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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

## **Teacher Induction Report** **Tuesday, November 01, 2011** **(Last Approved: Friday, January 08, 2010)**

**Entity:** Warwick SD  
**Address:** 301 W Orange St  
Lititz, PA 17543-1814  
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## Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Dave Zerbe	Business Manager, Strategic Planning Committee	Other	School Board
Dr. Keith Floyd	Assistant Superintendent for Elementary, Strategic Planning Committee	Administrator	School Board
Dr. Peggy Montgomery	Elementary Principal, Strategic Planning Committee	Administrator	School Board
Dr. Robin Felty	Assistant Superintendent for Secondary, Strategic Planning Committee	Administrator	School Board
Katherine Deisley	Literacy, Staff Development, Act 48; Strategic Planning Committee	Other	Administration
Michael Smith	Middle School Principal, Strategic Planning Committee	Administrator	School Board

## Goals and Competencies

### Goals and Competencies

#### Goals:

1. To familiarize new professional staff members with school district policies, procedures, and services
2. To provide a support network for each Inductee including a Mentor, peers in the Induction Program, and the Staff Development Specialist
3. To establish a formal program that will assist with the identification and resolution of problems commonly associated with beginning teachers and educational specialists
4. To familiarize new faculty members with the Code of Professional Practice and Conduct for Educators and related definitions

#### Objectives:

1. To develop effective instructional practices designed to improve student achievement
2. To demonstrate an understanding of student needs, assessment, and data, and how to use those to design appropriate programs and lessons
3. To develop classroom management and organizational skills
4. To demonstrate reflective teaching practices
5. To demonstrate positive and effective communications with students, parents, and colleagues
6. To demonstrate positive, professional relationships with students, parents, and colleagues

## Assessment Processes

## **Assessment Processes**

The Warwick School District has the following support mechanisms in place to assess the progress of the new teacher/educational specialist and ensure he or she has a smooth orientation into the practices, policies, procedures, culture, and curriculum of the school district:

1. Each Inductee will be assigned a Mentor. Mentors are responsible for fostering a trusting relationship with the Inductee. These Mentors are expected to meet with the Inductee at least once a week or cycle. During these meetings, the Mentor and Inductee can use the questions in the Mentor Starter Handbook to begin to acclimate the Inductee to the school. Meetings should also be used to discuss curriculum, assessment, student data, student needs, parent communication, classroom management, and the individual needs of the Inductee. The Mentor will communicate concerns and needs with the Staff Development Specialist. The Mentor will maintain a log of meetings and submit the log to the building Principal at the end of each semester.
2. All Inductees will participate in seminars that will address the objectives of the Induction Program. During these seminars, Inductees will share struggles they face and will brainstorm solutions together. The Staff Development Specialist is responsible for establishing a rapport among the Inductees that ensures a safe and confidential environment.
3. Between induction seminars, the Staff Development Specialist will observe each Inductee one time. Following the observation, the Staff Development Specialist and Inductee will develop goals for the Inductee that will serve as the focus of the next observation cycle. The Staff Development Specialist serves as a coach during these observations and conferences, which shall remain confidential.
4. The Staff Development Specialist will videotape the Inductee to encourage self-reflection. The Inductee will submit reflections to the Staff Development Specialist.
5. The Inductee will submit reflection logs to the Staff Development Specialist and Director of Curriculum and Assessment following Learning Focused Schools training seminars.
6. The Inductee will observe a minimum of five experienced teachers. Mentors should help facilitate these observations of master teachers throughout the district. Inductees will reflect on the observations through dialogue at induction seminars and with their Mentors.
7. Administrators and supervisors will observe Inductees as per district guidelines and communicate concerns with both the Inductee and Staff Development Specialist so that the Inductee can continue to improve on specified areas.

## **Mentor Selection**

### **Mentor Selection**

1. Upon the hiring of the Inductee, Principals and Supervisors will recommend a Mentor teacher to the Assistant Superintendent. The Building Principal will contact the Mentor teacher to ensure he or she is willing to fill the position. This information will then be forwarded to the Staff Development Specialist.
2. Mentors must meet the following requirements:
  - ==> Hold a Pennsylvania Instructional II or Educational Specialist II certificate
  - ==> Have at least five years of teaching experience, three of which must be in the Warwick School District where they have demonstrated satisfactory ratings on the WSD 426 or 428 forms in all categories

