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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** **Wednesday, August 27, 2008**

**Entity:** Richland SD  
**Address:** 340 Theatre Drive  
Johnstown, PA 15904-5370  
**Phone:** (814) 266-6063  
**Contact Name:** Thomas Fleming

## Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Alyson Kaminsky	Richland SD	Secondary School Teacher	Teachers
Andrew Fedore	Richland SD	Business Representative	Richland School Board
Becky Staley	Richland SD	Community Representative	Richland School Board
Brandon Bailey	Richland SD	Administrator	District Administration
Charles Shaffer	Richland SD	Other	Richland School Board
Dianne Weigle	Richland SD	Other	Richland School Board
Donna Dumm	Richland SD	Secondary School Teacher	Teachers
Eber Verhovsek	Richland SD	Community Representative	Richland School Board
Edward A. Moran	Richland SD	Administrator	District Administration
James Roccio	Richland SD	Board Member	Richland School Board
Jeffrey Wingard	Parent	Parent	Richland School Board
John E. Maier	Richland SD	Administrator	District Administration
Karen Roman	Richland SD	Elementary School Teacher	Teachers
Merikay Moore	Richland SD	Ed Specialist - School Nurse	Education Specialist
Michael Bodolosky	Richland SD	Board Member	Richland School Board
Michelle Miller	Richland SD	Elementary School Teacher	Teachers
Missy Stringent	Richland SD	Ed Specialist - School Counselor	Education Specialists
Pam Verostick	Richland SD	Business Representative	Richland School Board
Patricia Kristobak	Richland SD	Ed Specialist - School Counselor	Education Specialists
Rex McQuaide	Richland SD	Board Member	Richland School Board
Scott Instone	Richland SD	Parent	Richland School Board
Tammy Boyd	Richland SD	Elementary School Teacher	Teachers
Tara Wolf	Richland SD	Elementary School Teacher	Teachers

Thomas P. Fleming, Jr.	Richland SD	Administrator	District Administration
Thomas Smith	Richland SD	Administrator	Richland School Board

## Goals and Competencies

The Goal of the New Teacher Induction Plan of the Richland School District is to simplistically resolve new employees' concerns in a professional and positive manner. Each first year temporary professional employee will be provided with a support system composed of administrators, experienced support teachers and other personnel. The support system will provide maximum assistance in areas of concern to the new teacher to make his transition into teaching an easy one and provide him with planned experiences which will enable him to develop the best teaching style within the philosophical framework and expectations of the District. It will systematically orient the new member to become an efficient and effective educator. Thus, the Richland School District will be able to attract and retain the most academically talented teachers who will continue the tradition of providing the highest quality of instruction possible to ALL its students.

The purpose of the Richland School District induction plan is :

### To provide:

1. A structure through which the new teacher can objectively analyze the effectiveness of their teaching and to make resources readily available for self-improvement.
2. A formal structure for identifying and solving the problems common to new teachers.
3. Peer support and the model of a successful and experienced professional for the new teacher.
4. A common entry point for on-going staff development.

## Assessment Processes

First year teachers of the Richland School District will complete the induction plan:

To help the new teacher:

1. Improve teaching skills through:
  - (a) Teacher methodology/techniques
  - (b) Classroom organization/discipline
  - (c) Methods of evaluation/standards of the District
  - (d) Curriculum development
  - (e) Motivational techniques
2. Improve classroom management skills through
  - (a) Scheduling
  - (b) Record keeping
  - (c) Lesson planning

- (d) Grading
  - (e) Material acquisition
3. Adjust to District and Building standards and methods of operation through
    - (a) Orientation to facilities
    - (b) District policies and contractual information
    - (c) Material acquisition
    - (d) Media and material availability
  4. Become aware of student needs through various support groups
    - (a) IU 08 Services
    - (b) Guidance
    - (c) Special Education
    - (d) Parent Organization (PTO)
  5. Become aware of District's place in the community through
    - (a) Conferences
    - (b) Public Relations
    - (c) School Board meetings
    - (d) Parent-Teacher organizations and informal meetings
  6. Assess professional development without penalty
  7. Enhance feelings of "professionalism" through
    - (a) Custodial/Clerical/Teacher relations
    - (b) Formal and informal evaluations
    - (c) Self-confidence
  8. Become oriented to the System and community through planned experiences and activities such as
    - (a) Orientation and In-Service programs
    - (b) Open House
    - (c) PTO activities
    - (d) School Board meetings
    - (e) Department meetings

## **Mentor Selection**

### **Selection Criteria for Mentor Teachers**

1. Five years of successful teaching experience in the District.
2. Instructional II Certificate.
3. Demonstrated competence in instruction, planning and classroom management.
4. Positive attitude toward the teaching profession.
5. Preferably subject area and/or grade level appropriate to inductee.
6. Has a good understanding of learning theory. Has, through observation, demonstrated knowledge of and used a variety of management and classroom organizational techniques.
7. Has demonstrated skills working with individuals. Is enthusiastic; has a positive attitude and a desire to serve.

### **Qualities of Mentor Teachers**

1. Recognized as excellent teachers.

2. Teachers District curriculum.
3. Works well with children and adults.
4. Has good organizational skills.
5. Has knowledge and awareness of instructional skills.
6. Has knowledge of and uses a variety of classroom organization and management techniques.
7. Is enthusiastic and has a positive attitude.
8. Has a desire to serve

## **Activities and Topics**

The Richland School District is a member of the Appalachia Intermediate Unit 08 (IU08) Teacher Induction Program. It conducts specific professional development activities for first year teachers in collaboration with other districts in the IU08. The goals of the consortium plan are organized into four major categories, and are reflective of the Pennsylvania Department of Education's 12 high-leverage practices:

1. Quality Teaching
2. Quality Leadership
3. Artful Use of Infrastructure
4. Continuous Learning Ethic

The following is an overview of the program for first year teachers. All topics will be covered through the Intermediate Unit 08 consortium or the Richland School District.

