
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Teacher Induction Report

Friday, January 06, 2012

(Last Approved: Tuesday, October 14, 2008)

Entity: Southern Lehigh SD

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Center Valley, PA 18034-9703

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Contact Name: Leah Christman

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Arnold, Marie	Parent	Parent	School Board
Christman, Leah	Assistant Superintendent	Administrator	Superintendent
Covelle, Mark	HS Assistant Principal	Administrator	Superintendent
Davidson, Nathan	MS Assistant Principal	Administrator	SLSD Administration
Donahue, Edward	MS Principal	Administrator	Superintendent
Engler, Scot	Director of Special Education	Administrator	Superintendent
Farris, Mary	Intermediate School Principal	Administrator	Superintendent
Galle, Debbie	Administrative Assistant to Assistant Superintendent & Technology Coordinator	Other	SLSD Administration
Limpar, Lori	Elementary Principal	Administrator	Superintendent
Lysakowski, Kim	Elementary Instructional Support Teacher	Elementary School Teacher	Southern Lehigh Education Association
Parsons, Kathie	Parent	Parent	School Board
Sanders, Walter	Business Member	Business Representative	School Board
Stauffer, Mary	Elementary Teacher	Elementary School Teacher	Southern Lehigh Education Association
Volk, Joseph	Business Member	Business Representative	School Board
Westbrooks, Tamme	HS Guidance	Ed Specialist - School Counselor	Educational Specialists

Goals and Competencies

The overarching goal of the Induction Program in Southern Lehigh School District is to provide our first-year and new teachers with relevant support to insure their smooth transition into the profession and district organization so that they may positively impact on student learning. Using a mentor-inductee approach, new teachers are assisted in their education and exposure to prime areas of teaching and workplace protocols by experienced collegial partners.

Organization of the Induction Program provides for:

- a guided and structured initial professional experience
- systematic support for the inductee by experienced faculty and administrators
- professional education seminars targeted at increasing inductee knowledge and skills
- foundational learning that encourages continued professional growth
- differentiated learning options for those with significant professional practice experience

Orientation in the Induction Program provides employees new to Southern Lehigh School District with introduction to:

- The District Strategic Plan including the mission, vision, values and goals
- District schools
- District and building policies, procedures, and resources
- The community
- **Professional Seminar Series: New employees will participate in a year-long series of seminars that focus on:**
 - PA Academic Standards and Assessment Anchors
 - District curriculum
 - Instructional “best practices”
 - Understanding the diverse needs of students and using effective instructional delivery methods that incorporate differentiated learning opportunities (including Special Education and English as a Second Language)
 - Student assessment
 - Building professional learning communities — sharing and reflection
 - Cultivating collegial relationships
 - Developing understanding of the district/building culture and climates
 - Using and analyzing data to inform instruction
 - Managing the classroom and building positive relationships
 - Technology resources for professional use, instructional integration, and operational efficiencies
 - Supervision of instruction and use of the Charlotte Danielson model, *A Framework for Teaching*, for professional growth purposes
 - The Rigor - Relevance Framework
 - Annual mandated trainings as appropriate

Code of Professional Practice:

The Code of Professional Practice and Conduct for Educators sets forth rules of conduct to which professional educators are legally bound. New employees will be informed of the code and provided with a copy of the code.

The Southern Lehigh Induction program must last for at least one full year.

Assessment Processes

The Curriculum Coordinators, working with the building Principals, maintain oversight responsibility to affirm that all components of the Induction Plan are met. All teachers who are new to the teaching profession and teachers who are new to Southern Lehigh will participate in the Induction process and will complete two needs assessment surveys — the *Induction Needs Assessment* and the *Technology Assessment* — as a means to collect data from new employees and help guide appropriate induction activities and programming. A post-induction evaluation tool will be used to gain feedback from new employees on the helpfulness of the Induction Program.

The Induction Coordinators will also develop a yearly calendar to accomplish all the items listed in the Induction Program and to insure the goals of the Induction Plan are met. The Induction Coordinators will meet annually with the Act 48 Committee to assess the effectiveness of the Induction Plan, monitor the data collected from new employees, and make adjustments to the Induction Plan as necessary.

