
Pennsylvania Department of Education



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

Teacher Induction Report **September 30, 2008**

Entity: Manheim Township SD
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Contact Name: Dr. John Riegel

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Beth Bradnick	Nitrauer Elementary	Elementary School Teacher	Gary Yocum
Carol Gilmore	Reidenbaugh Elementary	Administrator	Elem Principals
Christine Resh	Middle School	Middle School Teacher	Gary Yocum
Christopher Manning	High School	Secondary School Teacher	Gary Yocum
David Cooper	Middle School	Middle School Teacher	Gary Yocum
David Kneier	High School	Secondary School Teacher	Gary Yocum
Gary Yocum	High School	Administrator	Dr. John Riegel
Jason Hoffman	K-6 Curriculum Consultant	Other	Dr. John Riegel
Jennifer Kaufmann	Neff Elementary	Elementary School Teacher	Gary Yocum
Joan Checchia	High School	Administrator	Gary Yocum
Joan Ohi	Middle School	Middle School Teacher	Gary Yocum
Kathy Costello	Brecht Elementary	Other	Gary Yocum
Kimberly Steinman	Middle School	Other	Gary Yocum
Leslie Noll	Brecht Elementary	Special Education Teacher	Gary Yocum
Margaret Foley	Nitrauer Elementary	Elementary School Teacher	Gary Yocum
Patricia Zanghi	Nitrauer Elementary	Administrator	Gary Yocum
Tammy Ficca	High School	Secondary School Teacher	Gary Yocum

Goals and Competencies

Goals:

The goal of the induction program at MTSD is to provide new hires with the knowledge and understanding of all facets of employment in the district so that their transition into the educational environment is successful for them and for their students.

Goals will be

1. Accomplished through a series of activities that have been planned and organized by a team of MTSD educators who will monitor and adjust the program as needed.
2. Supported by the Board of School Directors, District Office and Building Administrators, Supervisory personnel and colleagues.
3. Focused on areas of knowledge, understanding and skill that will enable new hires to succeed and to grow in their first and subsequent years of employment at MTSD.

Competencies:

1. To provide new professional employees with information regarding the school and the community: strategic plan, vision, policies, guidelines, procedures and resources and legal and contractual obligations.

2. To assist new professional employees to transition from theory to practice — particularly in the areas of classroom management and instructional delivery.
3. To ensure that all new professional employees receive and are aware of the MTSD Expectations for Professional Employees
4. To familiarize new professional employees with district curriculum, content and assessments, resources, academic calendar, and grading and assessment practices.
5. To familiarize new professional employees with the needs of all students and how to meet their needs through effective instruction and assessment.
6. To familiarize new professional employees with resources and procedures for the instruction and support of identified students with special needs: ESL, special education, 504 and gifted.
7. To provide new professional employees with the methods and procedures for communicating student expectations and progress to parents and to other school personnel.
8. To provide new professional employees with familiarity of building-level layout, procedures, communications, personnel and resources.
9. To provide new professional employees with the formal and informal procedures for supervision and evaluation, the observation and evaluation forms and the roles and responsibilities of the content specialists, curriculum coordinators and administrators.
10. To provide a system of support for the new professional employee to ensure that each has a successful start as an employee in the MTSD.
11. To assist new professional employees become the driving forces in their own professional development and to engage them in active reflection of their classroom interactions.

Assessment Processes

Assessment

Assessment of the Induction Program will be ongoing and will serve as an important means of communication for the Inductee, Mentor, Administrator, Induction Coordinator and Induction Council. Both formal and informal means of assessment and evaluation will be used. The data and the feedback will serve as a source to assist current and future Inductees and Mentors. At the conclusion of the Induction Program both the Inductee and the Mentor will periodically document, by signature and date, completion of the designated components as outlined in the Induction Plan. The document will be reviewed by the Induction Coordinator throughout the process.

Upon completion of the Induction Program, a letter of completion will be issued to the Inductee and a copy of the letter will be placed in the Inductee's personnel file. The Pennsylvania Department of Education will also be notified of the Inductee's successful completion of the program.

