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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, February 27, 2008**

**Entity:** Weatherly Area SD

**Address:** 602 6th St  
Weatherly, PA 18255-1520

**Phone:**

**Contact Name:**

## Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Thomas McLaughlin	Weatherly Area School District	Administrator	Superintendent
Gene Freeman	Weatherly Area School District	Administrator	Board
John McGee	Weatherly Area School District	Middle School Teacher	Faculty
Sandra Slavick	Weatherly Area School District	Administrator	Superintendent
Margaret Brown	Weatherly Area School District	Ed Specialist - School Counselor	Superintendent
Martha Kew-Goodale	Weatherly Area School District	Administrator	Superintendent
John Toft	Weatherly Area School District	Other	Superintendent
Katie Leach	Weatherly Area School District	Secondary School Teacher	Principal
Barbara Sipler	Weatherly Area School District	Elementary School Teacher	Elementary School
Maria Whitley	Weatherly Area School District	Secondary School Teacher	High School
Lori Ursta	Community Member	Parent	Superintendent
Jim Dougherty	Community Member	Business Representative	Superintendent
Joe Barna	Building Contractor	Business Representative	Superintendent

## Goals and Competencies

### Goal:

To provide a series of planned experiences, activities, and studies designed to increase the beginning teacher's knowledge and improve his or her teaching skills; helping to facilitate an orderly and successful passage for that teacher through his or her initial teaching period.

### Objective:

1. To familiarize teachers with the Code of Professional Practice and Conduct for Educators
2. To familiarize teachers with local school board policies and school district procedures
3. To provide contractual information
4. To provide information, training and on-going technical assistance in the following areas:
  - a. Classroom management
  - b. Curriculum, Standards and Anchors
  - c. Parent/community involvement
  - d. Interpersonal skills and relations: communications (two-way)
    1. Teacher to teacher
    2. Teacher to student
    3. Teacher to administrator
  - e. Record keeping
  - f. Pupil and teacher support services
  - g. Materials and supplies acquisition
  - h. Pupil grading, assessments, and PSSA
  - i. Pupil motivation and incentive systems (strategies)
  - j. Special Education procedures and teacher responsibilities

- k. Gifted education procedures and teacher responsibilities
- l. Public relations (image-professionalism)--dress/manners
- m. Classroom organization and arrangement
- n. Professional growth and development
- o. Dealing with differences-pupils, peers, community (ethnic, religious, racial, linguistic, cultural, ESL)
- p. On-line data systems
- q. Lead teachers and their roles in the district
- r. Transitional activities as students transition from grade level to grade level

### **Assessment Processes**

At the beginning of each school year, a Needs Assessment will be completed by all Inductees. This instrument will be analyzed to determine the needs of the teachers for the school year. At the end of the year the same Needs Assessment will again be administered to determine if teachers perceive themselves to have mastered skills/activities originally identified as needs. Additionally, at the end of the school year, an Inductee Evaluation Form is completed and will be analyzed to determine if the inductees need additional training or recommend additional topics be addressed in the New Teacher Orientation meetings. These recommendations will be implemented with the new inductees in following years.

### **Mentor Selection**

The Selection of Mentors is outlined in the Teacher Collective Bargaining Agreement.

The process is as follows:

All mentor positions will be posted in the school faculty lounges and principal's offices.

The intent is to select and reward the best veteran teachers to serve as mentors.

Teacher input will be solicited and principals will give consideration to teachers from the same department or building/grade level as the new inductee.

Should a mentor resign a new mentor will be assigned.

Mentors will be paid \$750 for a whole school year.

### **Activities and Topics**

August, 2006, 2007, 2008, 2009, 2010, 2011

Topics addressed include:

- Code of Conduct
- I.A.E.I.A.
- English as a Second Language
- Child Abuse
- Instructional Media Services
- Effective Instruction
- Strategies for Avoiding Confrontations
- Differentiated Instruction
- Multiple Intellegences
- Concepts for Intervention

August through May of 2006, 2007, 2008, 2009, 2010, 2011

The following topics will be addressed by the Principals through monthly meetings with inductees:

- General Orientation to School District
- Supervision and Inductee Plan
- Forms 426/427
- English as a Second Language
- Special Education and Gifted Education

Additional topics addressed through county agencies:

- Child Abuse by Rape and Victim Assistance Center
- Reportable incidents by Children and Youth Agency

August through May of 2006, 2007, 2008, 2009, 2010, 2011

For one year inductees will be required to observe five other teachers, complete a video observation of their own teaching and analyze it as well as maintain an Induction Program Record that includes the following topics that will be addressed in meetings with Mentors:

Act 48, Back to School Night, Child Abuse, Classroom Management, Community Resources (Guest Readers), Computers (Classroom, Lab), Conference Procedures, Corporal Punishment, Course Reimbursement, Curriculum Development (Resource Materials, Textbooks), Planned Courses, Discipline, Distance Learning, District Personnel Contracts, Duties, Emergency Operations (Crisis Management, Evacuation, Fire Drills, Injury), Enrichment Program, Federal Programs: Title I (Remediation), Title II (Math & Science), Title V (Innovative Programs), Field Trip Procedures, Grading (Procedures, Report Cards), Home Schooling, Home-School Communications, Homework Policy, Group Learning Plans (GLP), Internal Communications, Attendance Procedures, Chain of Command, Copying Procedures, Confidentiality, Inter-district Mail, Lunch Procedures, Mailboxes, Recess Procedures, Lesson Plans, Library and Berks County IU Services, Materials Acquisitions, PA Academic Standards (Planned Courses, Procedures), Professional Reimbursement, Pupil Support Services, ESL, Guidance, Instructional Support/Child Study, Nurse, Psychologist, SAP, Speech and Language Therapist, Social Worker, Therapeutic Staff Support (TSS), Record Keeping: Classroom Records, Parent Correspondence, Permanent Records (Cum Files), Retention, Requisition Procedures, Schedules, School Closing/Delay, School Safety Issues, Special Education Services (MDE/IEP Meetings, Programs, Referrals), STC (Vocational Programs), Student Rights and Responsibilities, Student/ Parent Handbook, Substitute Packet, Teacher Handbook (Code of Professional Practice and Conduct), Testing (Cognitive Abilities, Pennsylvania System of School Assessments, Terra Nova), Transportation, On-Line Data Systems, Lead Teachers and their Roles in the District, Transitional Activities (as students transition from grade level to grade level).

### **Evaluation and Monitoring**

During the meetings held in the district an average of once a month, the principal will speak with inductees to discuss their progress in the classroom and any issues needing to be discussed. Additionally, at the end of the school year a Program Evaluation will be completed by each inductee to evaluate the induction program. These forms do not contain names of inductees so that information can be given freely. Information gathered can be considered for program changes for future inductee programs.

### **Participation and Completion**

The inductees will keep a log of topics discussed with their mentor, principal, other teachers and district administrators. Dates of topics discussed will also be logged. The inductees will complete the Video Observation Form, review it with the building principal, and obtain the Principal's signature that the activity was completed satisfactorily. After observing other teachers the peer observation form will be signed and dated by both the inductee and the teacher observed. Upon completion of the above paperwork, the Superintendent will sign the Induction Program Record Form. A letter will then be forwarded to the inductees stating they have successfully completed the induction program.