
Pennsylvania Department of Education



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

Teacher Induction Report

Thursday, November 08, 2007

Entity: Selinsgrove Area SD
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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Ann Reibsame	Selinsgrove Area School District	Elementary School Teacher	Professional Development Committee
April Metzger	Selinsgrove Area School District	Middle School Teacher	Teacher's Association
Carol Brame	Selinsgrove Area School District	Elementary School Teacher	Teacher's Association
Cathy Kline	Gilbert's Garden Center	Business Representative	Self
Chad Cohrs	Selinsgrove Area School District		Superintendent
Cheryl Badman	Selinsgrove Area School District	Parent	Donna Wagner
Cynthia Vennie	Selinsgrove Area School District		Superintendent
Dan Campbell	Selinsgrove Area School District	Secondary School Teacher	Teacher's Association
Donna Gavitt	Selinsgrove Area High School	Secondary School Teacher	Teacher's Association
Donna Wagner	Selinsgrove Area School District	Parent	Chad Cohrs
Dr. Frederick Johnson	Selinsgrove Area School District		Superintendent
Eric Rowe	Selinsgrove Area School District	Board Member	School Board
Gail Heintzelman	Intermediate School	Elementary School Teacher	Teachers' Association
James Pomykalski	Susquehanna University	Parent	Self
Karen Wolf	Selinsgrove Area School District	Elementary School Teacher	Induction Committee
Kathy Hummel	CSIU		District
Leola Gaugler	Selinsgrove Area School District		Teacher's Association
Lorinda Krause	Selinsgrove Elementary	Administrator	Superintendent
Lucinda Remley	Selinsgrove Area School District	Middle School Teacher	Teachers' Association
Paul Spiegel, Jr.	Kleinbauer's	Business Representative	School Board
Peter Geipel	Technology Coordinator		Superintendent
Renee Parker	Selinsgrove Intermediate School	Elementary School Teacher	Teachers' Association
Saundra Lewis	CSIU		District
Shelby Mason	Jackson-Penn	Elementary School	Teachers' Association

	Elementary	Teacher	
Stephanie Monroig	none	Parent	Self
Susan Bolig	none	Parent	Cynthia Vennie
Terry Heintzelman	Intermediate School	Administrator	Superintendent

Goals and Competencies

The goal of the district induction program is to support and enhance an orderly and successful passage of the teacher through the initial teaching period. The objectives include:

- Understanding the needs of their students
- Improving teaching skills
- Improve classroom management skills
- Understand district and building policies and procedures
- Assess their professional development
- Enhance their development throughout the initial teaching period

Induction plans are in place to meet the wide range of teacher placements and needs in the district. They include beginning teachers, a teacher new to the district, a teacher making a building or grade level change, and a long-term substitute teacher. The differentiation of plans is based on input from inductees, mentors, and administration on an annual basis to provide all necessary supports for an effective, successful teaching experience.

Assessment Processes

The goal of the induction plan is to have a successful transition into the role of professional educator. With this goal in mind, the plan is designed with flexibility to meet the varying needs of each individual teacher. The plan outlines basic areas that would be common for all teachers. The role of the mentor is to establish a rapport with the inductee and help them in the identification of needs and then to meet those needs. If the identified needs are beyond the scope of the mentor, the Induction committee is responsible for providing supports to meet the needs.

The building administration also helps assess and meet needs of the mentee. This is done through ongoing observations and interaction with the mentee. Administration suggests activities and strategies that will be of benefit to each inductee. The induction committee building representative also meets with the inductee on a regular basis to help assess strengths and challenges of each individual. The time commitment into the success of each inductee in the initial phase is more than offset by the benefits of establishing a solid basis that will benefit the teacher and their students for their entire career.

Mentor Selection

Mentor Selection

1. Criteria

- a. A volunteer from a pool of tenured professional employees who has taught within the Selinsgrove Area School District for a minimum of one school year
- b. Preferable to be assigned to the same building and department

2. Application Procedures

- a. Interested members shall apply in writing to the Induction Council
- b. The District Council will keep an updated listing of available mentors
- c. New applications for mentors will be received by the Chairperson at any time
- d. In order to remove one's name from the mentor listing, a written request must be made to the Chairperson

3. Selection Procedures

- a. Selection of a specific mentor for an inductee will be determined by the Building Principal and the faculty representative from the Induction Council, both at the appropriate level, and contact will be made by committee chair
- b. Selection of the mentor shall be prior to the orientation of the new employee
- c. If suitable mentors are available, each mentor will have no more than one inductee at the same time.

