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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 3, 2008**

**Entity:** Northern Lehigh SD  
**Address:** 1201 Shadow Oaks Ln  
Slatington, PA 18080-1237  
**Phone:** (610) 767-9800  
**Contact Name:** Karen Nicholas

## Teacher Induction Planning Participants

| Name               | Affiliation | Membership Category       | Appointed By   |
|--------------------|-------------|---------------------------|----------------|
| David Papay        | Lions Club  | Community Representative  | Self           |
| Karen Nicholas     | District    | Administrator             | Self           |
| Lynne Fedorcha     | District    | Administrator             | Superintendent |
| Michael Michaels   | District    | Administrator             | Self           |
| Mellissa De Frain  | District    | Elementary School Teacher | Self           |
| Marshelle George   | District    | Elementary School Teacher | Self           |
| Jamie Hillegass    | District    | Elementary School Teacher | Self           |
| Christina Carmody  | District    | Elementary School Teacher | Self           |
| Cindy Frey         | District    | Elementary School Teacher | Self           |
| Donna Marushak     | District    | Middle School Teacher     | Self           |
| Christopher Barnes | District    | Middle School Teacher     | Self           |

## GOALS AND COMPETENCIES

The goal of the Northern Lehigh School District Induction Program is to assist beginning teachers with the transition into teaching and to provide a program of experiences, activities and studies for each new teacher to best develop his/her individual style within the framework and expectations of the district.

Objectives-

- \* To build a strong mentor relationship between the beginning teacher and the mentor teacher.
- \* To build a knowledge base of essential resources, policies and procedures.
- \* To understand effective classroom techniques and procedures.
- \* To insure knowledge of the district.
- \* To insure knowledge of the practice of professional education.

### **Assessment Processes**

Each building principal, along with the support of the Induction Plan Coordinator, oversees the completion of all components of the Induction Plan for new employees in his or her building. All teachers who are new to the teaching profession and who are hired by the district as full- or part-time temporary professional employees will participate in the Induction process.

The individual needs of all new temporary professional employees will be assessed at the beginning of each employee's hiring period. These needs will have been identified from

the employment interview by the building principal or supervisor, a mentor checklist of topics for new employees, and a needs assessment survey. Throughout the school year, the inductee and mentor meet with the building principal to assess the inductee's progress in the Induction Program. In order to assess this progress, the building principal will examine the inductee's journal of mentor meetings and topics for discussion and the inductee's observation summaries. The building principal will also observe the inductee in the classroom in order to provide immediate and appropriate feedback on the inductee's performance in the classroom.

### **Mentor Selection**

The mentor teacher is selected by the building principal, pending approval by the Superintendent.

#### **Criteria-**

- An experienced teacher with no less than five years of successful teaching experience and who has an Instructional II certificate
- A teacher from the same building as the inductee, whenever possible (and preferably with a similar assignment)

#### **Qualities of Mentor Teachers-**

- Are recognized as excellent teachers.
- Teach district curriculum.
- Work well with children and adults.
- Have good organizational skills.
- Have knowledge about and use a variety of classroom organization and management techniques.
- Are skilled in working with groups of people.
- Are enthusiastic.
- Have a desire to serve.
- Are respected by his/her fellow professionals.
- Have a positive attitude toward the teaching profession and the school district.

#### **Responsibilities of the Mentor-**

- Meet with inductee a minimum of once a week.
- Maintain a log of meeting dates and topics of discussion with inductee.
- Attend meetings with principal and inductee each month.
- Establish rapport as a helping person.
- Help new teacher to identify immediate and pressing needs.
- Provide support for the inductee through coordinating activities and channeling feedback to the inductee.
- Provide support in curriculum, instruction, and assessment.
- Provide support in building-level processes and procedures.
- Complete a program assessment at the building level.

## **Compensation**

Mentors will be paid per District policy and are expected to complete a minimum of 36 hours of mentoring support to the new employee.

## **Responsibility of the Inductee**

- Participate in the district's induction activities.
- Cooperate with the mentor teacher.
- Maintain a journal of meetings with mentor.
- Attend all scheduled meetings.
- Participate in visitations to other classrooms.
- Complete a program assessment.

## **Activities and Topics**

The induction program is completed during the first full year of employment. As defined by contract however, all new teachers are required to attend three pre-session professional development days during the first year of employment, two pre-session professional development days during the second year of employment, and one pre-session professional development day during the third year of employment. Following is a suggested list of district and building topics that are addressed during pre-session activities and throughout the year in meetings with mentors and with principals. Items marked with an asterisk are required during the first year. Professional development under the Induction Plan occurs during the required pre-session days and throughout the year during weekly meetings with mentors and monthly meetings with principals. In addition to the topics listed below, all new teachers in grades K-6 will participate in training related to the Response to Intervention initiative; all new teachers in grades 5-12 will participate in training related to adolescent literacy (Reading Apprenticeship Framework); and all new teachers will participate in training related to data analysis and use of the district's data warehouse program.

