
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Teacher Induction Report **Friday, August 01, 2008**

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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Barbara Kehr	South Western School District	Administrator	Administration
Brian Cromer	South Western School District	Administrator	Administration
Christine Blevins	South Western School District	Administrator	Administration
Jil Manga	South Western School District	Administrator	Administration
Kevin Duckworth	South Western School District	Administrator	Administration
Kris Strausbaugh	South Western School District	Administrator	Administration
Mary Kay Kelly	South Western School District	Administrator	Administration
Walter Graves	South Western School District	Administrator	Administration

Goals and Competencies

The purpose of the South Western School District Teacher Induction Program is to help beginning certificated personnel to function more effectively and grow professionally during their first year in the profession and for beginning certified personnel to fulfill part of the requirements for an Instructional II certificate. For the purposes of this program, the term, beginning certificated personnel, is defined as any teacher, and/or educational specialist and/or psychologist beginning their Pennsylvania teaching career and certified in accordance with the 1999 regulations required to participate in this program. The term, educational specialist, is defined as a person whose primary responsibility shall be to render professional services other than classroom teaching. Long-term substitutes will participate similarly in an induction experience as outlined in this plan.

The South Western School District is a member of the York County Consortium Teacher Induction Program and conducts its teacher induction program in collaboration with the other members of the consortium. The York County Consortium Teacher Induction Program is a process to help beginning certificated personnel to function more effectively and grow professionally during their first year in the teaching profession. The school districts of York County, the York County School of Technology, and the Lincoln Intermediate Unit # 12 are members of this consortium. The Lincoln Intermediate Unit # 12 representative serves as the Induction Coordinator for this effort.

The York County Consortium Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each participating school entity, with additional representation from the Lincoln Intermediate Unit # 12 and, where appropriate, from institutions of higher education. In the South Western School District, the local Induction Council is made up of those individuals reflected in section one of this plan. This local Induction Council plays an important role in assisting the York County Consortium Teacher Induction Council in the following:

1. Developing the Teacher Induction Plan
2. Publishing a Teacher Induction Notebook for participants
3. Designing and conducting joint teacher induction workshops and seminars
4. Recommending induction activities to be carried out at the district and building level

Participants in this consortium are identified with the Superintendent's/Executive Director's signature as confirmation. Beginning certificated personnel employed by the Lincoln Intermediate Unit # 12 who are assigned to the York County area also participate in this program. An Induction Notebook describing in

greater detail activities and relationships is available from the Lincoln Intermediate Unit # 12, P.O. Box 70, New Oxford, PA 17350.

Research in the field of teacher induction indicates: 1) a structure must be developed to achieve an effective beginning teacher-mentor relationship, 2) the induction process should be ongoing during the school year and 3) the structure should promote a positive attitude toward the teacher induction process on the part of all members of the induction team. This research serves as the foundation for the five major goals of the York County Consortium Teacher Induction Program. The program goals and competencies are:

Goal 1: To build a strong mentoring relationship between beginning teacher and the induction team by:

- a. developing an induction team for each beginning teacher*
- b. providing training for induction team members*
- c. providing opportunities for interaction among team members*

Goal 2: To build a knowledge base of essential resources, policies and procedures by:

- a. providing information regarding essential resources, policies and procedures of the district*
- b. providing information regarding essential resources, policies and procedures of the building*
- c. providing information regarding essential resources, policies and procedures at the state, the Lincoln Intermediate Unit # 12 and federal levels*
- d. providing information regarding Pennsylvania Comprehensive System of Personnel Development (C.S.P.D.) performance goals and other current statewide initiative.*

Goal 3: To build a knowledge base of district student learning achievement by:

- a. providing information regarding Chapter 4 regulations, Pennsylvania Academic Standards and state and local assessments measuring student proficiency of standards*
- b. providing reinforcement for effective delivery of a standards-based curriculum*

Goal 4: To develop an understanding of effective classroom techniques and procedures by:

- a. reinforcing effective classroom management skills*
- b. reinforcing a variety of effective instructional strategies*
- c. reinforcing the usage of a multitude of student assessment strategies*
- d. utilizing research-based instruction*

Goal 5: To build an awareness of expectations by:

- a. studying the Code of Professional Practice and Conduct*
- b. fostering professional attitudes and positive self-esteem*
- c. defining community, district and building expectations*
- d. defining beginning teacher expectations*
- e. learning skills to promote effective communication with students, parents, community members and colleague.*

These goals and competencies are addressed, where practical, through consortium efforts. Where appropriate, guidelines and/or activities to be addressed at the district or building level are outlined. Participating entities are also encouraged to implement district-generated guidelines/activities designed to achieve program goals and competencies.

