

Indiana Area School District

501 East Pike

Indiana, Pennsylvania 15701-2298

(724) 463-8713 Fax: (724) 463-0868

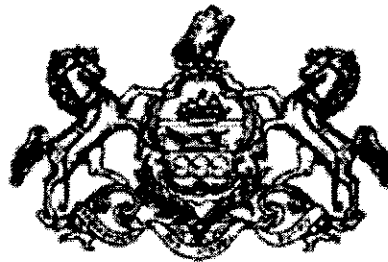


**TEACHER INDUCTION
PLAN
2008-2011**

Approved by the Board of School Directors on September 22, 2008



Pennsylvania Department of Education



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

Teacher Induction Report

Entity: Indiana Area SD
Address: 501 E Pike
Indiana, PA 15701-2234
Phone: (724) 463-8713
Contact Name: Jill A. Piper



Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Barbara Byerly	IASD - Support Staff	Other	Administrative Team
David Allen	IASD - School Psychologist	Ed Specialist - School Psychologist	Specialists
Denise Dragich	IASD - Elementary Principal	Administrator	Administrative Team
Donald Springer	IASD - Elementary Principal	Administrator	Administrative Team
Jill A. Piper	IASD - Coordinator of Curriculum and Instruction	Administrator	Superintendent
Marilyn Walther	IASD - Junior High	Administrator	Administrative Team
Michael Minnick	IASD - Elementary Principal	Administrator	Administrative Team
Paula Daskivich	IASD - Secondary Principal	Administrator	Administrative Team
Roberta Mack	IASD - Coordinator of Special Programs	Special Education Representative	Administrative Team
Sandy Monsilovich	IASD - teacher	Ed Specialist - Instructional Technology	Teachers
T. Randall O'Neal	IASD - Technology Coordinator	Ed Specialist - Instructional Technology	Administrative Team
Wade McElheny	IASD - High School	Administrator	Administrative Team

Purpose

The purpose of the new teacher induction program is to improve the capacity of schools to attract, induct, and retain talented, enthusiastic, and dedicated teachers. This will ultimately contribute to improved student performance. The beginning educator must learn the expectations of the district, the culture that defines the functioning of the system, and the accepted ways of acting and relating to students, parents, colleagues, administrators, and non-professionals. The first few days/months are critical in shaping the appropriate and essential behaviors and attitudes of the new teacher in order to function effectively in the position and the profession.

Program Goal

The goal of the induction program is to assist the new employees in understanding and fulfilling their personal and professional roles in accomplishing school district and student learning outcomes.

Objectives

- To retain quality teachers
- To provide a transition from pre-service preparation through the first year of teaching
- To promote the personal and professional well-being of beginning teachers
- To provide additional knowledge, skills, and attitudes
- To assist beginning teachers with individual needs and concerns
- To familiarize the inductee with district/building/community cultures, philosophies, policies, and procedures
- To build a foundation for continued professional growth through structured contact with mentors, administrators, and veteran teachers
- To help beginning teachers develop their own self-image, positive attitude, and concern for students
- To improve teaching performance
- To provide support to the beginning teacher through the use of technology
- To enhance the professional competency of the mentor teachers

Goals and Competencies

Each Inductee will...

- Abide by the Code of Professional Practice and Conduct for Educators (22 Pa. Code 235)
- Participate in district/building induction programs, including observations of colleagues
- Cooperate with the building induction team and the mentor teacher
- Complete an evaluation checklist of the induction program
- Maintain an Induction Log and Validation Sheet
- Create a Professional Portfolio based on the four domains of professional practice
- Instruct students using district curriculum
- Learn, understand, and implement district and school policies and procedures
- Organize and manage a classroom well
- Prepare adequately for the opening of school
- Prepare adequately for parent-teacher conferences
- Meet with the mentor teacher to discuss progress/needs

Each Inductee will demonstrate proficient knowledge of the following topics:

- Understanding the Induction Plan
- Inductee Responsibilities
- District Policies and Procedures
- The school, district, and community
- Professional expectations and Code of Conduct
- Classroom Management Strategies
- District Discipline and Attendance Policies
- District Grading Policy
- Home School Communications
- Student Information
- Scheduling

- Assessment Strategies
- Curriculum Development
- Crisis Management Manual
- Resources and Materials
- Effective Discipline
- Framework for Professional Practice
- Elements of Instruction
- Differentiated Instruction
- Observational Techniques
- Support Services
- Technology
- Special Education Services
- Transportation Services
- Extracurricular Activities/Supervisory Responsibilities
- Federal Programs
- Insurance/Benefits
- Cooperative Learning
- Multiple Intelligences/Learning Styles
- Effective Communication
- Questioning Techniques

Assessment Processes

The needs of the Inductees are assessed informally on an ongoing basis during Induction workshops, and using the following needs assessment twice during the year.