### **District Topics**

- Introduction of new staff to the district\*
- Employment benefits\*
- Certification and tenure\*
- Code of Professional Practice and Conduct for Educators\*
- Overview of Danielson's *Enhancing Professional Practice: A Framework for Teaching*\*
- Differentiated Supervision\*
- Emergency Procedures\*
- Relationship with students
- Community resources
- Pupil personnel services.
- School board and policies and governance\*
- NLEA services\*
- Relevant law, including IDEIA and Chapter 4\*
- Curriculum process
- Classroom organization and management

- Explanation of Induction Plan\*
- Business office services\*

**School Topics**

- Working with support staff
- School safety issues
- Budgeting and supplies\*
- Library and media services
- Student behavior strategies\*
- Special education services and understanding specially designed instruction\*
- Gifted Program Guidelines and strategies that work with gifted/high potential learners\*
- ESL Program Guidelines and strategies that work with English Language Learners\*
- Student referrals and evaluations
- Student records
- Student rights and responsibilities
- The teacher evaluation process\*
- Reviewing evidence required for each domain of the *Framework for Teaching*\*
- Reviewing building-specific practices, such as the procedure for evaluating high school graduation projects
- Parent conferences and parent/teacher communications
- Guidance services
- Parent-teacher organizations
- Information technology services and integrating technology into professional practice\*
- Classroom organization and management\*
- School facilities

| <b>Pre-Session PROFESSIONAL DEVELOPMENT SCHEDULE [Example]</b>                |                                     |   |
|---|-------------------------------------|---|
| <b>YEAR 1</b>   | <b>YEAR 2</b>                       | <b>YEAR 3</b>                                       |
| Overview of Framework for Teaching  | Seminar in Classroom Management I   | Seminar in Classroom Management II                  |
| Overview of IDEIA and District Special Education Procedures                   | Differentiated Instruction          | Strategies for Motivating and Engaging All Learners |
| Overview of District Policies, Differentiated Supervision, and Strategic Plan | School Law, Policy and Expectations | An Introduction to Understanding By Design          |
| Overview of Teacher Induction Program and Introduction of Mentors             |                                     |   |
| An Introduction to District Technologies                                      |                                     |   |

**EVALUATION AND MONITORING**

Throughout the year, the building principal is responsible for monitoring the inductee's progress within the Induction Plan. During monthly meetings with the mentor and inductee, the principal reviews the meeting journal and observation summaries and provides guidance and insight as needed. Additional professional development topics will be addressed during these meetings based on the needs of the inductee.

It shall be the responsibility of the Building Principal to:

- Select mentors.
- Provide orientation sessions for inductees and mentor teachers.
- Meet monthly with mentor teachers and inductees for purpose of monitoring inductee process and providing assistance as needed.
- Observe the inductee eight times throughout the year.
- Maintain documentation of each beginning teacher's induction program and submit documentation to the Director of Curriculum and Instruction.

It shall be the responsibility of the Director of Curriculum and Instruction to:

- Serve as Induction Program Coordinator unless otherwise specified by the Superintendent.
- Gather Induction Program evaluation reports from inductee, mentor, and principal and consider this information for future program changes.

It shall be the responsibility of the Superintendent to:

- See that the induction process is developed and completed
- Select an induction program coordinator.
- Evaluate the induction process.
- Approve mentors.
- Maintain records of completion.
- Verify completion to the Department of Education.

## **PARTICIPATION AND COMPLETION**

The inductees maintain a dated journal of topics discussed with their mentors and principals. All professional development activities are logged on CPE Tracker. Completed documentation is submitted to the building principal.

The following documentation is required for completion of the Induction Program:

- \* An evaluation of program by inductee, mentor and administrator.
- \* A copy of the weekly journal by the inductee including the descriptions of weekly meetings with the mentor teacher and monthly meetings with the principal. This journal should be a contemporaneous record of required topics.
- \* A complete list of all professional development activities in which the inductee participated throughout the year. A minimum of 8 activities is required.
- \* A reflective summary for each of three classroom observations.
- \* The building principal forwards each inductee's completed packet, including all forms, to the Director of Curriculum and Instruction on or before the last day of school. (Exceptions will be made for those teachers during the school year.)

\* Failure to submit the required information will delay the processing of program completion and may result in the need to extend the length of the Induction Program for the inductee / mentor team.

Upon the completion of the above activities and submission of the required documentation, the Superintendent will sign the Induction Program Record Form and a letter will be forwarded to inductees stating they have successfully completed the induction program.