
Pennsylvania Department of Education



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

Teacher Induction Report **Tuesday, May 13, 2008**

Entity: Hopewell Area SD
Address: 2354 Brodhead Rd
Aliquippa, PA 15001-4501

Phone: (724) 375-6691
Contact Name: Charles Reina

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Adriane Prickett	Junior High School Nurse	Ed Specialist - School Nurse	Elected by Peers
Beth Shenefiel	Junior High Librarian	Middle School Teacher	Elected by Peers
Charles Reina	Superintendent	Administrator	Charles Reina
Dennis Barber	Business Representative	Business Representative	Board of Directors
Donna Steff	Secondary English Teacher	Secondary School Teacher	Elected by Peers
Doug Bruno	NCSPearson	Business Representative	Board of Directors
Janice Rice	Secondary English Teacher	Secondary School Teacher	Elected by Peers
Jenn Luff	Elementary Teacher	Elementary School Teacher	Elected by Peers
Judy Mihok	Director of Curriculum and Instruction	Administrator	Charles Reina
Korri Inderlied	Junior High Assistant Principal	Administrator	Charles Reina
Kristen Nan	Elementary Teacher	Elementary School Teacher	Elected by Peers
Lynn Milanovich	School Counselor	Ed Specialist - School Counselor	Elected by Peers
Marisa Palmer	Community	Parent	Board of Directors
Nancy Barber	Community	Parent	Board of Directors
Patricia Simmons	Elementary Principal	Administrator	Charles Reina
Sandy Gladis	Elementary Principal	Administrator	Charles Reina
Susan Todd	Director of Technology	Administrator	Charles Reina
Suzanne Kuzma	Junior High Teacher	Middle School Teacher	Elected by Peers

Goals and Competencies

GOALS

The Hopewell Area School District Induction Plan is designed to implement research-based instructional practices that align with Pennsylvania Academic Standards to increase student achievement. The Induction Plan will assess the needs of the Inductee and guide and support the transition of the beginning teacher throughout his or her first year of teaching. We strive for effective teaching, effective classrooms, and effective schools.

COMPETENCIES

All inductees will receive professional development and training in the following:

- The day to day operations within the building as well as building standards
 - District policies and procedures
 - Special services available to the District, how to request those services, and district policies and procedures concerning these services
 - The Professional Code of Conduct
 - Instructional practices that improve student learning
 - Instruction that aligns with the Pennsylvania Academic Standards
 - The district's professional development program
 - Establishing collegial relationships among new teachers, support teachers, all staff members, and administrators
 - Peer support through the use of an experienced teacher as a model
 - Developing communication skills with parents/guardians, support agencies, and other individuals
 - Introduction to the building facility, faculty, and non-instructional support staff
 - Explanation of board approved curriculum, materials, and supplies
-

Assessment Processes

A needs assessment instrument will be provided to each inductee (Appendix A) to be completed at the initial induction meeting. The inductee will use this tool to self-evaluate his or her competency level in each area. This needs assessment form will be completed at the end of the induction year to help the district plan specific professional opportunities for future inductees.

Mentor Selection

Mentor Selection

Qualifications:

- 1.) To be eligible for selection as a support teacher, a teacher must have five years of successful teaching experience as a regular full-time professional employee.
- 2.) The teacher must possess at the time of application a valid Instructional II Certificate from the Commonwealth of Pennsylvania, Department of Education.

Procedures for selection:

- 1.) A vacancy as determined by the district shall be posted in all buildings.
- 2.) The final responsibility for selecting from the list of applicants for Support Teacher and District Induction Committee positions shall be with the Superintendent. In making the selection for support teacher position the Superintendent shall give priority among applicants on the following basis:
 - a) A qualified and eligible teacher applying from the same building as the inductee shall have priority over teachers from other buildings.
 - b) A qualified and eligible teacher from the same department or grade level as the inductee shall have priority over other teachers. A Department or Grade Chairman shall have priority over other teachers in the same Department or Grade.

Compensation:

Compensation for the mentor teacher is determined by the collective bargaining agreement between HASD and the HEA.

Activities and Topics

Activities and Topics

A. Administration Requirements

1. Oversee the Induction Program.
2. Provide New Teacher Orientation session prior to the start of the year.
3. Inform the Inductee of building policies and procedures and provide necessary materials, including the Code of Professional Conduct for Educators.
4. Provide release time for Inductees and Mentors, if necessary.
5. Meet with Inductees and Mentors on a regular basis.
6. With Induction Committee input, may waive portions of the Induction Program for those experienced teachers or those from other districts who have completed an Induction Program and can provide documentation of completed process.
7. Participate in an evaluation of the Inductee and Teacher Induction Plan.