Assessment Processes

Research regarding the importance of induction programs is compelling. Holloway (2001) stated that a focused, structured and systematic induction program has a positive influence on the performance of new educators — and is advantageous to mentors as well. Matching veteran educators with their less experienced colleagues provides valuable professional development for both parties. Charlotte Danielson (1999) found that this type of program, when coupled with reflective activities and professional conversations, helps novice teachers improve teaching practices and assume responsibility for their classrooms. In addition, well-designed programs also lower the attrition rate of new teachers (National Association of State Boards of Education, 1998). Numerous studies (Boyer, 1999; Storm, Wing, Jinks, Banks & Cavazos, 2000; Evertson & Smithey, 2000; Scott, 1999) found that programs designed to meet the varied needs of new educators play a significant role in their professional growth, assist them in honing planning and management skills and encourage them to reflect on the effectiveness of their instruction.

Seminars conducted under the auspices of the York County Consortium are designed to address some of the general concerns faced by all beginning teachers. The seminars, scheduled throughout the school year, provide opportunities to meet and share first year experiences with beginning teachers from other schools and school entities. Specific needs of individual beginning teachers are assessed at the building level both formally and informally throughout the school year. At the consortium level, induction participants are asked to identify additional seminar topics at mid-year. These recommendations are used to develop a “Reflection and Emerging Needs Seminar” to take place in the spring of the year.

Mentor Selection

The Building Level Induction Team in the South Western School District includes the building principal, assistant principals (at the secondary level), mentor, and the beginning teacher. The interpersonal relationship among team members is crucial and shall be reviewed regularly by members of the York County Consortium Council to insure compatibility. The following “Essential Qualities of a Mentor Teacher” will guide the selection of mentors:

- a. Knowledge and skills in the classroom
- b. A commitment to the teaching profession and service to children
- c. Instructional leadership
- d. The ability to teach the district standards-based curriculum
- e. The use of appropriate, effective problem-solving techniques
- f. The use of a variety of instructional, classroom organizational, management and grouping techniques
- g. The ability to convey enthusiasm for a subject to students
- h. A willingness to give special attention to students requiring assistance
- i. Success in fostering excellent student performance
- j. The ability to give and receive constructive criticism
- k. The ability to effectively communicate with colleagues, parents and students
- l. Knowledge of policies and procedures within the specific school building

The South Western School District will seek, whenever possible, to recruit mentor teachers who meet the following criteria:

- a. are tenured
- b. hold an Instructional II Certificate
- c. have taught a minimum of two years with the school entity
- d. are recognized and respected by colleagues
- e. teach at the same grade level or in the same subject area as the beginning teacher
- f. are assigned to classrooms in close proximity to the beginning teacher

Activities and Topics

York County Consortium Teacher Induction Program activities include a two-day orientation in August and a minimum of four seminars scheduled throughout the school year. In addition, the district will conduct the following district/building induction activities: district orientation, language arts training, lesson design, professionalism, assessment, cooperative learning, content area reading, classroom management, communicating with parents, and planning your professional growth.

Seminar goals and competencies reflect the stages of teacher development identified in current teacher effectiveness research and are designed to meet the differentiated learning styles of participants. These competencies are also informed by Charlotte Danielson's Professional Practice Framework for Educators. Some of the topics to be addressed for each of the five major goals of the program and the level(s) responsible (*see parentheses*) are outlined below:

Goal 1: To build a strong mentoring relationship between beginning teacher and the induction team.

