
Pennsylvania Department of Education



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

Teacher Induction Report

Thursday, September 24, 2009
(Last Last Approved: Monday, November 13, 2006)

Entity: Warren County SD
Address: 185 Hospital Dr
North Warren, PA 16365-4885

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Backstrom, Grace	WCSD, Academic Coach	Community Representative	Rosemarie Green
Blaney, Jennifer	Parent	Parent	Superintendent
Breese, Priscilla	WCSD	Regular Education Teacher	peers
Diley, Kelly	Beacon Light	Community Representative	Superintendent
Dunham, Roger	WCSD Board of School Directors	Board Member	WCSD Board of School Directors
Dwyer, Hugh	Warren County School District	Administrator	Superintendent
Dyke, Martha	WCSD	Special Education Teacher	Superintendent
Eberl, Mark	WCSD	Administrator	Superintendent
Green, Rosemarie	WCSD	Administrator	Superintendent
Hawley-Horner, Patricia	WCSD	Administrator	Superintendent
Huber, John	Seneca Home Health	Business Representative	Superintendent
Jones, Matt	WCSD	Administrator	Superintendent
Koontz, Ellen	WCSD Special Education Secretary to Director	Other	Diane Martin; Director of Special Education
Manelick, Jeff	WCSD	Secondary School Teacher	Rosemarie Green
Martin, Diane	WCSD Director of Special Education	Administrator	Superintendent
Meadows, Michelle	WCSD	Elementary School Teacher	Superintendent
Pascale, Karen	WCSD	Administrator	Superintendent
Sechriest, John	Community Member / Previous Facilitator	Community Representative	Superintendent
Stewart, Amy	Director of Instructional Technology / Communication	Administrator	Administration
Terrill, Robert	WCSD Superintendent	Administrator	Board of Education

Goals and Competencies

Goal

The Warren County School District desires to assist the inductee, a new college graduate, an experienced teacher or administrator newly employed by the Warren County School District, with

a smooth transition into his/her professional career. The program will be supportive and instructive in nature. The school district, through the use of appropriate professional personnel and a district-created inductee manual, will present a planned, organized orientation program to the new employees. Key aspects are transiting beginning teachers into the profession and new staff members into the district. The intent of the plan is to assist employees to understand and fulfill their role in accomplishing the districts mission, goals, and student learning outcomes.

Competencies

- A. To attend the inductee program activities
- B. To compile a log summarizing the content of each activity.
- C. To submit an evaluation of the total program citing effectiveness, strengths and weaknesses.
- D. To meet at least weekly with experienced teacher who has been identified to help the inductee.
- E. Complete the induction program in one calendar year.

Elements of the Induction Program will include the following areas:

- Printed materials on state laws, regulations and standards, the district's policies, procedures, resources, lines of communication, the Code of Professional practice and Conduct for Educators, etc.
- Information concerning classroom organization and management, effective instructional strategies, assessment procedures, federal and state curriculum guidelines, planned courses of study.
- Opportunities to develop initial competencies in a supportive environment, fostering professional attitudes and positive self-esteem.
- Support personnel to provide the assistance, guidance, recommendations, and feedback concerning effective educational practices.
- Collegial, professional relationship for inductees and experienced professionals.

Each of these elements will provide the necessary framework to meeting or exceed the State board regulations concerning new teachers. They will also provide the professional staff opportunities to improve their quality of work life.

Assessment Processes

At the various building levels, activities, information, exchange, and charts will be provided to meet the needs of the inductees. These needs have been identified in the district strategic plan.

Needs:

- A. Reinforce effective classroom management skills
- B. Provide models that are effective and efficient in the teaching/learning cycle across the curriculum.
- C. Facilitate efforts and resources to improve the quality of education at each grade level and subject area.
- D. Foster activities that generate professional attitudes and increase the staff's self-esteem.
- E. Define the role of the professional in the community, district, at the building level.
- F. Provide workshops that will support the following topics:
 - 1. Getting started in the profession
 - 2. Instructional modalities (models of instruction)

3. Management in the classroom
4. Designing a lesson
5. Classroom motivation techniques
6. Expectations as a professional
7. Generating a positive self-image
8. Time and stress management
9. Understanding the demographics and social structure of the community
10. Involvement with parents/guardians
11. Parent/Teacher conferencing techniques
12. Accountability as a professional
13. Student assessment/performance

The Warren County School District will use an annual survey and monthly meetings to address the concerns, common difficulties and triumphs of new teachers. The monthly meetings will be structured to address existing concerns of new teachers. School based support will also be provided for new teachers in an effort to provide a smooth transition from pre-service teaching to actual classroom experience.