B. Mentor Teacher

1. Meet/discuss Induction Plan with Induction Committee representatives.
2. Review Induction Plan and requirements.
3. Participate in IU provided mentoring programs. (optional)

C. Requirements of the Mentor Teacher

1. Participate in trainings and inservice programs.
2. Establish a good rapport with the Inductee.
3. Meet on a regular schedule with the Inductee to cover Induction Plan topics. (Appendix D)
4. Meet additionally with the Inductee upon request.
5. Provide assistance with classroom management and organization as needed.
6. Schedule meetings with administration to observe teaching of Inductee and provide helpful feedback.
7. Suggest ways to communicate with parents and community.
8. Serve as a sounding board for ideas.
9. Maintain confidentiality.
10. Conduct an overview of district curriculum and stress importance of using board adopted, research-based curriculum.
11. Familiarize Inductee with building and special resources and personnel.
12. Explain district assessment/evaluation and walkthrough observation procedures.
13. Maintain a written record of Mentor/Inductee meetings and activities.
14. Participate in the evaluation of the Teacher Induction Program.

D. Requirements of the Inductee

1. Meet with Mentor teacher on a regular basis and as requested.
2. Make any additional needs known to Mentor or Induction Committee.
3. Follow suggestions and recommendations.
4. Take an active part in local seminars and inservice opportunities.
5. Follow the Professional Code of Conduct at all times.
6. Complete the Inductee forms used to provide feedback to the Induction Committee.

7. Observe at least one teacher at your grade level or content area AND at least one teacher outside your grade level or content area. (Schedule with administration.)
8. Meet with Administrator and complete Activity Log.

Evaluation and Monitoring

Evaluation and Monitoring

A. Ongoing Support-coordinated by Administration

1. Inductee/Mentor activities including but not limited to visits and observations in each other's classrooms, or other appropriate classrooms.
2. Awareness and coordination of Inductee's professional responsibilities.
3. Discussion of needs, feedback, and review of Inductee's progress.

B. Assessment of Inductee's progress through the Induction Program

1. The building principal will evaluate areas of improvement and recommend additional professional development for each Inductee based on the results of the needs assessment survey.
2. The building principal will review the log of all activities and topics covered each year of the Induction (Appendices D, E, or F) to verify participation and completion by each Inductee.

C. Assessment of the Induction Program

1. The Inductee will complete the Induction Program Assessment at the end of the year. (Appendix G)
2. The Mentor will complete the Induction Program Assessment at the end of the year. (Appendix H)
3. The building administrator will complete the Induction Program Assessment at the end of the year. (Appendix I)
4. The on-going assessment of the Induction Program will be conducted by the Induction Committee annually, using the following instruments:
 - Induction program assessments completed by the inductees
 - Induction program assessments completed by the mentors
 - Induction program assessments completed by the building administrators
 - Activity logs
5. The final assessment of the program will be made by the Superintendent based on all written reports from:
 - Inductee
 - Mentor
 - Administrators
 - Induction Committee

Participation and Completion

Participation and Completion

At the end of the year, all documentation will be verified by the following process:

1. The building administrator will collect the completed verification of meetings, topics covered, required observations and activity logs from the mentor and inductee in May of the induction year.
2. The building administrator will review documentation with the Director of Curriculum and Instruction.
3. The Director of Curriculum and Instruction will disseminate all relevant materials (such as suggestions for improvement, recommendations for changes) to the Induction Committee.
4. A record of the Inductee's participation and successful completion of the Induction Plan will be placed in the Inductee's personnel file for Instructional II certification procedures. This will include:
 - Completion of 1-2 full days before the beginning of the school year with Mentor and/or Administration for orientation to the district
 - Documentation of completion of time line meetings held with mentor teacher (Appendix D)
 - Documentation of completion of required observations
 - Documentation of activity log (Appendix D)

Appendix A

Needs Assessment

Name of Inductee: _____ Date: _____

Years of Teaching Experience in your present position: _____

Below is a list of areas which research has shown are related to student achievement and teacher success. Your cooperation in responding to this will help our district to focus our efforts in addressing your needs. Please read and consider each area carefully and then indicate your evaluation of your competency.

I. How competent do you feel at this state in your career in the following areas (please check ONE for each):

	Very Competent	Somewhat	Not Very
--	----------------	----------	----------

		Competent	Competent
A. Instructional Skills			
B. Content Preparation			
C. Classroom Management			
D. District & Building Operations			
E. Awareness of Student Needs			
F. Parent Relations and Conferencing			
G. Student Learning Styles			
H. Computer & Technology Skills			
I. Cultural and Community Influences			
J. Pennsylvania Stds/Assessment Anchors			
K. Maintaining Professional Relationships			
L. Professional Code of conduct			
M. District Policies and Procedures			
N. Differentiated Instruction			
O. Embedding Technology into Instruction			
P. Analysis of Student Data			

II. What other area(s) would you like to see addressed in the Induction Program?

Appendix B

Mentor Application

Qualifications of a mentor teacher:

- Five years of successful teaching experience as a regular full-time professional employee
- Valid Instructional II certificate from the Commonwealth of Pennsylvania, Department of Education

Name: _____

Date: _____

Number of years experience in the Hopewell Area School District: _____

Current position: _____

Area (s) of Assignment: _____

Educational Affiliations (List organizations to which you belong that indicate your interest and involvement in the educational community):

Have you ever served as a Mentor Teacher? _____

_____ for the Hopewell Area School District? _____ Another District?

Use the space below to describe any additional personal and/or professional qualities that you feel qualify you as a Mentor Teacher.