On-going assessment will occur through the following:

- Induction Needs Assessment Survey
- Technology Assessment Survey
- Induction Log of topics for new employees
- Information from employment interview by the building Principal or Supervisor
- Areas of need identified through classroom observation by the building Principal
- Post Induction Evaluation Tool

During the school year, the new employee, the mentor, and the building Principal or Supervisor will monitor information collected through the log and needs assessments. Opportunities for reflective discussion will be used to support the growth of new employees. At the conclusion of the Induction program, the growth of the new employee will be analyzed with the mentor, building principal and/or supervisor to determine if there is a need for additional training or mentoring. It should be noted that consideration will also be given to continuing the relationship between a mentor and new employee beyond the scope of one year to build individual professional capacity and/or to build grade level/department capacity.

Mentor Selection

The Southern Lehigh School District believes that a mentor can provide substantial support for a new employee in the areas of skill development, job coaching, resource location/ selection/ requisition, communication, procedural explanations, and general information.

All new employees will have a mentor who is considered to be competent and knowledgeable in their department or building. Mentors will be selected by the building Principal or Supervisor for each new employee.

Mentors will be selected based on the following criteria:

1. Demonstrate qualities that are consistent with quality teaching and/or quality job performance
2. Subject matter, grade level, or job function compatibility
3. Experience level
4. Certification compatibility

If a mentor resigns a new mentor will be provided. Should a new employee's job responsibilities require the need for multiple mentors, building Principals and Supervisors will take this into consideration for assignment of mentors.

Mentors will be paid per District policy, will be required to complete mentor training, and will be expected to provide support to benefit and aide the new employee through the completion of all activities and topics as outlined in the Induction Log.

Additional Resources and Support

Southern Lehigh School District is committed to support the training, orientation, and professional development of new employees with all appropriate personnel and fiscal resources. In addition to an assigned mentor, leadership and guidance may come by way of the principal and various support personnel. These may include:

- Curriculum and Technology leaders

- Subject Area Leaders
- Peer teachers
- Instructional Technology Coaches and Facilitators
- Guidance service and school psychologist personnel
- Librarians
- Health services personnel
- Reading specialist and instructional support teachers
- Special subject teachers
- Special education teachers
- Clerical personnel

Activities and Topics

Multiple activities and topics will be covered throughout a new employee's first year in the District.

An Induction Log (below) will be used to document completion of relevant and required activities and topics covered.

The following timeline is a list of the categories, activities, and topics to be covered with new employees. All of these items will take place throughout an employee's first year in the District.

NEW TEACHER INDUCTION PLAN - TIMELINE

SEPTEMBER

New Teacher Orientation including:

- Orientation to the Induction Process
- District-wide Building Orientations
- Support Services
- Special Education
- Instructional Process
- Instructional Technology/Media
- Current Research
- Business Office/Human Resources Matters
 - Right to Know
 - What's in Your Paycheck?
 - Compensation
 - Policies: Harassment, EEO, 403B, Counseling Support
 - Annual Open Enrollment for Health Care and Section 125 Planning
- Introduction to Curriculum and Instruction Process
- Understanding of Professional Code of Ethic
- The equivalent of four staff development days with programs including:
 - Goals and mission of the school and district
 - Current trends, practices, policy changes
 - Familiarity with District curriculum
 - Meetings with Principal, subject area leaders, and mentors
 - Meetings with guidance, special services personnel as needed
 - Human resources background knowledge
- Prepare initial plans for instruction
- Sign up for Intermediate Unit/District-wide Academy staff development courses as appropriate
- Register for college courses as appropriate and submit graduate study request forms

OCTOBER

- Consider and submit requests for individual professional development conferences
- Attend one day of staff development as part of the District Professional Development Plan
- Classroom observation by administration/ conference to assess induction progress
 - Meetings with mentors, team leader or subject area leaders prior to end of first grading period
 - Induction follow-up meeting (2 hours)

