
Pennsylvania Department of Education



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

Teacher Induction Report **Monday, June 09, 2008**

Entity: Sayre Area SD
Address: Intersection of State Rte 1056 and 1067
Sayre, PA 18840
Phone: (570) 888-7615
Contact Name: Dean Hosterman

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Eric Knolles	High School	Regular Education Teacher	Elected by Peers
Charles Carver	Business Owner	Business Representative	Board of School Directors
Christine Davis	Parent	Parent	Board of School Directors
David Zimmerman	Elementary	Elementary School Teacher	Elected by Peers
Dean Hosterman	Superintendent	Administrator	Elected by Peers/Board of School Directors
Deborah Wheeler	Community Member	Community Representative	Board of School Directors
Debra Agnew	Parent	Parent	Board of School Directors
Debra Moore	School Psychologist	Ed Specialist - School Psychologist	Elected by Ed. Specialists
Gary Webster	Board Member	Board Member	Board of School Directors
Jeff Paul	Business Owner	Business Representative	Board of School Directors
Jeffrey Agnew	Business Owner	Business Representative	Board of School Directors
Karen Rockwell	Parent	Parent	Elected by Peers
Mary Cole	High School	Regular Education Teacher	Elected by Peers
Michelle Murrelle	Elementary School Administrator	Administrator	Elected by Peers
Paul Stropko	Elementary School	Special Education Teacher	Elected by Peers
Robin Munn	Elementary	Elementary School Teacher	Elected by Peers
Samuel Cessna	Secondary School Administrator	Administrator	Elected by Peers
Samuel Moore	Community Member	Community Representative	Board of School Directors
Shirley Allis	High School	Special Education Teacher	Elected by Peers
Stacy Richmond	School Guidance Counselor	Ed Specialist - School Counselor	Elected by Ed. Specialists
Sue Hawthorne	Community Member	Other	District

Goals and Competencies

Goals

To provide a supportive atmosphere for new staff members and other persons who work in the school district. These staff members and other persons include professional teachers, administrators, and substitutes. The supportive atmosphere is provided to facilitate the

successful transition of these individuals into the district and into a potential career and/or profession.

Objectives

1. To familiarize the inductee and new substitutes with district and building policies, procedures, standards, resources, methods of operation, as well as discipline specific duties/procedures, etc. which constitute the school/workplace culture.
2. To provide the inductee with resources including The 1992 Code of Professional Practice and Conduct for Educators (22 PA Code 235) needed for self improvement in the areas of instructional skills, classroom management, student needs, and other specifically identified areas of professional development or training such as student assessment, time management, communication, working with the gifted, ESL/ELL and other special needs learners.
3. To provide the inductee with the needed support of a successful and experienced mentor and at the same time to encourage collaborative problem-solving and reflective practice.
4. To provide the new substitutes with the support of a staff member who can be contacted to assist with problems or answer questions as they arise.
5. To assist the inductee in achieving district, state, and federal performance standards.

Competencies

To reinforce and build strength in the following areas:

1. Positive expectations
2. Classroom management
3. Lesson mastery
4. Instructional delivery
5. Data analysis
6. Professionalism

Assessment Processes

Superintendent

1. To serve as the chair of the Induction Committee and coordinator of the induction process and see that the district-wide induction process functions as intended.
2. To collect and coordinate feedback from the induction process on an annual basis and make revisions to that process as necessary.
3. To make available to all responsible parties updated information concerning the induction process.
4. To certify those inductees who successfully complete the induction program.
5. To submit reports to the Pennsylvania Department of Education as required.
6. To arrange training for mentors and supplemental training as needed.

Induction Committee

1. To serve as overall advisory group to the superintendent in his/her role as the induction process coordinator.
2. To develop an orientation and support program for inductees and new substitutes.
3. To meet as requested by the superintendent to provide him with advice on making program revisions.

Principals/Supervisors/Coordinators

1. To implement and monitor the administration of the induction program including the new substitute component within their areas of responsibility.
2. To orient new staff members and substitutes to their programs.
3. To assign mentors to inductees based on criteria outlined in the Induction Plan.
4. To meet at least once per semester with the inductee and mentor to evaluate progression of the program and to advise mentors and inductees and resolve conflicts, if necessary.
5. To make available to mentors and inductees required resources.
6. To maintain and review documentation on each inductee's program submitted by his/her mentor and recommend or not recommend certification to the superintendent.
7. To provide feedback on the operation of the induction program to the superintendent.

Mentors (training and compensation to be provided)

1. To participate in training related to the induction process including, but not limited to, the following: The purpose of the induction program and the role of a mentor, communication skills, listening skills, coaching and conferencing skills, effective teacher/specialist skills, problem solving and knowledge of adult learning and development.
2. To establish a support and confidential relationship with the inductee and with other mentors.
3. To facilitate a good start to the year.
4. To assist the inductee in implementing district and school policies, procedures, curriculum/job assignments, and organizational requirements, classroom management, and other routine duties.
5. To observe the inductee whenever possible.
6. To meet with the inductee on a regular basis (at least once a week or whenever possible) in order to identify ongoing needs and provide assistance and direction as dictated by those needs.
7. To model good instructional practices as agreed upon by the principal(s).
8. To maintain a log of all scheduled meetings with inductee for review by the appropriate administrator.
9. To provide feedback on the operation of the district induction program to the superintendent.
10. To promote professionalism.
11. To inform the appropriate administrator on the progress of the inductee.