A. Inductee — Each Inductee will be asked to provide feedback on the induction process and the various components of the program. Informal and formal feedback will occur both in both oral and written form through the use of questionnaires and narratives. A classroom observation record form for Inductees is attached (Appendix D).

B. Mentor - Each Mentor will be asked to provide feedback on the induction process and the various components of the program. Informal and formal feedback will occur both in both oral and written form through the use of questionnaires and narratives based on their experience and observations with Inductees. A classroom observation record form for mentors is attached (Appendix D).

C. Induction Council — The information from the Inductee and Mentor surveys and narratives will be compiled, analyzed and summarized for the Induction Council who will review the data and make recommendations to the to the Induction staff developers, administrators and School Board.

Mentor Selection

Mentor Selection

Selection:

Mentors will be selected on the basis of their qualifications, training and willingness to serve as a mentor in the MTSD Induction Program. The assignment of mentor to inductee will be made by the building administrator to whom the inductee is assigned to provide a match between the grade/subject area of the inductee and the mentor.

Qualifications:

Mentors will possess the following criteria:

1. Instructional II certification;
2. a minimum of five years of teaching experience, three of which are in Manheim Township School District;
3. well-developed knowledge of instructional practices; classroom organization and management; effective communications with students, parents and colleagues; and a positive attitude toward teaching and the field of education;
4. grade/subject area experience appropriate to the Inductee;
5. whenever possible, a classroom assignment which is in close physical proximity to the Inductee; and
6. MTSD mentor training.

Activities and Topics

New Teacher Week

*****All sessions are to be attended by all new teachers.*****

Special arrangements will be made for guidance counselors, school psychologists, and school nurses to meet with their mentors and/or their supervisors during the classroom management portions of Monday and Tuesday and during the curriculum portion of Wednesday's session.

Day 1 - a.m.

- Welcome and introductions
- Classroom management overview
- Classroom set-up

Day 1 - p.m.

- Orientation by your principal at your building

Day 2

- Rules and procedures
- The first day and first week of school

Day 3

- Curriculum (each new teacher will meet with his/her mentor to examine the curriculum he/she will be responsible for delivering)
- Lunch with the school board (new teachers, mentors, consultants, administrators)

Day 4

- Technology
- Media services
- Tour of the district

Day 5

- Contract
- Pupil services
- District goals and strategic plan
- District office contacts
- Code of Professional Practice and Conduct for Educators
- Supervision and Evaluation
- Act 48
- Mentor's role

Sessions during the year

- Panel of second year teachers (September - 1 hour)
- Dealing with difficult students (October - 3 hours)
- Mentor/Inductee session for sharing successes, concerns, etc. (October - 1 hour)
- Mentor/Inductee session for sharing successes, concerns, etc. (February - 1 hour)
- Annual meeting (March - 1 hour)

Evaluation and Monitoring

Monitoring and Evaluating:

Monitoring:

Induction Coordinator — the Induction Coordinator is charged with overseeing the Induction/Mentoring process to ensure that each Inductee receives the knowledge, understanding and skill that will enable each to succeed and to grow in their first and subsequent years of employment at MTSD.

Evaluating:

Assessment of the Induction Program will be ongoing and will serve as an important means of communication for the Inductee, Mentor, Administrator, Induction Coordinator and Induction Council. Both formal and informal means of assessment and evaluation will be used. The data and the feedback will serve as a source to assist current and future Inductees and Mentors.

At the conclusion of the Induction Program both the Inductee and the Mentor will periodically document, by signature and date, completion of the designated components as outlined in the Induction Plan. The document will be reviewed by the Induction Coordinator throughout the process.

Participation and Completion

Program Completion:

Upon completion of the Induction Program, a letter of completion will be issued to the Inductee and a copy of the letter will be placed in the Inductee's personnel file. The Pennsylvania Department of Education will also be notified of the Inductee's successful completion of the program.