Indiana Area School District

NEW TEACHER INDUCTION PROGRAM

Needs Assessment

This assessment is to be completed by Mentors and Inductees.

I. Please rate each of the following topics in terms of your needs for additional information through workshops.

RATING: 1 = Greatly Needed

2 = Needed Moderately

3 = Not Needed

_____ A. Motivational Techniques

_____ M. Professionalism

_____ B. Assessment Strategies

_____ N. School/District Policies

_____ C. Risk Taking

_____ O. Organization and Planning

_____ D. Communication/Listening

_____ P. Differentiating Instruction

_____ E. Interpersonal Relations

_____ Q. Working with Special Needs Students

_____ F. Consensus Building

_____ R. Integrating the Curriculum

_____ G. Adapting the Curriculum

_____ S. Working with Multicultural Students

_____ H. Discussion Skills

_____ T. Teaching English as a Second Language

_____ I. Time Management

_____ U. Student Learning Styles

_____ J. Stress Management

_____ V. Technology

_____ K. Classroom Management

_____ W. Variety of Instructional Strategies

_____ L. Conferencing Skills

_____ X. Expectations of the Community

II. What other topics should be addressed?

A.

B.

C.

III. INDUCTEES: What questions do you have as a new teacher in the Indiana Area School District?

IV. MENTORS: What questions do you have about the Teacher Induction Program or your role?

Mentor Selection

A. Selection Criteria

- Permanent certification and a minimum of five years of successful teaching in the district
- Possesses a positive attitude toward teaching, students, peers, parents, and administrators
- Has demonstrated competence in such areas of instruction, organization, planning, and interpersonal skills
- Has demonstrated leadership qualities within the school, district, and community
- Possesses a working knowledge of the district's curriculum
- Exhibits interest in current pedagogical trends through innovations in the classroom

B. Selection Procedures

- Interested/qualified teachers shall submit an application to the Coordinator of Curriculum & Instruction
- To the extent possible, mentor teachers will be matched with new teachers according to the area of certification and proximity, and on a one-to-one basis
- An application must be updated and re-submitted every three years

C. Responsibilities

- Assist the new teacher in teaching the district curriculum
- Assist the new teacher in learning, understanding, and implementing district policies, and school procedures
- Assist the new teacher in practicing the art of teaching
- Assist the new teacher in organizing and managing the classroom
- Assist the new teacher in preparing for the opening of school
- Assist the new teacher in preparing for parent-teacher conferences
- Verify that the Validation Sheet is completed and signed
- Observe the inductee in the classroom

- Model professional ethics
- Attend mentor teacher orientation
- Participate in building induction activities
- Teach demonstration lessons for inductee to observe

D. Profile

1. Knowledge of Their Field

- They are considered by peers to be experts in the field
- They set high standards for themselves
- They enjoy and are enthusiastic about their field
- They continue to update their background in the field
- They use a variety of techniques and skills to achieve their goals

2. Earned Respect of Colleagues

- They listen to and communicate effectively with others
- They exhibit a good feeling about their own accomplishments and about the profession
- They recognize excellence in others and encourage it
- They are committed to supporting and interacting with their colleagues
- They are able to understand the views of others
- They enjoy intellectual engagement and like to help their peers
- They are sensitive to the needs of others and generally recognize when others need support, direct assistance or independence
- They exercise good judgment in decisions concerning themselves and the welfare of others

Activities and Topics

Ongoing Year-Round: Mentor Teachers are recruited/selected/assigned to Inductees
Mentors support new teachers and meet with them regularly
Inductees observe mentor's classroom
Mentor provide peer coaching

August - September Training Program for Inductees and Mentors
New Teacher Orientation
Begin Induction Log

August-June Principals conduct formative observations
Inductees attend monthly new teacher Induction workshops in the District and at ARIN Intermediate Unit
Inductees attend conferences and training at the direction of the principal or curriculum coordinator