Inductee

An inductee is defined as a professional staff member hired for at least one semester who is both new to the school district and/or new to his/her profession/career assignment, or a certificated staff member who received his/her certificate on or after June 1, 1987 and has not previously been through an induction program. The term "inductee" does not include new substitutes.

1. To attend all scheduled orientation activities, conferences, and meetings including but not limited to, observations of experienced teachers/specialists, regular meetings with his/her mentor, meetings with other inductees, and meetings with his/her supervisor.
2. To work cooperatively with the mentor, responsible administrator, and the induction committee.
3. To communicate concerns/needs with the mentor and make an effort to implement mentor suggestions/recommendations.
4. To complete the required activities of the induction program including maintaining a journal to develop the practice of reflective teaching.
5. To provide feedback on the operation of the district induction program to the responsible administrator.

NOTE: The superintendent may waive portions of the induction program which experienced staff members may have already fulfilled.

Mentor Selection

Criteria

1. Shall be a highly skilled, master staff member with positive interpersonal skills recognized by peers and accepted by the administration with sufficient years of experience in the area assigned and the district.
2. Shall be, whenever possible, within the building and/or classification to which the inductee is assigned, matching the job assignment or area or responsibility/certification as close as possible as well as teaching schedules.
3. Shall possess a positive attitude toward career development, professionalism, the induction process, and model continuous learning and reflective teaching.
4. Shall be willing to receive mentor training and accept additional responsibility.

Procedure

1. Recommendations shall be submitted by administrators and any district staff members to the induction committee for review.
2. The induction committee shall create a list of mentors from the nominees who agree to serve as mentors and shall authorize the superintendent to recruit mentors where they are needed.
3. Responsible administrators will pair their inductees with the most appropriate mentors.
4. This process is to be ongoing, with the superintendent updating the mentor list as necessary.

Activities and Topics

Getting Started

1. Meeting of mentor and inductee.
2. Orientation to the work place (school system, job assignment, and personnel).
3. Orientation to the community.
4. Acquisition of resources and support materials. (Resources and support materials for professional inductees must include The 1992 Code of Professional Practice and Conduct for Educators (22 PA Code 235) and the district's strategic plan.)
5. Review of appropriate handbooks, policies, regulations, procedures, and plans.
6. Introduction to the career/profession.
7. Determination of inductee needs such as how to manage time, how to conduct parent conferences, how to interact with staff members, etc.

Encouraging Professionalism

1. Working on collaborative problem-solving.
2. Using reflective practice.
3. Focusing on teamwork and cooperation.
4. Participating in staff development.
5. Modeling.

Delivering Instruction

1. Planning.
2. Engaging students.
3. Making adaptations for gifted, ESL/ELL, regular and special needs learners.
4. Using technology.
5. Managing a classroom.

6. Accessing and understanding student IEP's.

Improving Performance

1. Setting and meeting standards/achieving outcomes.
2. Diagnosing needs.
3. Obtaining and using feedback.
4. Requesting assistance/using support agencies.
5. Researching questions/looking for information.
6. Developing alternatives.
7. Obtain necessary or additional technology instruction.

Evaluation and Monitoring

Requirements for Monitoring Progress and Maintaining Records

1. Maintenance of a checklist, log, and journal of activities completed by the inductee and verified by the mentor.
2. Submission of copies of the completed checklist and inductee log to the appropriate administrator for review.
3. Documentation/certification of the satisfactory/unsatisfactory completion of the induction program by the superintendent following a recommendation by the responsible administrator.

Induction Program Evaluation

Feedback on the district induction program shall be reviewed and evaluated by the superintendent at the end of each year. The superintendent shall make revisions as necessary in the program with the advice of the Induction Committee.

Participation and Completion

Participation and program completion are important aspects of any plan. The mentor teachers will jointly complete some of the forms with the inductees. In some cases, the mentor teacher will initial forms to verify that he/she is aware that the observations have been completed. The teacher liaisons and the principals will verify the attendance at the orientation sessions and the meetings. The teacher liaisons will maintain a folder on each inductee with all appropriate forms and paperwork in place. The forms which have been developed to document participation and successful completion of the program are listed as follows:

- Inductee Needs Request
- Mentor - Inductee Log
- Mentor Application - Survey
- Induction Checklist
- Mentor Feedback
- Inductee Feedback

Feedback on the district induction program shall be reviewed and evaluated by the superintendent at the end of year year. The superintendent shall make revisions as necessary in the program with the advice of the Induction Committee.