- Roles & Responsibilities of the induction team members (*Consortium Seminar*)
- Informal Peer Visitation Guidelines (*Building Induction Team*)

Goal 2: To build a knowledge base of essential resources, policies and procedures.

- School Entity Policies & Procedures including the following: (*South Western Induction Team*)
 - Philosophy
 - Contractual Obligations
 - Professional Obligations
 - Discipline Policy
 - Grading/Retention Policy
 - Building Policies & Procedures including the following: (*Building Induction Team*)
 - Materials Acquisition
 - Attendance Procedures
 - Schedule
 - Lesson Plans
 - Extra Duties
 - Emergency Phone Numbers
 - Recordkeeping
 - Home/School Communication
 - Fire Drill Procedures
 - Parent/Teacher Conferencing
 - Assessment Procedures
 - Community Resources
 - Field Trip Procedures
 - Media Services
 - Pupil Personnel Services
 - Extracurricular Activities
 - Federal Programs

Goal 3: To build a knowledge base of district student learning achievement.

- Student Achievement including the following: (*Consortium Seminar, District Induction Team, Building Induction Team*)
 - Proficiency of Standards
 - Graduation Requirements
 - Standards-Based Curricula
 - District Assessment Plan
 - Textbook/Resource Materials

Goal 4: To develop an understanding of effective classroom techniques and procedures.

- Organizing for the First Day/Week (*Consortium Seminar, Building Induction Team*)
- Organizing for Instruction/Appropriate Instructional Design (*Consortium Seminar, District Induction Team, Building Induction Team*)
- Knowledge of Students and How to Guide Their Learning (*Consortium Seminar, Building Induction Team*)
- Effective Classroom Routines & Procedures/Classroom Management/Effective Behavior/School-Wide Behavior Support/Clear Standards of Conduct/Safe and Adequate Organization of Physical Space (*Consortium Seminar, Building Induction Team*)
- Student Assessment & Feedback to Students on their Learning (*Consortium Seminar, Building Induction Team*)
- Academic Standards/State Initiatives (*Consortium Seminar, District Induction Team, Building Induction Team*)
- Engagement & Motivating Students (*Consortium Seminar*)
- Appropriate Instructional Design with Adaptation for Individual Student Needs (*Consortium Seminar*)
- Meeting Student Needs (IST/SAP)/Flexibility and Responsiveness in Meeting Student Needs (*Consortium Seminar/Building Induction Team*)
- Instruction to Address Culturally/Linguistically Diverse Learners (*Consortium Seminar, District Induction Team, Building Induction Team*)
- Reflection on Teaching and Learning to Enhance Instruction (*Consortium Seminar, District Induction Team, Building Induction Team*)

Goal 5: To build an awareness of expectations.

- Professional Expectations & Conduct including the following: (*Consortium Seminar, District Induction Team, Building Induction Team*)
 - Code, Standards & Practices
 - Confidentiality
 - Support of System
 - Support of Colleagues
 - Ethics
 - Professional Demeanor
- Teacher Self Esteem (*Consortium Seminar, District Induction Team, Building Induction Team*)
- Appropriate Interaction between Teacher and Students and among Students (*Consortium Seminar, Building Induction Team*)
- Community Demographics & Social Structure (*District Induction Team*)
- Parental Contact/Involvement (*Consortium Seminar, Building Induction Team*)
- Parent/Teacher Conferencing Techniques (*Consortium Seminar, Building Induction Team*)
- Expectations for Beginning Teachers (*Consortium Seminar, Building Induction Team*)

York County Teacher Induction Consortium Timeline — 2008-2013

2008-2009

Ongoing	Local Induction Council Planning/Monitoring Building and District Induction Activities
July 2008	Consortium Induction Council Planning Meeting
August 2008	Two-day Consortium Orientation Workshop Local Orientation for Beginning Teachers
September 2008	Preparation Seminar
October 2008	Instruction Seminar
November 2008	Motivating Students Seminar Consortium Mid-year Needs Assessment
January/February 2009	Local Activity for Beginning Teachers
March 2009	Consortium Induction Council Planning Meeting
April 2009	Reflection and Emerging Needs Seminar
May 2009	Consortium Induction Council Planning Meeting Submission of Criteria for Completion Forms End-of-Year Local Evaluation