August

- Introduction to the Induction Plan
- Mentor/Inductee Responsibilities
- Mentor/Inductee Relationship
- Preparation for the First Day of School
- District Policies and Procedures
- Orientation to the school, district, and community
- Professional Expectations and Code of Conduct
- Insurance/Benefits

September

- Classroom Management Strategies
- District Discipline and Attendance Policies
- District Grading Policy
- Home School Communications
- Student Information
- Scheduling

October

- Assessment Strategies

- Curriculum Development
- Crisis Management Manual
- Resources and Materials

November

- Effective Discipline
- Framework for Professional Practice

December

- Elements of Instruction
- Differentiated Instruction

January

- Observational Techniques
- Support Services

February

- Technology
- Special Education Services

March

- Transportation Services
- Extracurricular Activities/Supervisory Responsibilities
- Federal Programs

April

- Cooperative Learning
- Multiple Intelligences/Learning Styles

May

- Effective Communication
- Questioning Techniques

Evaluation and Monitoring

Program Monitoring

The Induction program is monitored on an ongoing basis throughout the year by the co-chairs. Several times each year, feedback forms are submitted by the Inductees. At the end of each Induction cycle, the feedback from the Inductees, along with the perceptions of the co-chairs, presenters, and administrative team, are used to further refine the Induction program for the next cycle.

Successful completion of Induction is verified by the Superintendent, both on the Induction Log and on the application for Level II certification. Each Inductee receives a certificate of completion.

Roles and Responsibilities

Superintendent:

- Insure that the district induction process is completed
- Submit reports to the Pennsylvania Department of Education, as requested
- Certify that new teachers successfully completed the induction process
- Recommend those persons who are eligible for certification to the Pennsylvania Department of Education

Coordinator of Curriculum and Instruction

- Chair the district induction team
- Orient first-year teachers to district management procedures and support services
- Conduct New Teacher Orientation Activities
- Conduct Workshops for new teachers and mentors
- Work with the principals to select mentor teachers from a volunteer pool
- Assist in evaluating the induction process at the end of each school year

Principal or Assistant Principal

- Provide a building orientation session for new teachers
- Meet with the mentor teacher(s) and new teacher(s) for the purpose of monitoring the induction process

- Provide assistance to the mentor teacher/new teachers
- Coordinate the building induction team and help devise in-service programs for new teacher(s)
- Coordinate release-time for the mentor teacher(s) and inductee(s) in order to conduct peer observations
- Recommend to the Superintendent the replacement of mentor teacher(s) in the event of conflict
- Serve as chairman of the building team
- Maintain documentation of new teacher(s) completing the induction program

Participation and Completion

Throughout the Induction program, each Inductee keeps a log of activities, which is signed by the Mentor, Principal, Coordinator of Curriculum and Instruction, and Superintendent at the completion of the program. This log is filed in the Inductee's personnel file, as proof of completion of Induction.

Records of participation in each individual session are kept on an attendance sheet, and are stored in the Office of Curriculum and Instruction.

Each Inductee receives a certificate of completion.

Indiana Area School District

TEACHER INDUCTION PLAN

Name of Inductee: _____

Name of Mentor: _____

I. Inductees, mentors, and any other relevant personnel should cover the following items by discussing each and showing tangible evidence of an understanding of the concept.

INDUCTION LOG		
AREAS TO BE COVERED	DATES COVERED	DATES REINFORCED AND/OR COMMENTS
I. Classroom Management		
Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place.		
A. Physical Environment		
Seating Arrangements		
Bulletin Boards/Centers/Displays		
Phone System/Intercom		
Building Tour		
B. Materials		
Supplies		
Textbooks		
Teacher Resources		
Audio-Visual Equipment		
Management of Materials		
C. Student Information		
Class Lists		
Medical Concerns		
IEP Information		
D. Schedule		
Daily Schedule		
Weekly Schedule		
Time Allotments		
Supervisory Assignments		