3. Mentors at the elementary schools must teach the same level, primary or intermediate, and be from the same school as the Inductee.
4. Mentors at the secondary level must teach the same subject discipline.
5. Mentors for Educational Specialists must have similar job descriptions.
6. Mentors should have demonstrated the following qualities:
  - ==> Expertise in subject matter, lesson planning, classroom management, and teaching techniques
  - ==> Ability to work well with students and adults
  - ==> Enthusiasm and positive attitude toward teaching and the field of education
  - ==> Understanding of district philosophy, practices, policies, procedures, and resources
7. In unusual circumstances, the Assistant Superintendent has the right to approve a Mentor who does not meet the above requirements.
8. Roles and Responsibilities of a Mentor:
  - ==> Attend a mentor training session with the Staff Development Specialist
  - ==> Meet with the Inductee at a regular time, established with the Inductee, once per week or cycle
  - ==> Establish rapport and role as a support person
  - ==> Maintain confidentiality
  - ==> Help the Inductee organize and manage his or her classroom
  - ==> Assist the Inductee in the identification of most immediate and pressing needs
  - ==> Suggest ways to communicate with parents
  - ==> Serve as a sounding board
  - ==> Review student evaluation procedures and assessment data
  - ==> Provide non-supervisory peer assistance
  - ==> Complete the Mentor Log and submit to the Principal each semester
  - ==> Evaluate the Induction Program
9. Mentors will be paid for one year according to the terms in the Collective Bargaining Agreement. Payment will be made following the submission each semester of the Mentor Log to the Principal, who then forwards it to the Assistant Superintendent

## **Activities and Topics**

### Activities and Topics

#### **Inductee Roles and Responsibilities:**

- ==> Meet with the Mentor at a regular time, established with the Mentor, once per week or cycle
- ==> Communicate needs and questions to the Mentor and/or Staff Development Specialist
- ==> Meet with the Staff Development Specialist following observations
- ==> Make an effort to implement suggestions made by the Mentor and Staff Development Specialist
- ==> Share ideas with and support other members of the induction group
- ==> Observe five other teachers and reflect upon their lessons through dialogue with the Mentor
- ==> Meet with staff development specialist as needed to evaluate mentor relationship

#### **Prior to the beginning of the school year:**

1.) Attend district orientation day facilitated by the Superintendent and Assistant Superintendent. This orientation day will include an Explanation of the Pennsylvania Code of Professional Practice and Conduct for Educators

Other Topics on this day may include the following:

- ==> Warwick School District mission and goals
- ==> Description and tour of the community and school district
- ==> Supervision and Evaluation of Professional staff
- ==> Introduction to Human Resources personnel and procedures
- ==> Introduction to Student Services (by Director of Student Services)
- ==> Explanation of the Collective Bargaining Agreement (by a WEA member)
- ==> Explanation of District technology use policy (by technology department)

2.) Attend two days of induction seminars facilitated by the Staff Development Specialist. Topics for these two days include the following:

- ==> Special Education and Student Interventions (half day): presentations by special education teachers, gifted education teachers, learning facilitators or school psychologists, and speech therapists
- ==> Parent and Community Relations (half day): initiating positive parent contacts; effective written, phone, electronic, and face-to-face communication; parent-conference strategies; dealing with difficult parents
- ==> First Day Activities and Lesson Planning (half day): establishing rapport with students; seating arrangements and classroom environment; setting the tone and expectations; components of a lesson
- ==> Classroom Management Part 1 Preventing Problems (half day): Categories of rules and procedures; definition of a discipline problem; success-failure ratio; motivation; self-esteem; effective planning; categories of authority (Referent, Expert, Legitimate, Coercive)

### **During the First School Year:**

#### Late September or early October

Attend a full-day seminar led by the Staff Development Specialist. Substitutes will be provided. Topics include the following:

- ==> Classroom Management Part II When Prevention Isn't Enough: non-verbal and verbal interventions; natural consequences vs. punishment; using choices
- ==> Effective Classroom Strategies: identifying similarities and differences, summarizing, and note-taking, cooperative learning
- ==> Questioning Strategies: reinforcing effort and providing recognition, pause periods, encouraging student participation; facilitating equal participation; responding to student answers; planning questions; promoting student-generated questions; classifying questions; differentiating questions

#### November (after first marking period)

Spend a half-day observing other teachers, and attend a half-day seminar led by the Staff Development Specialist. Substitutes will be provided. Seminar topics include the following:

- ==> Discussion and Debriefing of observations
- ==> Conscious-Competence Model for learning new skills
- ==> Effective Classroom Strategies: homework and practice; generating and testing hypotheses
- ==> Legal Issues for Teachers: computer usage; interaction with students and colleagues;

administering standardized tests; unsatisfactory ratings; abuse of leave; harassment; certification, etc.

#### Late January/Early February

Attend 1.5 days of training in Learning Focused Schools facilitated by the Director of Curriculum and Assessment and the Staff Development Specialist. Substitutes will be provided.

