
Pennsylvania Department of Education



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

Teacher Induction Report Wednesday, March 18, 2009

Entity: Chichester SD
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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Amoroso, Adrienne	Community Member	Parent	Board of School Directors
Berryman, Brian	Chichester School District, Director of Secondary Curriculum	Administrator	Superintendent
Cardow, Edward	Community Member	Board Member	Board of School Directors
Coale, Eleni	Community Member	Parent	Board of School Directors
DiMarino, Barbara	Superintendent	Administrator	Board of School Directors
Erb, Judy	Hilltop Elementary School Instructional Support Teacher	Elementary School Teacher	Chichester Education Association
Giordano, Frank	Chichester School District	Administrator	Chichester School District Director of Pupil Services
Graham, Timothy	Linwood Elementary School Instructional Support Teacher	Elementary School Teacher	Chichester Education Association
Marrone, Steven	Director of Elementary Language Arts, Title Programs and Grants	Administrator	Superintendent
Scalpello, Melanie	Chichester High School Librarian	Secondary School Teacher	Chichester Education Association
Serino, Fred	Assistant to the Superintendent for Human Resources	Administrator	Induction Committee
To Be Announced	Chichester School District Assistant Superintendent	Administrator	Superintendent

Goals and Competencies

PURPOSE

The primary purpose of the Chichester School District is to provide the highest quality of instruction possible for students. The district considers programs, which contribute to the development of a person's professional career important. The District Induction Plan is designed to provide each new professional staff member with a support system which includes the help of experienced mentors, administrators and other personnel. The Induction Plan is designed to insure a successful experience for professionals new to the Chichester School District. This plan is developed to meet the requirements of Chapter 49, Title 22 of the Pennsylvania Code, Section 49.16: "All full and part time regularly employed teachers engaged in their initial teaching experience must participate in the district's induction program. In addition, all persons who receive their Instructional I Certificate on or after June 1, 1987 must present evidence of having successfully completed an induction program in order to qualify for an Instructional II Certificate."

GOALS

- To provide support and training for the teacher and the educational specialist new to the Chichester School District
- To assist in moving these professionals from a novice to proficient level of performance

OBJECTIVES

- To provide a formal structure through which the inductees may become familiar with State , District, and building policies, procedures, and resources
- To provide a support system for the inductees through the use of a support/mentor teacher model
- To provide training for the inductee in District expectations as they relate to curriculum, instruction, assessment, classroom management, organization and other identified areas.

DISTRICT INDUCTION TEAM

A. Membership

1. Superintendent
2. Assistant Superintendent
3. Director of Elementary Language Arts, Title Programs, and Grants
4. Director of Secondary Curriculum
5. Coordinator of Technology
6. Building Principals
7. Elementary Teacher > (CEA Nominee)
8. Middle School Teacher > (CEA Nominee)
9. High School Teacher > (CEA Nominee)
10. CEA Representative

B. Purpose

1. Coordinate District Induction Program
2. Identify training needs of teachers and education specialists new to the District
3. Evaluate district Induction program and make recommendations for revisions

BUILDING INDUCTION TEAM

A. Membership

1. Principal
2. Support/Mentor Teachers
3. Inductee
4. Resource Personnel as needed (Department Chairpersons, Moderators, School Psychologist, Counselor, Nurse, etc.).

B. Purpose

1. Aid the inductee in meeting the objectives of the program
2. Serve as a forum for inductee concerns
3. Evaluate the building Induction program

PRINCIPAL OR DESIGNATED BUILDING ADMINISTRATOR

A. Responsibilities

1. Schedule August building orientation session for inductee and support/mentor teacher
2. Coordinate building Induction team and serve as its chairperson for five scheduled building meetings
3. Familiarize inductee with building policies and procedures
4. Monitor the support teacher/inductee relationship and resolve problems should they arise
5. Maintain documentation for each inductee's program and certify successful completion to the District Superintendent
6. At the conclusion of the program, complete an evaluation report.

