/evaluation procedures
- Homework procedures; make-up work policies
- Special service procedures including special education, guidance, homebound instruction, and English language learners
- Role of curriculum and special task committees
- Role of parent-teacher organizations
- Role of support personnel; i.e., aides, secretaries, custodians, etc.
- Teacher supervision and evaluation
- Review of the PA standards as they relate to the inductee's subject matter
- Lesson plan preparation

- Classroom organization and management
- Record keeping/data organization
- Assessment and interpretation of data
- Communication; parent-teacher, teacher-student, co-workers, school-community
- Extracurricular responsibilities
- Special education/guidance services
- Intermediate Unit services and workshops
- Career and technology services
- Community resources
- Act 48 hours

May & June- Induction Calendar

Mentor and inductee evaluations are due — Forms A & B

Mentor teacher log reports are submitted — Form C

Evaluation and Monitoring

The educational development needs of inductees will be determined through an evaluation of the planned activities, which follow the district staff development plan for new employees. After each session for teacher induction participants will give feedback through various district evaluation forms. The Assistant Superintendent will review and monitor all evaluations and will use the evaluations for future inductee programs.

Participation and Completion

At the end of the mentor program, each inductee, mentor, building principal, induction coordinator, and superintendent shall sign an Induction Plan Completion Form (Form D) stating that all requirements set forth in Chapter 49 of the Pennsylvania School Code for participation in the Eastern Lebanon County School District Induction Program have successfully been completed. Also, each inductee will receive a Certificate of Participation and Successful Completion. The mentor, principal, induction coordinator, superintendent, and president of the school board shall sign the certificate. All documentation of completion will remain on file with the signed completion form and certificate in the inductee's permanent employee file in the Office of the Superintendent of the Eastern Lebanon County School District. Included will be:

- Any reports from the building principal
- Completion checklist from the mentor and inductee — Forms A & B
- Induction Plan Completion Form — Form D
- Certificate of Participation and Successful Completion