4. Qualities of the Mentor

- a. Recognized as an excellent professional employee who has knowledge of the following:
 - (1) School district policies and procedures
 - (2) Curriculum and instructional techniques
 - (3) Problem solving skills
 - (4) Decision making skills
 - (5) Testing and measurement skills
 - (6) Classroom management skills
 - (7) Ability to work well with children and adults
 - (8) Personal qualities that enhance a mentor-inductee relationship

5. Role of the Mentor

- a. Attend building level orientation day with new employee
- b. Establish rapport as a helping person
- c. Help new employee to identify most immediate and pressing needs
- d. Help with ways to organize and manage the classroom

- e. Suggest ways to plan for instruction
- f. Arrange peer-support teacher exchange visits and feedback sessions
- g. Suggest group procedure for instruction
- h. Help with ways to teach curriculum
- i. Help with all aspects of the teaching process
- j. Suggest ways to communicate with parents
- k. Serve as a sounding board
- l. Help obtain available resources (materials and support services)
- m. Confer with inductee one (1) time every six (6) day cycle
- n. Review Board Policy Manual and Guidelines
- o. Review existing Professional Employees contract
- p. Participate with inductee in training seminars provided by District

Activities and Topics

Training of Inductee

A. District Level Orientation - will occur on a specified day each year before the start of school

- (1) Review district-wide goals and objectives (Curriculum Director)
- (2) District and individual professional development plan (Curr. Dir.)
- (3) Information on benefits package (Business Office)
- (4) Payroll procedures (Business Office)
- (5) Review needs of special learners (Special Education Department)
- (6) Review of Bargaining Unit Contract (SAEA)
- (7) Discuss public relations and professional ethics as they relate to the educational process (SAEA)
- (8) Tenure procedures (SAEA)

(9) Certification information (SAEA)

(10) Induction Plan (Chair)

B. Building Level Orientation - will occur on a specified day each year before school starts

(1) Present building/level goals and objectives, and general philosophy of the age level to which instruction will be provided

(2) Review of student handbook and policies

(3) Review observation/evaluation process

(4) Discuss grading and recording system

(5) Present record keeping procedures

(6) Discuss procedures and forms for absence from school

(7) Review non-instructional duties with Inductee

(8) Review teaching schedule

(9) Explain class rosters and study hall assignments

(10) Review curriculum guide, teacher handbook, and teacher plan book

(11) Discuss methods of effective discipline and ways in which disciplinary referrals should be handled

(12) Explain drop/add procedures

(13) Review requisition procedures

(14) Discuss lesson plans (include sample)

(15) Explain activity account voucher and procedures

(16) Discuss late pass, admittance and removal from class, and attendance procedures

(17) Review Board Policy No. 218 - Student Discipline - Reasonable Physical Force

(18) Explain forms relating to student services (i.e., student insurance, free/reduced lunch, etc.)

(19) Discuss field trip procedures

(20) Explain policy on unusual student behavior and services provided by school nurse

(21) Present procedures needed for textbook requisitions and justification

(22) Review teacher job description

(23) Discuss needs of special learners (i.e., resource classes, enrichment, etc.)

(24) Explain emergency procedures and evacuation policy

(25) Explain parent/teacher conference, student/teacher conference, and incident documentation forms

(26) Review PA State Assessment System

(27) Provide information for group and individual student testing

C. Induction Calendar - follow monthly induction calendar for entire school year

MONTH 1

Meet, welcome your protÃ©gÃ©

- Welcome protÃ©gÃ© in a telephone call prior to school
- Take protÃ©gÃ© on tour of building
- Introduce protÃ©gÃ© to other staff

Develop collegial relationship (continue to monitor progress in this area)

- Have coffee or lunch away from the building
- Attend social gathering or meet in a social setting

