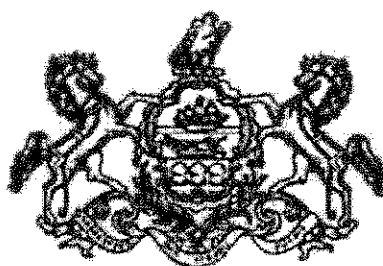

Pennsylvania Department of Education



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

Teacher Induction Report Wednesday, May 28, 2008

Entity: Upper Dublin SD
Address: 1580 Fort Washington Ave
Maple Glen, PA 19002-0000
Phone:
Contact Name:

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
John Knebl	Upper Dublin School District	Administrator	Superintendent
Michael Pladus	Upper Dublin School District	Administrator	School Board
Neil Evans	Upper Dublin School District	Administrator	Superintendent
Thomas Sigafoos	Upper Dublin School District	Administrator	Superintendent
Katherine Gibson	Upper Dublin School District	Elementary School Teacher	Superintendent
Stephen Heck	Upper Dublin School District	Administrator	Superintendent
Tamara Fogarty	Upper Dublin School District	Special Education Teacher	Superintendent

Goals and Competencies

Purpose

The School District of Upper Dublin is committed to helping new teachers experience success. To this end, participation in the Induction Plan is required for all new teachers during the first year of employment with the District.

Although induction is viewed as part of professional development, the District recognizes that special effort is required to:

- * Help novice teachers make the transition from college student to successful teacher
- * Assist experienced teachers in new positions adapt to the culture of Upper Dublin, and
- * Support all new teachers in understanding and fulfilling district expectations, as expressed in the Mission and Vision Statements of the Strategic Plan.

Therefore, the objectives of the Induction Plan are as follows:

- To implement a practical orientation program.
- To provide mentoring support at both the district and building levels.
- To create understanding of district, building, and curriculum priorities.
- To build a peer support group among new teachers.
- To create the structure for identifying and solving problems common to new teachers.
- To stimulate self-evaluation and use of resources.
- To identify and retain highly qualified staff.

Design

The Induction Plan is designed to meet the objectives identified in Standard 1 of this Plan and to assist new teachers in joining the Upper Dublin faculty and community in support of the Strategic Plan.

Responsibilities for Implementation:

Superintendent and/or Designee: Approves all induction activities and verifies completion of the program.

Director of Human Resources: Has overall responsibility for implementation, coordination and verification of the induction program.

Instructional and Professional Development Council (also serves as the District Induction Council): Assists in planning, implementing, evaluating and refining induction activities.

Building Induction Team: Provides ongoing assistance and support in the areas of curriculum, instructional techniques, and site-based priorities.

Mentor: Provides support and maintains ongoing communication with the inductee.

Assessment Processes

Assessment of Needs

The Induction Plan is built around three strands:

- o Orienting new teachers to the District
- o Acclimating new teachers to the school community
- o Responding to individual needs of the new teacher

General orientation to the District, its expectations, and its resources is a need of all new staff.

Topics to be covered in orientation sessions are based on the following:

- o Experience with programs from previous years
- o Evaluations of recent inductees
- o Current priorities as defined in the Strategic Plan

These topics are addressed by the Instructional and Professional Development Council (IPD), which also serves as the Induction Council.

Needs at the building level are identified through the Building Induction Team. Topics to be included in site-based programs are determined by:

- o Reviewing the success of past activities
- o Analyzing survey responses from new teachers, mentors, and building administrators
- o Addressing items of current concern to the school community
- o Providing follow-up to district-wide induction activities

Individual needs are made known through new teacher surveys, mentor-inductee discussions, certification requirements, and formal and informal observations and evaluations. In addition, new teachers, as well as experienced staff members, are required to participate in the District's Staff Development Program. These activities provide a wide range of individual options for professional development.

Mentor Selection

Selection of Mentors

The professional staff is surveyed annually to determine interest in serving in the mentor capacity during the upcoming year. Based on discussions with the building administrators and the proposed mentors, the Director of Human Resources recommends the names of mentors to the Superintendent for approval by the Board. Recommendations are based on the following:

*** Qualifications:**

- Permanent professional certificate
- Minimum of three years of teaching experience in the District
- Recommended by the building principal or subject area supervisor

*** Preference:**

- Elementary — same building and grade level
- Middle School — same grade level, subject area or same team
- High School — same department
- Mentor responsibilities may be shared when there are extenuating circumstances.