Appendix C

New Teacher Orientation

Discussion Topics

- A. Introduction to Central Office Staff
- B. Introduction to Jr./Sr. High School or Elementary Office Staff
- C. Introduction to Mentor teacher
- D. Tour of the building/facilities/district
- E. Completion of forms as needed by central office and business office
- F. Receive a copy of teaching schedule and other assigned duties
- G. Review of the following:
 - 1. Daily schedule and school year timelines
 - 2. Faculty Handbook
 - 3. Student Handbook
 - 4. Assigned Duties
 - 5. General procedures and policies
 - 6. Homeroom responsibilities
 - 7. Classroom management and procedures
 - 8. Grading and grade book procedures
 - 9. Lesson plans and substitute folders
 - 10. Reporting absentee/excuses
 - 11. Fire drill procedure
 - 12. Emergency manual
 - 13. Discipline and completing forms

14. School wide effective behavior
15. Dress code and procedures
16. Tobacco/weapon policies
17. Drug and alcohol policy
18. Other relevant policies
19. Daily procedures
20. Staff arrival/dismissal times
21. Tardy/late students
22. Technology Procedures
23. Core Team/Child Study Team
24. Special Education guidelines & responsibilities
25. Walk-throughs/observations
26. Extracurricular activities & responsibilities
27. Communications with parents
28. Confidentiality

Appendix D

Time Line/Activity Log

(Please initial when each topic covered)

Inductee: _____

School Year: _____

Mentor: _____

Grade/Subject: _____

Date of Initial Orientation: _____

August	Ind	Men	November	Ind	Men
Mentor & inductee orientation			Record keeping		
Initial needs assessment			Pupil support services		
Code of professional conduct			Technology services		
Pennsylvania State Standards			4 Sight		
Assessment anchors			December		
Steps to report child abuse			Stress management		
Dealing with negativism			Materials, supplies and budgeting		
September			January		
Curriculum overview			Intermediate Unit services		
Classroom time management			Addressing the needs of all students		
School-wide effective behavior			Motivating students		
Grading & retention policy			Child study/student Assistance Team		
District policies & procedures			Federal programs		
Open House			February/March		
Meeting with parents			Special education & referrals		
October			Field trips		
Attendance procedures			Professional development		

Communication with parents/guardians			Testing procedures		
Communications with administration			April/May		
Characteristics of Professionalism			Setting goals		
Where to get what you need			Promotion & looking at data		
PSSA			Continuing education goals/procedures		

Completion of Observation #1 (within grade or content area)

Date: _____ Class: _____

Inductee Signature: _____

Mentor: _____

Completion of Observation #2 (outside grade or content area)

Date: _____ Class: _____

Inductee Signature: _____

Mentor: _____

Workshops, coursework and other professional development completed:

Name of Activity:

Date Completed:

Year One Induction Program Completion Date: _____

Inductee Signature: _____

Mentor Signature: _____

Appendix G

Induction Program Assessment

Inductee

Inductee: _____ Mentor: _____

1. Did this program provide you with adequate support? Explain.

2. What would you suggest be added to aid other beginning teachers?

3. What changes would you recommend?

4. To what extent were the following met by the program:

	Excellent	Good	Fair
First year needs, expectations and adjustments			

Recognizing and meeting student needs			
Improvement of teaching skills			
Professionalism			

Signature of Inductee: _____

Date: _____

Appendix H

Induction Program Assessment

Mentor

Inductee: _____ Mentor: _____

1. Did this program provide you with adequate support? Explain.

2. What would you suggest be added to aid other beginning teachers?

3. What changes would you recommend?

4. To what extent were the following met by the program:

	Excellent	Good	Fair
First year needs, expectations and adjustments			
Recognizing and meeting student needs			
Improvement of teaching skills			
Professionalism			

Signature of Mentor: _____

Date: _____

Appendix I

Induction Program Assessment

Administrator

Inductee: _____ Mentor: _____

1. Did this program provide you with adequate support? Explain.

2. What would you suggest be added to aid other beginning teachers?

3. What changes would you recommend?

4. To what extent were the following met by the program:

	Excellent	Good	Fair
First year needs, expectations and adjustments			
Recognizing and meeting student needs			
Improvement of teaching skills			
Professionalism			

Signature of Administrator: _____

Date: _____