## **Management Functions**

1. District Level
  - a. Philosophy
  - b. Goals
  - c. Policies/Regulations
  - d. Benefits
  - e. Department Assignments
  - f. Curriculum Development - Procedures
  - g. Long Range Planning - Procedures
2. Building Level
  - a. Building Regulations
  - b. Building Level Discipline Codes
  - c. Requisition Procedures
  - d. Scheduling Procedures
  - e. Testing
    - (1) Standardized
    - (2) Diagnostic
    - (3) Psychological
  - f. Student Grading Procedures
  - g. Facility Use Policy
  - h. Faculty Advisors
  - i. Parent/Student/Teacher Relationships
  - j. Conferences
  - k. Teacher Observation/Evaluation
  - l. Textbook Adoption/Evaluation
3. Classroom Level
  - a. Time Management

- b. Classroom Atmosphere - Appearance
- c. Student Discipline
- d. Record Keeping
  - (1) Accident Reports
  - (2) Attendance Reports
  - (3) Grading
  - (4) Permanent Records
  - (5) Conference/Travel

### **Instructional Process**

- 1. Curriculum
- 2. Course of Study
- 3. Student Mastery Philosophy
- 4. Planning Skills
  - a. Daily Lesson Plans
  - b. Unit Planning
  - c. Student Evaluation
    - (1) Quiz/Unit Tests
    - (2) Formative/Summative Tests
- 5. Lesson Presentation
  - a. Motivational Activities
  - b. Statement of Objectives
  - c. Modeling
  - d. Guided Practice
  - e. Independent Practice
  - f. Diagnostic/Assessment
  - g. Summary/Review
- 6. Factors that Influence Teaching
  - a. Appearance
  - b. Motivation
  - c. Reinforcement
  - d. Attitude
  - e. Mannerisms
  - f. Voice/Tone
  - g. Technical Knowledge and Skill
  - h. Questioning Techniques

### **Supportive Services**

- 1. Guidance Services
- 2. Library Services
- 3. Health Services
- 4. Special Services
  - a. Special Education
  - b. Psychologist
  - c. Instructional Media
  - d. Gifted

### **Socialization Process**

- 1. Faculty
  - a. Introduction of Staff and Support Staff
  - b. Attendance at Department, Grade Level and Building Functions Throughout the Year
  - c. Involvement of Teachers in Committees and Projects

## Evaluation and Monitoring

1. An evaluation of the project shall be conducted by May of the end of the school year in which the induction process occurs.
2. Inductees and mentors will meet with building-level administrators to evaluate the induction process and procedures.
3. Each Inductee/Mentor will submit the appropriate Induction Program Evaluation Form.
4. Should an Inductee require second year mentoring services, a decision will be made through the PDE 426 process.

## Participation and Completion

1. Evaluation of teacher participation and completion of the first year teacher induction program will be conducted by the District Induction Committee at the end of the school year.
2. The following (attached) forms shall be utilized:
  - (a) Mentor Log
  - (b) Inductee Log
  - (c) Assessment of Program - Mentor
  - (d) Assessment of Program - Inductee

It shall be the responsibility of the District Superintendent of Schools to forward a list of persons successfully completing the induction program to the Pennsylvania Department of Education. Copies of all logs and program assessments shall be maintained by Mentor, Inductee, Building Principal and District Superintendent of Schools and shall be included within the inductee's personnel record.

RICHLAND SCHOOL DISTRICT

Teacher Induction Program

MENTOR LOG

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Meeting Date: \_\_\_\_\_

Topic(s) Discussed:

Comments:

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Meeting Date: \_\_\_\_\_

Topic(s) Discussed:

Comments:

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RICHLAND SCHOOL DISTRICT

Teacher Induction Program

ASSESSMENT OF PROGRAM — MENTOR

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1. Did the Induction Program provide the necessary support needed by the Inductee to make the transition to the professional staff in Richland School District?

Explain:

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2. What program items did you find most beneficial?

3. What items would you suggest be added to aid the incoming teacher?

4. What items would you suggest be eliminated from the Induction Program?

5. To what extent were the following objectives met by the Program?

	<u>GOOD</u> _____	<u>FAIR</u> _____	<u>POOR</u> _____
a. Adjustment to District's method of Operation	_____	_____	_____
b. Improvement of teaching skills	_____	_____	_____
c. Adjustment to student needs	_____	_____	_____
d. Personal Growth and Professional development	_____	_____	_____

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Mentor Signature

RICHLAND SCHOOL DISTRICT

Teacher Induction Program

INDUCTEE LOG

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Meeting Date: \_\_\_\_\_

Topic(s) Discussed:

Comments:

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Meeting Date: \_\_\_\_\_

Topic(s) Discussed:

Comments:

RICHLAND SCHOOL DISTRICT

Teacher Induction Program

ASSESSMENT OF PROGRAM — INDUCTEE

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1. Did the Induction Program provide the necessary support needed by the Inductee to make the transition to the professional staff in Richland School District?

Explain:

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2. What program items did you find most beneficial?

3. What items would you suggest be added to aid the incoming teacher?

4. What items would you suggest be eliminated from the Induction Program?

5. To what extent were the following objectives met by the Program?

	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
a. Adjustment to District's method of Operation	_____	_____	_____
b. Improvement of teaching skills	_____	_____	_____
c. Adjustment to student needs	_____	_____	_____
d. Personal Growth and Professional development	_____	_____	_____

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Inductee Signature