Responsibilities of the Mentor

The mentor responsibilities noted below are intended to increase the effectiveness of the mentor-inductee relationship.

1. Mentors are expected to participate in a one-half day training program prior to the opening of school. This program will address but not be limited to topics such as:
 - Facilitating a good start to the year
 - Meeting with the inductee regularly
 - Modeling good instructional practices
 - Observing the inductee
 - Offering suggestions for improvement
 - Providing professional and personal support
 - Maintaining a confidential relationship with the inductee
 - Serving as a liaison between various school constituencies
2. Mentors are required to work with inductees prior to the opening of the school year.
3. Mentors are required to meet with inductees throughout the year and to maintain monthly logs of the contents of the meetings. The logs are to be submitted to the Director of Human Resources at the end of each month. (See Appendix A)
 - The meeting timelines noted below are expected to be of at least a half-hour duration and must be completed outside of school hours if time cannot be arranged during the regular school day.
 - The time requirements for the meeting are as follows: a minimum of two hours per month during the first semester and at least one hour per month in the second semester.
4. Maintain ongoing communication throughout the year to discuss procedures, upcoming events, lesson planning, evaluation, etc. (See Appendix B1-B4)
5. Complete an evaluation and summary of the induction program. (See Appendix C)

Appendix A

NEW TEACHER INDUCTION - MONTHLY LOG

(to be completed by the mentor)

Inductee _____

School _____

Mentor _____

Date _____

Date	Mtg. Time	Topics of Discussion

Appendix B-1
CHECKLIST FOR NEW TEACHERS
(to be completed by the mentor)

OPENING OF SCHOOL

The following checklist is a partial listing of topics that should be discussed with the inductee before the opening of school. Some topics will need follow-up discussion throughout the year. Use this list to help develop the agendas for the mentor-inductee meetings:

- _____ Tour of the building
- _____ Teacher Handbook
- _____ Textbooks and curriculum materials (Planned Courses and Curriculum Guides)
- _____ Role of building and/or curricular leaders
- _____ Teaching supplies, instructional materials, and equipment
- _____ Teaching schedule and class lists

- Supplemental programs (corrective reading, sectionals, etc.)
- Special Education
- Room preparation
- Opening day procedures
- Lesson plans for the first week
- General procedures for classroom management
- Attendance procedures
- School rules
- Sick days and personal days (procedures and forms)
- Substitutes
- Extra duties
- Library services
- Duplication of materials
- Cafeteria procedures (responsibilities)
- Assembly procedures (seating, responsibilities)
- Transportation
- Sign-out procedures
- School calendar

Please list any other topics that would be appropriate for the opening of school:

Please submit a completed copy of this form to the building principal and the Director of Human Resources with the Monthly Log for September.

Appendix B-2

CHECKLIST FOR NEW TEACHERS

(to be completed by the mentor)

FIRST SEMESTER

The following checklist is a partial listing of the topics that should be discussed during the first semester. Some topics will need follow-up discussion throughout the year. Use the list to help develop agendas for the mentor-inductee meetings.

- Strategic Plan
- Staff Development Plan
- Technology
- Teacher evaluation
- Special events (check calendar)
- Meet the Teacher Night and second parent meeting night
- Parent-teacher conferences

- _____ Home and school communications
- _____ Homework policy
- _____ Recordkeeping, grading, report cards, interim reports
- _____ Student records
- _____ Discipline policy and procedures
- _____ Retention policy
- _____ Organizational structure
- _____ Lesson plans
- _____ Curriculum delivery, including pacing and long-range planning
- _____ Pupil support services
- _____ Educational Support Team, Instructional Support Team, Core Team
- _____ Guidance services
- _____ Health services
- _____ Field trip procedures
- _____ Emergency procedures (fire, weather, etc.)
- _____ Robbins Park
- _____ Co-curricular activities
- _____ Parent-Teacher Organization
- _____ Parent volunteers
- _____ Faculty meetings
- _____ Staff telephone chain

Please list any other topics that would be appropriate for the first semester:

Please submit a completed copy of this form to the building principal and the Director of Human Resources with the monthly log for January.