INDUCTEE

A. Definition

1. Full time teachers and educational specialists engaged in their initial teaching experience according to the Pennsylvania School Code/Chapter 49
2. Long-term substitutes and tenured employees new to the district

B. Responsibility

1. Work cooperatively with district and building induction teams and support/mentor teacher
2. Participate in and fulfill all requirements of the program (observations, meetings, etc.)
3. Participate in District recommended and pre-paid graduate level courses
4. Observe the support/mentor teacher (or other professional recommended by the teacher) in class a minimum of three times each semester
5. At the conclusion of the program, complete an evaluation report

Assessment Processes

Assessment of Chichester's Induction Program is based upon the following:

1. Yearly review of evaluation forms which are completed by mentors and inductees at the end of the previous school year's induction program.
 - o This assists the Induction Committee in planning for the upcoming school year and allows the committee to make any necessary changes in the overall presentation of the program as well as the monthly topics based upon past participant input.
2. The Induction Committee will review the overall level of experience of the current group of inductees.
 - o Based upon whether current inductees have prior experience in a school district or if they are new graduates the committee may differentiate within the program to account for the varying levels of experience.
3. The Induction Committee will make every attempt to match mentors with inductees based upon the experience of both as well as personal compatibility, the leadership style and abilities of the mentor, and the content area of the mentor and inductee.

- Consideration will be given first to the prior experience of staff members requesting to be mentors both as a mentor and as a classroom teacher.
- Induction Committee, along with building principals, will consider the personal compatibility of each person requesting to be a mentor with the proposed inductee.
- Great consideration will be given to the willingness and ability of each mentor candidate to take on a leadership role in their relationship with their respective inductee.
- In all but the most extreme cases inductees will be matched with mentors in the same content/curriculum area.

4. The Induction Committee will coordinate the needs of the inductees with the goals of the district.

- Upon review of the needs of the inductees the Induction Program is changed as needed on a yearly basis to incorporate newly defined district goals and initiatives.
- The Induction Program consists of a basic framework from year to year which is adjusted to meet the needs of each group of inductees if necessary. (ex. inductees will be grouped according to experience levels, monthly topics will be changed to include new district initiatives or programs)

5. The Induction Committee will tailor the Induction Program to include federal, state, district, and community initiatives as they arise.

- As initiatives at all levels are put into place the Induction Committee will revisit the Induction Program at the beginning of the school year, or during the school year, to include those initiatives in the Induction Program. The program is designed to be flexible to accommodate for the need to interject a new topic or adjust the syllabus according to legislative or community focus.

Mentor Selection

SUPPORT/MENTOR TEACHER

A. Selection Criteria

1. Five years of successful teaching experience (exceptions may be granted by the Superintendent and/or Assistant Superintendent)
2. Level II Certificate
3. Subject area and/or grade level compatible to inductee
4. Thorough knowledge of curriculum and instructional practices
5. Final selection by Building Principal (in consultation with the Assistant to the Superintendent, when necessary)

B. Responsibilities

1. Help teachers and educational specialists new to the District identify most immediate and pressing needs
2. Meet with the inductee as follows:
 Sept., Oct., Nov. one time per week
 Dec., Jan., Feb. two times per month
 March, April, May, June one time per month
3. Attend two scheduled mentor/inductee District meetings.
4. Observe the inductee on three occasions each semester and provide appropriate feedback
5. Advise/support inductee in completion of induction activities related to all aspects of the profession (see attached list)
6. Maintain records of conferences and meetings with inductee and complete an evaluation report of the program at its conclusion

C. Compensation: Per collective bargaining agreement

Activities and Topics

INDUCTION TOPICS AND ASSIGNMENTS

Date	District Topic	Building Topic	Assignment
August (3 days)	District Orientation	Building Orientation	
September <i>(Mentors Only)</i>	Mentor Responsibilities	Importance of Mentors' Role	
October	Act 48, PDE 426 & 427, PPID, and the Ed Hub	Observations & Expectations	Assignment #1 Due
November	Parent Communication	Parent Conferences	Assignment #2 Due
December	Special Education Topics	IST, IEPs & Differentiated Instruction, RtI	Assignment #3 Due
January <i>(Mentors & Inductees)</i>	Effective Teaching	Data Driven Instruction	Assignment #4 Due
February	'Understanding by Design'	Principal's Choice	Assignment #5 Due
March	The Professional Educator	Principal's Choice	Assignment #6 Due
April	The Reflective Practitioner	Reflection on Year in the Building/District	Assignment #7 Due
May	Paperwork Collection	End of Year Paperwork Completed	All Paperwork Due

At each meeting, inductees will receive a reading and writing assignment and be responsible for submitting a typed 2 to 3 page reflective paper based upon the assigned reading. The written response should briefly summarize the reading and address the prompts listed below.