Mentor Selection

All First Year Teachers Participate in the Program

An induction experience will be provided for every Level 1 first-year teacher, and newly employed professional personnel with prior school teaching experience may be required by the district to participate in this induction plan. A new teacher/inductee is defined as, "One new to teaching with a temporary or professional contract."

Selection of Support/Mentor Teachers

Principals are to work with their staff to select mentors. Please refer to "Mentoring Guidelines" in making your selections. It is recommended, if at all possible, that principals:

1. assign new teacher and mentor who teach the same grade level, curricular area and/or be connected in their day-to-day assignments.
2. schedule common preparation time for mentors and new teachers
3. provide opportunities for mentors and new teachers to team teach (utilize revolving substitutes)

Mentoring Guidelines

Mentors need to:

1. Be permanently certified.
2. Have three years experience.
3. Guide and aid the inductee in all aspects of the professional position.
4. Assist the inductee in relationships with his/her supervisors.
5. Work with the induction support team as mainstay in assuring completion of entire induction program.
6. Aid the inductee in completing fair and honest evaluations of the program.
7. Assure the inductee access to all members of the administrative staff.
8. Evaluate the induction program.
9. Follow the manual with the topics and adhere to the timeline.
10. Complete with the inductee the required logs for each topic.

11. Welcome and orient the inductee the first day of school.
12. Introduce the inductee to the building faculty.
13. Familiarize the inductee with classroom management and beginning expected procedures.
14. Work closely with the building administrator in support of the inductee.
15. Encourage the inductee to read professional magazines and discuss articles with them monthly.
16. Strive to bring success to your inductee.
17. Arrange for the inductee to observe colleagues.

Induction Support Teams:

Each team consists of a mentor teacher, a building principal, and a proper administrative officer as assigned by the district induction team.

Responsibilities of Various Components:

A. Induction Coordinator

1. Reviews and assures that the entire induction program is functional and operative in an on-going fashion.
2. Reviews and assures that the induction program is reviewed and altered as necessary.
3. Reports progress of induction project and progress of each inductee to the superintendent at regular intervals.

B. District Induction Team

1. Supports mentor teacher.
2. Reviews all final checklists for completion and thoroughness.
3. Conducts and monitors mentor teacher training program.
4. Reviews induction support team work to assure all topics are fully covered.
5. Reviews inductee manual to assure all topics are thoroughly covered.

C. Induction Support Teams

1. Assure completion of program at respective building in an orderly time-management fashion.
2. Orient faculty of building to the induction program and their responsibilities in supporting the new inductee.
3. Assist the inductee in socialization with his/her new professional peers and constituents.

D. Mentor Teachers

1. Guide and aid the inductee in all aspects of the professional position.
2. Assist the inductee in relationship with his/her supervisors.
3. Work with induction support team as maintain in assuring completion of entire induction program.
4. Aid the inductee in completing fair and honest evaluations of the induction program.
5. Assure the inductee access to all members of the administrative staff, including central office personnel.
6. Evaluate program.

Activities and Topics

Topics/Content

First Semester

- A. Materials Acquisition
- B. Teaching Methodology/Techniques
- C. Professionalism/Code of Professional Practice and Conduct
- D. Teacher Evaluation
- E. School Philosophy
- F. Student Record Keeping
- G. Parent/Teacher Relationships
 - a. Communication
 - b. Conferencing
 - c. Reciprocal Support
- H. Pupil Grading/Evaluation
- I. School System Operations
- J. Technology
- K. Classroom Organization/Management
- L. Special Education
- M. In-building routines
- N. Release time for mentors and inductees from non-instructional duties

Second Semester

- A. Curriculum Development
- B. Public Relations/Media Development
- C. Custodial/Clerical Relations
- D. Pupil Support Services
- E. School District Counseling Programs
- F. Professional organization
- G. Release time for mentors & inductees from non-instructional duties

Evaluation and Monitoring

Planning and Evaluation

- A. A checklist of needs will be developed by the district induction team
- B. The completion of a checklist and logs by the inductee will be reviewed by the district induction team.
- C. A collaboration of viewpoints from the inductee, mentor teachers, administrators and the induction team will be used in the annual review to determine the need for program alterations. Furthermore, the district will use the feedback to develop and implement on-going professional development to ensure the success and retention of first year teachers.

Participation and Completion

Participation and Completion

- A. Upon completion of the induction program, all mentors and inductees will sign the agreement located in the Warren County School District Induction Manual stating that he/she has successfully fulfilled the requirements outlined in the induction plan and manual.
- B. The official signed agreement form is maintained in Central Office personnel file.