Appendix B-3

CHECKLIST FOR NEW TEACHERS

(to be completed by the mentor)

SECOND SEMESTER

The following checklist is a partial listing of the topics that should be discussed during the second semester. Some topics will need follow-up discussion throughout the year. Use the list to help develop agendas for the mentor-inductee meetings.

- _____ Curriculum delivery, including pacing and long-range plans
- _____ Special events (check calendar)
- _____ Teacher evaluation

- _____ Students with special needs
- _____ Curriculum resources
- _____ Media and technology resources
- _____ Standardized tests and procedures
- _____ Student evaluation
- _____ Peer observation
- _____ Conferences and workshops
- _____ Summer pay options
- _____ Curriculum projects

District Committees:

- _____ Teacher/Administration Liaison
- _____ Instructional & Prof. Development Council, also serves as Induction Council
- _____ Strategic Plan

Building Committees:

- _____ Teacher/Administration Building
- _____ Instructional & Professional Development Council
- _____ Building Induction Team

Please list any other topics that would be appropriate for the second semester:

Please submit a completed copy of this form to the building principal and the Director of Human Resources with the monthly log for April.

Appendix B-4

CHECKLIST FOR NEW TEACHERS

(to be completed by the mentor)

CLOSING OF THE SCHOOL YEAR

The following checklist is a partial listing of the topics that should be discussed in preparation for the closing of the school year. Use the list to help develop agendas for the mentor-inductee meetings.

- _____ May and June calendar, including activities and special schedules
- _____ Placement cards and meetings
- _____ Permanent records
- _____ Grades and report cards

- _____ Condition of classroom for the summer
- _____ Storing of textbooks
- _____ Storing of audio-visual equipment
- _____ Storing of technology hardware and software
- _____ Curriculum/Staff Development Days
- _____ Summer curriculum projects
- _____ Closing day procedures
- _____ Promotion/graduation activities
- _____ Summer School
- _____ Budget requests

Please list any other topics that would be appropriate for the second semester:

Please submit a completed copy of this form to the building principal and the Director of Human Resources with the monthly log for May.

Appendix C
NEW TEACHER INDUCTION PROGRAM

PROGRAM EVALUATION
(to be completed by the mentor)

Please complete this evaluation of the induction program and submit it to the Director of Human Resources with the monthly log for June.

1. Did the induction program provide the inductee with the support needed to have a successful first year with the District? Please provide a brief explanation.

2. What portions of the program were most effective?

3. What do you suggest to improve the program for either the mentor or the inductee?

4. What activities do you suggest adding or deleting from the program?

5. Use the following rating scale to evaluate the effectiveness of the induction program.

5 = Very Effective

3 = Somewhat Effective

1 = Not Effective

_____ Orientation to the District

_____ Orientation to the Building

_____ Welcoming atmosphere

_____ Providing a format for discussing and solving problems

_____ Providing resources and assistance

_____ Mentor-inductee relationship

_____ Developing classroom management skills

_____ Implementing various teaching strategies

_____ Delivering curriculum effectively

_____ Providing for students with special needs

_____ Understanding expectations

_____ Mini-workshops conducted by the District

_____ Building Induction Team activities

Please use the reserve side to add any comments you feel would help to make the induction program more effective for future mentors and inductees. Your input is appreciated.

Activities and Topics

Individualized Induction Activities

Coursework: The District supports and encourages participation in coursework in order to meet certification requirements and to update knowledge and skills. Tuition reimbursement is available for pre-approved courses.

Peer Observation: The District supports release time for classroom observations, which can be arranged through the building principals.

Out-of-District Conferences and Workshops: The District provides time and/or funding for conference and workshop attendance.

Committees: The District encourages new teachers to become involved in the strong committee structure that is in place at both the district and building levels.