NOVEMBER

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate
- Assess needs and develop a teacher budget for instruction
- Prepare first report card grades and/or conference reports
- First Aid training (for those who are not currently certified in First Aid and CPR)

DECEMBER

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate
- Continue the budget process, discuss with Principal, subject area leaders, and establish priorities
 - Induction follow-up meeting (2 hours)

JANUARY

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate
- Registration for Carbon Lehigh Intermediate Unit continuing education courses
- Registration for college level courses as appropriate
- One day staff development program as part of the District Professional Development Plan
 - Induction follow-up meeting (2 hours)

FEBRUARY

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate

MARCH

- Faculty and/or departmental meetings continue
- Spring conference attendance where appropriate
- Classroom observation by administrator. Conference to assess induction progress
- One day in-service on staff development/curriculum activities
 - Induction follow-up meeting (1.5 hours)

APRIL

- Faculty and/or departmental meetings continue

- Spring conference attendance where appropriate

MAY

- Faculty and/or departmental meetings continue
- End of year closing activities information reviewed
 - Inductee completes the Induction Log (due May 15)

JUNE

- End of year activities reviewed
- Summer course selection plans for Academy participation and IU in-service developed

**SOUTHERN LEHIGH SCHOOL DISTRICT
INDUCTION LOG**

Supporting Vision:

The purpose of induction is to support the emotional and professional development for teachers new to Southern Lehigh School District. Through the course of the induction process, the new teacher will become an integral and contributing member of the Southern Lehigh Culture. The goal of the entire process is to support new teachers so that they impact positively on student learning. To this end, each inductee will work with a mentor who will provide support and leadership.

To demonstrate that the induction/mentoring needs have been met under PDE requirements, each inductee and mentor will complete the following log of meetings with his/her mentor.

August/September

Procedural Responsibilities

- Review first day schedule _____
- Review regular schedule _____
- Ensure inductee has a copy of all relevant curricula. _____
- Ensure inductee has all teaching materials he/she requires _____
- Explain duty assignments _____
- Explain absence procedures (personal/emergency day) _____
- Review discipline procedures _____
- Review attendance procedures (Power Grade/Power Teacher — all buildings) _____
- Review lunch count procedures (Power Teacher — elementary only) _____
- Explain phone system & setup _____
- Review faculty/student handbooks _____
- Introductions to key people (psychologist, nurse, IST and/or SAP coordinator) _____
- Review emergency plan (Emphasize fire drill procedures) _____

August/September

- Instructional Coaching _____
- Discuss classroom management & ensure that the inductee has a plan in place _____

- Review district lesson plan format _____
- Share materials, resources, and management tips _____
- Preparation for open house procedures _____
- Plan for first classroom observation, including lesson plan and resources _____
- Celebrate small successes _____

August/September
Shared Reflection:

Inductee Signature: _____

Mentor Signature: _____

October
Procedural Responsibilities

- Review grading procedures (including Power Grade at Middle & High School) _____
- Walk through progress report procedures (including PowerGrade at Middle & High School) _____
- Walk through report card procedures (including PowerGrade Grade at Middle & High School) _____
- Discuss and support inductee in the clinical observation process _____
- Review budget procedures _____
- CPE tracker — provide assistance or refer to building trainer _____
- Familiarize with network resources _____
- Standardized Testing procedures _____
- Review Professional Code of Ethics _____
- Register for District First Aid course or provide proof of current First Aid certification _____

October

- Instructional Coaching _____
- Share common practices that teachers are expected to follow (e.g. writing format, etc.) _____
- Meet with inductee to discuss ongoing experience with framework for teachers (observation) _____
- Academy requirements and procedures _____
- Reflect on classroom observation experience (confer with mentor as needed). _____
- Provide advice in the domains of planning & preparation, classroom environment, instruction, and professional responsibilities. _____
- Celebrate small successes _____

October
Shared Reflection:

Inductee Signature: _____

Mentor Signature: _____

November/December
Procedural Responsibilities

- Review district organizational responsibilities, e.g. graduate course processes & tuition reimbursement who to contact for which support or service _____
- Review inclement weather procedures _____
- Check on progress with Academy hours _____

November/December

- Instructional Coaching _____
- Provide advice in the domains of planning & preparation, classroom environment, instruction, and professional responsibilities. _____
- Preparation for parent/teacher conference. _____
- Celebrate small successes _____
- Sort the nice from the necessary. Discuss areas of overload and sort priorities _____
- Check on pacing and progress with the curriculum _____
- Reflect on classroom observation experience (confer with mentor as needed). _____

November/December
Shared Reflection:

Inductee Signature: _____

Mentor Signature: _____

January/February
Procedural Responsibilities

- Prepare for midyear assessments and collection of data _____

January/February
Instructional Coaching

- Provide advice in the domains of planning & preparation, classroom environment, instruction, and professional responsibilities. _____
- Check on pacing and progress with the curriculum _____
- Reflect on classroom observation experience (confer with mentor as needed). _____
- Celebrate small successes _____

January/February
Shared Reflection

Inductee Signature: _____

Mentor Signature: _____

March/April
Procedural Responsibilities

- Check on progress with Academy hours _____

March/April

- Instructional Coaching _____
- Provide advice in the domains of planning & preparation, classroom environment, instruction, and professional responsibilities. _____
- Reflect on classroom observation experience (confer with mentor as needed). _____
- Check on pacing and progress with the curriculum. _____
- Celebrate small successes. _____

March/April
Shared Reflection:

Inductee Signature: _____

Mentor Signature: _____

May
Procedural Responsibilities

- Prepare for year-end assessments and collection of data _____
- End of year close out responsibilities _____
- Complete Induction Log and Induction Completion Form. Send to Curriculum Office by May 15th _____

May

- Instructional Coaching _____
- Celebrate small successes _____
- Check on pacing and progress with the curriculum _____

May
Shared Reflection:

Inductee Signature: _____

Mentor Signature: _____

SOUTHERN LEHIGH SCHOOL DISTRICT
Center Valley, PA 18034

INDUCTION COMPLETION FORM*

_____ has completed the Southern Lehigh School District's Induction process that included the following:

- Introduction to key district personnel
- Familiarity with district facilities
- Orientation to processes and procedures of his/her building
- Knowledge of available student support services, instructional support and student assistance, and health services (current first aid certification)
- Availability of professional development
- Discussion of district expectations for curriculum and instruction
- Understanding of the "Framework for Teaching"
- Review of Professional Code of Ethics
- Reflection on performance and achievements
- Understanding of the Rigor — Relevance Framework

Mentor and principal are to sign and date when all items have been discussed and reviewed. Completed form is to be submitted to the Curriculum Office by MAY 15TH.

Teacher's Signature	Date	Date	Principal's
Signature			

Mentor's		Date	Signature
Signature	Date		
Elementary Education/			Director of
Secondary Education			Director of

*This form must be sent to the Curriculum Office by May 15th to receive credit for induction.

Evaluation and Monitoring

The following documentation, evaluation, and monitoring events will occur to insure the new employee is meeting with success.

New Employees

- Induction Needs Assessment
- Annual Professional Goal Setting
- Induction Log
- Mid Year Reflection Activity Report
- End Year Reflection Activity Report
- PDE 5501
- Building principal or supervisor review
- Post Induction Evaluation

The Building Principal, Supervisor, and District Induction Coordinators will be responsible for reviewing this documentation in order to gauge the effectiveness of the Induction Program and make changes as necessary for future new employees.

Participation and Completion

The following events will occur to document employee participation and completion of the Induction Program:

1. Completion of the Induction Needs Assessment and Post Induction Evaluation Survey
2. Completion of the Induction Log report and certification with the building Principal and Supervisor at final review
3. Each participant in the Induction Program will receive a letter and certificate of completion if the employee successfully completes all components of the Induction Program
4. Copies of the Induction Certificate of Completion will be maintained in the employee's file.