
Pennsylvania Department of Education



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

Teacher Induction Report

Monday, March 03, 2008

Entity: Exeter Township SD

Address: 3650 Perkiomen Ave
Reading, PA 19606-2798

Phone:

Contact Name:

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Angie Finney	Exeter Township SD	Parent	Superintendent
Don Cramer	Exeter Township SD	Administrator	Superintendent
Donna Barnhart	Exeter Township SD	Elementary School Teacher	Superintendent
Jan Bertolet	Jacksonwald Elementary	Elementary School	Teachers and School

	School	Teacher	Board
John Arty	Exeter Township Junior High School	Administrator	Superintendent
Lori Weisser	M.L. Lausch Elementary School	Elementary School Teacher	Superintendent
Rob Petro	Exeter Township Junior High School	Middle School Teacher	Superintendent
Sally Traczuk	Exeter Township School District	Community Representative	Superintendent
Sharon Lountzis	Exeter Township SD	Parent	Superintendent

Goals and Competencies

Program Goals and Competencies

- A. Build a professional support system through the use of a mentor and the school building induction team
- B. Build knowledge of district policies, procedures, expectations, and resources
- C. Provide training and support in instructional techniques
- D. Provide training and support in classroom management techniques
- E. Build knowledge of the district's curriculum
- F. Promote the personal and professional well-being of new employees
- G. Transmit the culture of the district and the profession

Assessment Processes

Assessment Processes

A. During the first orientation session (usually scheduled for the middle of August), inductees receive the "Instructional and Orientation Needs Assessment for Inductees" form. Individuals are asked to complete it and forward a copy to their mentor, principal, and induction coordinator. A mentor uses the information on the form to plan the weekly meetings, principals use it to plan their monthly meetings, and the coordinator uses it to schedule district-wide meetings.

B. At the completion of the first semester, inductees are requested to complete the "In Process Needs Assessment for Inductees" form. After being completed, it is again used to plan future sessions — mentors with individual inductees, principals with inductees in their buildings, and the coordinator with all district inductees.

C. Completed "Instructional and Orientation Needs Assessment for Inductees" forms and "In Process Needs Assessment for Inductees" forms are kept on file and reviewed annually for possible modifications to the overall program.

Mentor Selection

Mentors: Selection Process and Responsibilities

A. A mentor is a professional who:

- (1) has an Instructional II certificate
- (2) has taught in the ETSD for a minimum of two years
- (3) is willing to serve
- (4) teaches the same or similar grade level/subject as the inductee

Note: Due to the time demands placed on an individual performing two responsibilities, during the school term that a professional is serving as a mentor, it is recommended that he/she not take a student teacher, especially during the first quarter of that term.

B. Qualities of a Mentor

- (1) Has a commitment to the teaching profession and service to children
- (2) Possesses instructional leadership qualities
- (3) Has the ability to teach the district curriculum
- (4) Uses appropriate and effective problem-solving techniques
- (5) Has a commitment to set high expectations for students\
- (6) Uses a variety of instructional, classroom management, organization, and grouping

techniques

- (7) Has the ability to convey enthusiasm and a positive attitude for the subject and school
- (8) Can teach at various student ability levels
- (9) Is familiar with current literature in his/her field, as well as, in the broader sense of effective schools and effective teaching
- (10) Exhibits a willingness to give special attention to students who require extra help
- (11) Has the ability to effectively communicate with peers, parents, and students

C. Selection procedure

- (1) In the spring, each teacher and education specialist receives a "Mentor Application" for the induction program. Those who fit the criteria, possess the qualities, and are interested in serving in this capacity, submit the completed application to the Induction Coordinator.
- (2) Principals and the induction coordinator may also nominate teachers to serve in the mentor pool.
- (3) At the end of each school term, a mentor pool list is compiled for the district by building, grade level, and /or department.
- (4) As the principal in each building learns of inductees for the upcoming school term, he/she and the induction coordinator will select a mentor (from the induction pool) for each inductee.
- (5) Every attempt will be made to utilize qualified mentors on an equitable basis.
- (6) The following criteria should be used in the selection of a mentor:
 - a. Same or similar assignment of grade/subject matter as the inductee
 - b. Has a schedule that coincides with the inductee
 - c. Be assigned to a classroom in close proximity to the inductee
 - d. Compatible inductee/mentor relationship
 - e. Skilled in interpersonal relationships
 - f. Good parent/teacher relationship
 - g. Is well organized

D. Mentor Responsibilities

- (1) Attend and participate in the New Teacher Orientation Days in August prior to the start of the term
- (2) Attend and participate in (an) in-service(s)
- (3) Receive training
- (4) Facilitate a good start to the term
- (5) Meet with the assigned inductee at least once a week
- (6) Meet with assigned inductee and the principal (building meeting) once a month. It is the responsibility of the building principal to schedule these meetings.
- (7) Attend and participate in any scheduled district-wide induction meetings
- (8) Attend at least one board meeting with the assigned inductee
- (9) Use an Induction Topic checklist to assure that pertinent information is shared and discussed with the inductee. The completed checklist is turned in to the Induction Coordinator at the end of the inductee's first term in the district.
- (10) Complete an Induction Evaluation form at the end of the term

Activities and Topics

Program Length and Timeline of Activities and Topics Addressed in the Program

The induction program will normally be a two-year program with the second year consisting of participation in the Program to Refine Instructional Skills in the Exeter Schools (PRISE). The program, however, may be modified at the discretion of the building principal and the induction coordinator to be a one-year program or a three-year program. The one-year modified program could be used for an inductee who has prior teaching experience in another district, has already received an Instructional II certificate and is only new to this district. The three-year modified program could be used for an inductee who would benefit from participation in a concentrated methodology that could include instructional, management, and/or human relation skills. The specific concentrated topic(s) would be determined by the building principal and the induction coordinator.