Content

The Induction Program includes a variety of workshops and other induction meetings presented by knowledgeable and experienced administrators, supervisors, and teachers. Some topics are addressed mainly at the district level, while others may be introduced at the district level and then supported at the building level. The major topics to be covered during the year are recommended by the Instructional and Professional Development Council (Induction Council) at the end of the previous year. These induction workshops/activities include:

Induction Topic	Goals/Competencies
Orientation to the District	<ul style="list-style-type: none"> • Community/district overview • Induction plan and responsibilities • Pre-employment paperwork • General operating procedures • Contracts and policies
Professional Development	<ul style="list-style-type: none"> • Act 48 Professional Education Plan • Certification Requirements • Record keeping • Course work and tuition reimbursements
Strategic, District, and Building Goals	<ul style="list-style-type: none"> • Strategic Plan/Mission Statement • District Goals • Building Goals
Teacher Evaluation Process	<ul style="list-style-type: none"> • Goal Setting • Review of Evaluation Plan • Formal/informal observations • Pre/post conferences
Curriculum Planning/Implementation/Priorities	<ul style="list-style-type: none"> • Curriculum Review Process • Current priorities • Planned courses and other resources
Classroom Management/Instructional Strategies/Student Assessment	<ul style="list-style-type: none"> • Effective Management Strategies • Creating a Positive Classroom Environment • Differentiated Instruction • Student Engagement/Active Learning • Formative/Summative Assessment • Data Analysis • Using and Developing Rubrics • Report Cards • Parent Conferences • Standardized Testing
Cultural and Academic Sensitivity	<ul style="list-style-type: none"> • Diverse Learners: Student Achievement, Ethnicity, Gender

	<ul style="list-style-type: none"> • Minority Consortium
Personal Skills	<ul style="list-style-type: none"> • Time Management • Interpersonal/Communication Skills • Intrapersonal Skills/Reflection
Support Services	<ul style="list-style-type: none"> • Referral Process • Core Team • Specially Designed Instruction (Special Education, IEP, 504 plans) • English Language Learners (ELL) • Safety and Crisis Management
Technology	<ul style="list-style-type: none"> • District Resources • Appropriate Use Policy • Email • Telephones

Evaluation and Monitoring

Timelines for Implementation

- o The District's Instructional and Professional Development Council, which also serves as the Induction Council, meets in the spring to form recommendations for induction activities that coordinate with district goals for the upcoming year.
- o An orientation program of at least two days duration is scheduled in the week prior to the opening of the school year.
 - General orientation to the district
 - Introduction to key personnel
 - Overview of the induction program
 - Work with the building principals and mentors
 - Time to prepare for the opening of school
 - Complete needs assessments to be used in planning either individual or group activities
- o Mini-workshops are held throughout the year and the study of the Code of Professional Practice and Conduct for Educators. (22 Pa. Code 235) and its related definitions will be included as a mini-workshop topic.
- o Building Induction Teams work with the mentors and inductees during the year to address site-based priorities.
- o The Instructional and Professional Development Council reviews the results of program evaluation surveys completed by the mentors and inductees, considers district priorities for the next year, and recommends changes in the program for the next set of inductees. The information is also used by the Instructional and Professional Development Council to plan staff development activities for the total staff.

PROGRAM EVALUATION
(to be completed by the inductee)

Please complete this evaluation of the induction program and submit it to the Director of Human Resources before the close of the school year.

1) Did the induction program provide you with the support needed to have a successful first year in the District? Please provide a brief explanation.

2) What portions of the program were most effective?

3) What do you suggest to improve the program for either the mentor or the inductee?

4) What activities do you suggest adding or deleting from the program?

5) Use the following rating scale to evaluate the effectiveness of the induction program:

5 = Very Effective

3 = Somewhat Effective

1 = Not Effective

- _____ Orientation to the District
- _____ Orientation to the Building
- _____ Welcoming atmosphere
- _____ Providing a format for discussing and solving problems
- _____ Providing resources and assistance
- _____ Developing classroom management skills
- _____ Implementing various teaching strategies
- _____ Providing for students with special needs
- _____ Understanding expectations
- _____ Mini-workshops conducted by the District

Please use the reverse side to add any comments you feel would help to make the induction program more effective for future inductees. Your input is appreciated.