#### March

Attend a half-day follow up to Learning Focused Schools training to allow unit-planning time. Substitutes will be provided.

#### May

Attend a half-day seminar led by the Staff Development Specialist. Substitutes will be provided. Topics will include the following:

- ==> Learning Styles: Auditory-Visual-Kinesthetic and Myers-Briggs
- ==> Reflection and Goal Setting

### **During the Second School Year**

#### October or November

Attend three seminars facilitated by the Staff Development Specialist and other professional educators. Substitutes will be provided. Topics include the following:

- ==> Adapting and differentiating instruction, assignments, and assessments to meet the needs of students with special needs (including students with IEPs, GIEPs, 504 plans, and those receiving other interventions)
- ==> Reading, Writing, and Math Standards across the curriculum
- ==> Brain-Based Learning

## **Evaluation and Monitoring**

### Evaluation and Monitoring

#### **Inductee Evaluation of Induction**

On a scale from 5 to 1 (with 5 being the most helpful) rate the following components of induction based on how helpful they were to you.

#### Seminar Topics

Special Education / Student Interventions	5	4	3	2	1
Parent and Community Relations	5	4	3	2	1
First Day and Lesson Plans	5	4	3	2	1
Classroom Management (expectations)	5	4	3	2	1
Classroom Management (authority types)	5	4	3	2	1
Effective Questioning	5	4	3	2	1
Legal Issues	5	4	3	2	1
Learning Focused Schools	5	4	3	2	1
Learning Styles	5	4	3	2	1
Reflection and Goal Setting	5	4	3	2	1

#### Observations

Staff Development Specialist observations	5	4	3	2	1
Post conferences	5	4	3	2	1
Email post conference summaries	5	4	3	2	1
Video taping and reflection	5	4	3	2	1
Observing other teachers	5	4	3	2	1

Mentor Relationship

Weekly meetings	5	4	3	2	1
Mentor starter handbook questions	5	4	3	2	1

1. Were your obligations to the Induction Program made clear? If not, please explain the confusion or what could have been better.
  
2. Did you feel that your Mentor followed through with his or her responsibilities?
  
3. Did you feel that you received the appropriate amount of support from the Staff Development Specialist? What else would have been helpful?
  
4. Did you feel rapport was established with the induction group? (Did you feel comfortable and supported, free to ask questions and ask for advice?)
  
5. Were there topics not covered at the induction seminars that you think should have been discussed or ones that should be deleted?

Other Comments or Suggestions:

Please return to the Staff Development Specialist by \_\_\_\_\_

### **Mentor Evaluation of Induction**

1. Were your duties as a Mentor made clear? If not, please explain the confusion or what could have been better.
  
2. Were the forms, handouts, articles, and materials helpful? If not, please explain.
  
3. Was the brief meeting in the fall enough "Mentor training," or are there other areas you feel should have been addressed to the whole group?
  
4. Did you feel that you received the appropriate amount of support from the Staff Development Specialist? What else would have been helpful?
  
5. Based on your discussions with your Inductee, what changes would you recommend for the Induction Program?
  
6. Were there topics not covered at the induction seminars that you think should have been discussed or ones that should be deleted?



Other Comments or Suggestions:

Please return to the staff development specialist by \_\_\_\_\_

### **Summary of Inductee and Mentor Evaluations**

After receiving the evaluations from the Inductees and Mentors, the Staff Development Specialist will compile the results and prepare summaries to be submitted to the Assistant Superintendent.

In addition, Inductees rate each individual seminar on the district staff development workshop evaluation form. These are forwarded to the Assistant Superintendent's office.

## **Participation and Completion**

### **Participation and Completion**

Participation: All professional employees, instructional and specialists, who have not completed a state-approved Induction Program and are employed by the district for more than forty-five days, are required to participate in the induction plan.

The Assistant Superintendent may also assign to the Induction Program new teachers to the district, who have completed Induction Programs in other districts, if the Assistant Superintendent deems it appropriate. The Assistant Superintendent may also waive components of the program based on the Inductees' experience and education.

All teachers and educational specialists new to the district, regardless of their inclusion in the Induction Program, will attend the district orientation day prior to the start of the school year and the Learning Focused Schools training (unless they have completed this previously).

Completion: After the Principals have approved and signed the Mentor logs and the Staff Development Specialist has verified the attendance of all first-year seminars, Induction Certificates signed by the Superintendent, Assistant Superintendent, Building Principal, Staff Development Specialist, and Mentor Teacher will be awarded to the Inductee. A copy of the certificate will be placed in the employee's personnel file in the Human Resources office.