Meet with inductee at least one time per 6-day cycle

- Grading system
- Lesson plans
- Maintaining student discipline
- Managing classroom instruction
- Obtaining supplies
- Identifying school policies, procedures
- Discussing homework, make-up work policies
- Maximizing academic learning time
- Preparing for parent conferences, contact
- Discuss curriculum, PSSA assessments

- Teacher evaluation process
- Arranging for substitute teachers

MONTH 2

Meet with inductee at least one time per 6-day cycle

- Review parent conferencing, contacts
- Report cards
- Classroom management
- Discipline
- Managing instructional tasks, time management
- Technology
- Student motivation and feedback
- Discuss curriculum

Observation and feedback of protÃ©gÃ©

- Schedule observation with pre- and post- conference time
- Identify focus for next observation

Informal discussions

- Continue to share events and happenings of the day

Share resources for professional development opportunities

- Educational Service Districts and similar supporting agencies
- Local university, college courses
- District staff development programs

MONTH 3

Meet with inductee at least one time per 6-day cycle

- Parent conference, communication
- Providing feedback to students

- Curriculum resources, materials

- Discuss curriculum

Continue discussions about professional development opportunities

- Refer to staff development plan

Requisitions for the following year

Attended an after-school training session

Log attached

Submit Documentation to Building Representative by the 30th day of Month 3.

MONTH 4

Meet with inductee at least one time per 6-day cycle

- School traditions, district policies regarding holiday events and activities

Informal communications

- Short, written notes of reinforcement and support

Review semester/celebrate

- Discuss highlights

- Evaluate growth experiences

- Plan visible recognition

MONTH 5

Meet with inductee at least one time per 6-day cycle

- School classroom procedures for ending and beginning the semester

- Report cards and grading

- Curriculum resources

- Promoting positive relationships among students and teachers

- Goal setting

- Discuss professional strengths and needs

- Review individual professional goals
- Seek resources as needed

Discuss possible Action Plan ideas

Review procedures for assessments

- State
- Local

MONTH 6

Meet with inductee at least one time per 6-day cycle

- Plan activities for second semester
- Review and discuss district office staff roles, departments, and support services
- Share literature, research reading, professional journals
- Use of community resources, i.e., guest speakers, field trips
- Act 48 credits

Attended an after-school training session

Log attached

Submit Documentation to Building Representative by the 30th day of Month 6.

MONTH 7

Meet with inductee at least one time per 6-day cycle

- Prot@gn concerns, needs
- Professional organizations
- Discuss curriculum

Review semester/celebrate

MONTH 8

Meet with inductee at least one time per 6-day cycle

- Begin discussing bringing the year to a close

- Discuss curriculum
- Continuing education options

MONTH 9

Meet with inductee at least one time per 6-day cycle

MONTH 10

Meet with inductee at least one time per 6-day cycle

Celebration/recognition

District/building activities

Attended an after-school training session

Log attached

Submit Documentation to Building Representative by school day 165.

Evaluation and Monitoring

EVALUATION — BEGINNING TEACHER INDUCTEE

1. Did the Induction Plan provide the support you needed to make the transition to a professional teaching position in the Selinsgrove Area School District?

Please give some details.

2. What items would you suggest the District add to the plan which would help a new teacher?

3. What items would you suggest the District drop from the plan?

4. To what extent were the following objectives met by the plan?

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
* Improvement of teaching skills	_____	_____	_____
* Adjustment to district	_____	_____	_____
* Adjustment to building	_____	_____	_____

* Adjustment to student needs _____

* Professional development _____

EVALUATION - MENTOR

1. Do you feel this plan helped provide adequate support to the Inductee?

Please explain.

2. What items would you suggest be added to the plan to aid the new teacher?

3. What items in the plan should be dropped because they are of little or no value to new teachers?

4. To what extent were the following objectives met by the plan?

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
* Improvement of teaching skills	_____	_____	_____
* Adjustment to district	_____	_____	_____
* Adjustment to building	_____	_____	_____
* Adjustment to student needs	_____	_____	_____
* Professional development	_____	_____	_____

Participation and Completion

The inductee's Induction Committee building representative will forward signed documents by mentor and inductee of their monthly induction calendar activities to the chair of the Induction Committee. After completion of the induction process, the inductee's signed Plan Completion Certificate will be filed and maintained in inductee's permanent employee file in the Office of the Superintendent.