AREAS TO BE COVERED	DATES COVERED	DATES REINFORCED AND/OR COMMENTS
E. Home School Communications		
· Posting Assignments		
· Assignment Books		
· Homework Guidelines		
· Student Make-up Work		
· Letters to Parents		
· Phone Calls		
· Back to School Night		
F. Grading		
· District Grading Policy		
· Setting Up a Grade Book		
· Coordination With Report Cards		
· Electronic Grade Book		
· Progress Reports		
G. Planning		
· Standards		
· Courses of Study		
· Daily Lesson Plans		
· Weekly Lesson Plans		
· Unit Plans		
· Substitute Folder		
(Contingency Lesson Plan)		
II. Procedures		
Effective teachers introduce rules, procedures, and routines on the very first day of school and continue to teach them the first week of school.		
· Attendance		
· Fire Drill		
· Hall Passes		
· Discipline Referral Forms		
· Bus Procedures		
· Procedures for the Start of the Day		
· Procedures for the Start of the Class		
· Cafeteria Procedures		
· Locker Procedures		
· Collection & Distribution of Materials		
· Classroom Jobs & Responsibilities		
· Dismissal Procedures		
· Crisis Management Manual		

III. Effective Discipline

Effective teachers present their rules clearly and provide reasonable explanations of the need for them.

The most successful classes are those in which the teacher has a clear idea of what is expected from the students and the students have a clear idea of what the teacher expects of them.

AREAS TO BE COVERED	DATES COVERED	DATES REINFORCED AND/OR COMMENTS
District Attendance, Behavioral Guidelines & Discipline Policy		
Preventive Discipline		
Supportive Discipline		
Corrective Discipline		
Classroom Discipline Plan		
Communicating the Discipline Plan		
Behavior Plans		
Dealing with Difficult Students		
Conflict Resolution		

IV. Instructional Strategies

The effective teacher designs lessons to help students reach mastery.

Elements of Instruction		
Anticipatory Set		
Monitoring & Adjusting		
Checking for Understanding		
Guided Practice		
Re-teaching		
Closure		
Effective Questioning Techniques		
Interdisciplinary Instruction		
Cooperative Learning		
Differentiated Instruction		
Flexible Grouping Strategies		
Tiered Assignments		
Anchor Activities		
Learning Contracts		

V. Assessment

The main reason for giving a test is to find out if the students have accomplished the objectives of the assignments.

Both the assignment and the test are to be written concomitantly at the beginning of the assignment.

Matching Instruction to Assessment		
Test Design		

AREAS TO BE COVERED	DATES COVERED	DATES REINFORCED AND/OR COMMENTS
Objective Tests		
Essay Questions		
Criterion Referenced Tests (CRT)		
Adapting Tests		
Pennsylvania System of School Assessment (PSSA)		
Standardized Tests		
Performance Assessments		
Rubrics		
VI. Support Services		
Technological Services		
Psychological Services		
Guidance Services		
Student Assistance Programs		
Instructional Support Program		
Special Education Programs		
Learning Support		
Life Skills		
Gifted Support		
Speech & Language Support		
Title I Services		
ARIN Intermediate Unit Services		
Nursing Services		
Teacher's Association Membership		
Insurance/Benefits		
VII. Curriculum		
Character Education		
Heartwood Curriculum		
Other Content Specific:		

Other Content Specific:		

Inductee's Signature: _____ Date: _____

Mentor's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

**Indiana Area School District
NEW TEACHER INDUCTION PLAN**

VALIDATION SHEET

Name of Inductee _____

Name of Mentor _____

School _____ Grade/Subject _____

I. SUPERINTENDENT

Certifies that _____ has completed the Indiana Area School District New Teacher Induction Program.

Initials Date

II. COORDINATOR OF CURRICULUM AND INSTRUCTION

A. Inductee oriented to district procedures.

Initials Date

B. Inductee familiarized with classroom management strategies.

Initials Date

C. Inductee familiarized with the characteristics of an effective teacher.

Initials

Date

D. Inductee participated in Induction workshops.

Initials

Date

III. PRINCIPAL

A. Inductee participated in a building orientation.

Initials

Date

(over)

B. Inductee attended the building induction sessions.

Initials

Date

C. Inductee had the opportunity to conduct visitations and observe other colleagues.

Initials

Date

D. Inductee attended team/department meetings.

 Initials Date

IV. MENTOR TEACHER

A. Inductee and mentor met regularly.

 Initials Date

B. Inductee and mentor discussed the items listed in the Induction Log.

 Initials Date

C. Inductee and mentor collaborated to plan instruction.

 Initials Date

D. Mentor teacher visited inductee's classroom and provided feedback.

 Initials Date

E. Inductee and mentor worked collaboratively with support staff.

 Initials Date

F. Completed Program Evaluation.

 Initials Date