1. What is the role of professional development and how can it contribute to your professional success?
2. After reading the assigned article, summarize and reflect upon the important points.
3. What is the role of the classroom teacher within an Rtl model?
4. What factor has the greatest impact/influence upon student achievement?
5. How can the model 'Understanding by Design' help you plan a lesson?
6. On page 300 of your book, *How to Be an Effective Teacher: The First Days of School*, the authors provide a check-list of items they believe are important if one is to consider oneself a 'Professional Educator.' Please review the check-list and write a three to five page reflective paper, detailing whether or not you meet the criteria and why or why not.
7. Choose any one of the topics presented during the Induction Program and reflect upon how it has impacted you as a professional.

DISTRICT INDUCTION TEAM ACTIVITIES

Schedule one staff development training for the inductee prior to opening of school for a District overview of:

Community and local resources

Curriculum and Planned Instruction

District assessment

District demographics and history

District philosophy and goals

Federal Programs

Maintenance and Operations

Pupil Services

Special Education

Technology

Including administrative and basic skill sets as determined by district

Including introduction to district created website specific to inductees

Schedule personnel and business meeting prior to the opening of school

Schedule monthly District level meetings and include two combined mentor/inductee meetings

Utilize meetings to address previously identified topics

BUILDING INDUCTION TEAM ACTIVITIES

Schedule a minimum of five monthly meetings

Address identified topics below:

1. Facility Use/Building Regulations (Field trips, requisitions — Forms: Site Based, Ed Leave, Absence, etc.)
2. Building initiatives and “culture”
3. Discipline
4. Parent/teacher communications
5. Scheduling
6. Grading and report card procedures
7. Standardized assessments
8. Delaware County Intermediate Unit (DCIU #25)
9. Site-based staff development committee
10. Evaluations

MENTOR/INDUCTEE ACTIVITIES

All inductees will be introduced to the activities listed below. A systematic assessment of strengths and weaknesses of the inductees will be ongoing throughout the induction program. Training will be provided as needs are identified.

INDUCTION TOPICS

Absence/leave	District: resources/policy/procedure
Academic learning time/life long learning	Elementary: grouping, title programs

Accountability	Peer editing
Achievement	Parent/teacher communications
Assessment	Presentations
Attendance	Problem solving skills
Brain research	Progress reports/report cards
Building routines	Special Ed: Case Managers, IEP forms, waivers, etc.
Classroom management/assertive discipline	Special Ed/Inclusion
Classroom support services (duplicating, health, custodial)	Supplies and budget
Communications skills	Supplies and services
Community: history/demographics/resource	Task analysis
Conflict management	Teacher effectiveness
Cumulative records	Teacher expectations
Curriculum/state standards	Teacher responsibilities
Daily review	Technology (basic skill sets; district inductee website)
Data driven decisions	Time management
Discipline	Yearly calendar (report cards, testing, conferences)

Evaluation and Monitoring

EVALUATION/RECORD KEEPING

It shall be the responsibility of the Chichester School District to maintain all records relative to the District Induction Plan.

Two copies of the certification/evaluation forms for teachers and education specialists will be kept in the Human Resources Office and one copy will be kept in the individual's personnel file.

The Human Resources Office will certify the completion of the Induction Program by each new staff member to the State of PA.

Participation and Completion

Records of participation will be kept using the following four forms. These forms will be kept on record within each individual's personnel file.

1. CHICHESTER SCHOOL DISTRICT INDUCTION LOG

INDUCTEE _____ BUILDING/ASSIGNMENT _____

<i>Activity</i>	<i>Date</i>	<i>Inductee Initials</i>	<i>Mentor Initials</i>	<i>Admin. Initials</i>
New Teacher District Orientation-August (three days)				
Building Induction Team (September-October)				
Building Induction Team (November-December)				
Building Induction Team (January-February)				
Building Induction Team (March-April)				
Building Induction Team (May-June)				
Meeting with Mentor — September (4 required)				
Meeting with Mentor — October (4 required)				
Meeting with Mentor — November (4 required)				
Meeting with Mentor — December (2 required)				
Meeting with Mentor — January (2 required)				
Meeting with Mentor — February (2 required)				
Meeting with Mentor — March (1 required)				
Meeting with Mentor — April (1 required)				
Meeting with Mentor — May (1 required)				
District Induction Team — September (mentors only)				
District Induction Team — October				
District Induction Team - November				
District Induction Team — December				
District Induction Team — January (with mentors)				
District Induction Team — February				
District Induction Team — March				
District Induction Team - April				
District Induction Team — May				