2009-2010

Ongoing	Local Induction Council Planning/Monitoring Building and District Induction Activities
July 2009	Consortium Induction Council Planning Meeting
August 2009	Two-day Consortium Orientation Workshop Local Orientation for Beginning Teachers
September 2009	Preparation Seminar

October 2009	Instruction Seminar
November 2009	Motivating Students Seminar
	Consortium Mid-year Needs Assessment
January/February 2010	Local Activity for Beginning Teachers
March 2010	Consortium Induction Council Planning Meeting
April 2010	Reflection and Emerging Needs Seminar
May 2010	Consortium Induction Council Planning Meeting
	Submission of Criteria for Completion Forms
	End-of-Year Local Evaluation

2010-2011

Ongoing	Local Induction Council Planning/Monitoring
	Building and District Induction Activities
July 2010	Consortium Induction Council Planning Meeting
August 2010	Two-day Consortium Orientation Workshop
	Local Orientation for Beginning Teachers
September 2010	Preparation Seminar
October 2010	Instruction Seminar
November 2010	Motivating Students Seminar
	Consortium Mid-year Needs Assessment
January/February 2011	Local Activity for Beginning Teachers
March 2011	Consortium Induction Council Planning Meeting
April 2011	Reflection and Emerging Needs Seminar
May 2011	Consortium Induction Council Planning Meeting
	Submission of Criteria for Completion Forms

End-of-Year Local Evaluation

2011-2012

Ongoing	Local Induction Council Planning/Monitoring Building and District Induction Activities
July 2011	Consortium Induction Council Planning Meeting
August 2011	Two-day Consortium Orientation Workshop Local Orientation for Beginning Teachers
September 2011	Preparation Seminar
October 2011	Instruction Seminar
November 2011	Motivating Students Seminar Consortium Mid-year Needs Assessment
January/February 2012	Local Activity for Beginning Teachers
March 2012	Consortium Induction Council Planning Meeting
April 2012	Reflection and Emerging Needs Seminar
May 2012	Consortium Induction Council Planning Meeting Submission of Criteria for Completion Forms End-of-Year Local Evaluation

2012-2013

Ongoing	Local Induction Council Planning/Monitoring Building and District Induction Activities
July 2012	Consortium Induction Planning Meeting
August 2012	Two-day Consortium Orientation Workshop Local Orientation for Beginning Teachers

September 2012	Preparation Seminar
October 2012	Instruction Seminar
November 2012	Motivating Students Seminar
	Consortium Mid-year Needs Assessment
January/February 2013	Local Induction Council Activity for Beginning Teachers
March 2013	Consortium Induction Council Planning Meeting
April 2013	Reflection and Emerging Needs Seminar
May 2013	Consortium Induction Council Planning Meeting
	Submission of Criteria for Completion Forms

Evaluation and Monitoring

Participants in each Consortium Induction Seminar are asked to evaluate the effectiveness with which it achieved its intended goals/objectives. Summaries of the responses to these instruments are reviewed annually by the Consortium Induction Council as a means of making recommendations for program improvement. At the discretion of the local school entity, induction participants may be surveyed on an ongoing basis as well as at the end of the school year to determine the effectiveness of local level induction activities and the appropriateness of topics addressed at the consortium level.

Participation and Completion

Each beginning teacher is expected to attend all York County Consortium workshops, seminars, local induction activities and building induction team meetings. In addition, beginning teachers must meet local expectations regarding peer visitations and maintain a log of induction activities that provides the documentary base for entries on the Teacher Induction Criteria for Completion Form. This form, which includes a record of attendance for all consortium seminars, district and building level meetings and peer visitations, must be signed by all members of the building-level induction team and then submitted to the school district office for verification of completion of the program.

The South Western School District will maintain records of those beginning teachers completing the induction process by: 1) giving each beginning teacher completing the program certification of this accomplishment, 2) placing a copy of the certification with the signed Teacher Induction Criteria for Completion Form in the teacher's personnel file and 3) maintaining a district file of all beginning teachers completing the process within the school entity.