General topics to be covered in the program, how each will be addressed, and the approximate timeline for each:

- A. Topics and activities covered in **district-wide meetings/sessions** — (Year One)
- | | | |
|------|---|---------------|
| (1) | Roles and responsibilities of a beginning teacher | August |
| (2) | Expectations for the beginning teacher | August |
| (3) | Roles and responsibilities of the induction team | August |
| (4) | District policies and procedures | August |
| (5) | District philosophy | August |
| (6) | Code of Professional Practice and Conduct for Educators | August |
| (7) | Demographics and history of the community | August - Sept |
| (8) | Computerized grading system | August - Sept |
| (9) | Technology training | August - Oct |
| (10) | Curriculum articulation | August - Oct |
| (11) | Classroom management | August - Oct |
| (12) | Nurse and Healthroom Procedures | Sept - Oct |
| (13) | Standardized testing program and guidance services | Sept - Oct |
| (14) | Special education classes and procedures | Sept - Oct |
| (15) | Instructional Support Teams and SAP Teams | Oct - Nov |
| (16) | Home and school communications | Oct - Nov |
| (17) | Functions and operation of the school board | Oct - Nov |
| (18) | Parent conference techniques | Oct - Nov |
- B. Topics and activities covered in **building level meetings/sessions**: (Year One)
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|------|--|---------------|
| (1) | School building tour | August - Sept |
| (2) | Textbooks, supplies, and materials | August - Nov |
| (3) | Building policies and procedures | August - Nov |
| (4) | School-level health, safety and security information | August - Sept |
| (5) | Emergency Procedures | August - Sept |
| (6) | Curriculum guides and planned course documents | August - Nov |
| (7) | Discipline policy, rules, and procedures | August - Nov |
| (8) | Clerical services and procedures | August - Nov |
| (9) | Daily classroom procedures | August - Sept |
| (10) | Recordkeeping | August - Nov |
| (11) | Grading and retention policies and procedures | August - Nov |
| (12) | Media services | August - Nov |
| (13) | Health information and procedures | August - Nov |
| (14) | Field trip procedures | August - Nov |
| (15) | Custodial services and procedures | August - Nov |
| (16) | Cafeteria services and procedures | August - Nov |
| (17) | Chapter and other federal and state programs | August - Nov |
| (18) | Parent-teacher conference procedures | August - Nov |
| (19) | Extra-curricular activities | August - Nov |
- C. Topics covered in the **Program to Refine Instructional Skills in the Exeter Schools (PRISE)**: (Year Two)
- | | | |
|-----|--------------------------------------|---------------|
| (1) | Importance of active participation | January - May |
| (2) | Utilizing prime learning time | January - May |
| (3) | Motivation theory and techniques | January - May |
| (4) | Questioning techniques | January - May |
| (5) | Retention theory | January - May |
| (6) | Classroom management techniques | January - May |
| (7) | Technology and software applications | January - |
- May
- | | | |
|------|--|---------------|
| (8) | Learning styles | January - May |
| (9) | Multiple Intelligences | January - May |
| (10) | Cooperative Learning techniques | January - May |
| (11) | Making Practice and Homework Meaningful | January - May |
| (12) | Differentiation of Instruction and Flexible Grouping | January - May |
| (13) | Teaching Reading in the Content Areas and | |

Evaluation and Monitoring

A. Program evaluation

- (1) All inductees, mentors, and principals will complete a "Teacher Induction Program Evaluation" form during the month of May.
- (2) All completed evaluation forms will be forwarded to the induction coordinator by the middle of June.
- (3) The coordinator will make the evaluation summary and the individual evaluation forms available to the Professional Development Committee for review.
- (4) During a meeting of the Professional Development Committee, recommendations for program changes, additions, and/or deletions will be discussed. If approved by the committee, the recommendation(s) for changes(s) will be made to the superintendent.

B. Reporting program progress

- (1) At least twice a year, the district induction coordinator will report to the Professional Development Committee on the activities and progress of the program.

Participation and Completion

Participation, Completion, and Maintenance of Records

A. Program Completion

- (1) Each inductee must maintain and, at the end of the first school term in the district, turn in a log of all meetings and activities. This includes the date and topic/activity.
- (2) Each inductee must complete an evaluation of the program.
- (3) A verification of program completion attesting to the inductee's experiences during the program must be signed by the mentor, building principal, induction coordinator and the superintendent.

B. Maintenance of Records

The induction coordinator will maintain in the Instructional Support Services Office for each inductee:

- (a) completed log of activities completed
- (b) needs assessment instruments
- (c) program evaluation forms
- (d) verification form