SIGNATURES:

INDUCTEE _____
DATE _____

SUPPORT/MENTOR TEACHER _____
DATE _____

PRINCIPAL _____
DATE _____

**ASSISTANT
SUPERINTENDENT** _____
DATE _____

CHICHESTER SCHOOL DISTRICT

**2. EVALUATION OF INDUCTION
PROGRAM**

MENTOR

1. How did this program help you provide adequate support to the inductee?

2. What things would you suggest be added to assist the incoming teacher?

3. What changes in the program would you recommend?

4. To what extent were the following topics covered at the Mentor/Building level?

- District Resources
- Absence/Leave
- Academic Learning Time/Life Long Learning
- Accountability
- Achievement
- Assessment
- Attendance
- Brain Research
- Building Routines
- Classroom Management/Assertive Discipline
- Classroom Support Services/Duplicating
- Health
- Custodial
- Communication Skills
- Community
- Demographics
- History
- Resources
- Conflict Management
- Cumulative Records
- Curriculum/State Standards
- Daily Review
- Data Driven Decisions
- Discipline
- Policy
- Procedure
- Elementary Grouping
- Title Programs
- Peer Editing
- Parent/Teacher Interactions
- Presentations
- Problem Solving Skills
- Progress Reports/Report Cards

Excellent

Adequate

Neg

Special Education Case Managers
IEP Forms
Waivers, Etc.
Special Ed/Inclusion
Supplies and Budget
Supplies and Services
Task Analysis
Teacher Effectiveness
Teacher Responsibilities
Technology
Time Management
Yearly Calendar
Report Cards
Testing
Conferences

NAME

DATE

CHICHESTER SCHOOL DISTRICT

EVALUATION OF INDUCTION PROGRAM

INDUCTEE

1. How did this program provide the support that you needed to make the transition to the Chichester School

District?

-

-

2. What things would you suggest be added to assist an incoming teacher?

-

3. What changes in the program would you recommend?

4. To what extent were the following topics covered by the program at the Mentor, Building, and District level?

Excellent Adequate Negligible N/A

District Resources
Absence/Leave
Academic Learning/Life Long Learning
Accountability
Achievement
Assessment
Attendance
Building Routines
Classroom Management/Assertive Discipline
Classroom Support Services/Duplicating
Health
Custodial
Communication Skills
Community
Demographics
History
Resources
Conflict Management
Cumulative Records
Curriculum/State Standards
Daily Review
Data Driven Decisions
Discipline
Policy
Procedure

Elementary Grouping
Title Programs
Peer Editing
Parent/Teacher Interactions
Presentations
Problem Solving Skills
Progress Report/Report Cards
Special Education
Case Managers
IEP Forms
Waivers, Etc.
Special Ed/Inclusion
Supplies and Budget
Supplies and Services
Task Analysis
Teacher Effectiveness
Teacher Responsibilities
Technology
Time Management
Yearly Calendar
Report Cards
Testing
Conferences

NAME

DATE

POST OFFICE BOX 2100 * BOOTHWYN, PA 19061

TELEPHONE: 610-485-6881

FAX: 610-485-3557

Superintendent

Assistant Superintendent

CERTIFICATION

INDUCTEE _____

SCHOOL YEAR

GRADE/SUBJECT/BUILDING

This certifies that the above named Professional has successfully completed the requirements of the Induction Program which include:

1. Attendance at District Orientation and regularly scheduled meetings
2. Attendance at Building Induction Team meetings
3. Attendance at support/mentor teacher meetings
4. Review and discussion of State and District policies and procedures
5. Review and discussion of the following topics at district, building and mentor level:
 - classroom management and discipline
 - curriculum and instruction
 - building policies and procedures
 - scheduling and grading
 - district support services
 - other identified issues

**SIGNATURE OF SUPPORT/MENTOR
TEACHER** _____ **DATE** _____

**SIGNATURE OF
ADMINISTRATOR** _____ **DATE** _____

SIGNATURE OF _____ DATE _____
SUPERINTENDENT

DRAFT