
Pennsylvania Department of Education

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Teacher Induction Plan **Thursday, September 06, 2007**

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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Dr. Eileen Wise	Executive Director, Smart Start	Community Representative	Board of School Directors
Dr. Pamela Francis	Strategic Planning Committee Chair	Administrator	Superintendent
Ms. Carol Paul	High School	Secondary School Teacher	Elected by peers/Board of School Directors
Ms. Donnan Stoicovy	Elementary School Administrator	Administrator	Elected by peers/Board of School Directors
Ms. Kathi Wulf	Elementary PTO President	Parent	Board of School Directors
Ms. Marcia Kramer	Associate Principal/Curriculum	Administrator	Superintendent
Ms. Marion Wheland	Elementary	Elementary School Teacher	Elected by peers/Board of School Directors
Ms. Paije Davis	Elementary	Elementary School Teacher	Elected by peers/Board of School Directors
Ms. Virginia Squier	Middle School	Secondary School Teacher	Board of School Directors
Ms. Christine Merritt	Professional Dev. Co.	Secondary School Teacher	Elected by Peers
Ms. Mindy Cocolin	Professional Dev. Co.	Elementary School Teacher	Elected by Peers
Ms. Jennifer Grube	Professional Dev. Co.	Ed Specialist - Instructional Technology	Elected by Peers
Ms. Sharon Salter	Special Education	Special Education Representative	Appointed by Superintendent

Goals and Competencies

Purpose of Induction

The Certificated Employee Induction Plan is designed to provide a series of opportunities, activities, and experiences that will offer a successful entry into employment in the State College Area School District to support every new faculty member's growth in becoming a highly proficient instructor.

The State College Area School District Induction Program is based upon Chapter 49 (see history below) and is aligned with:

- PA Professional Skills contained in the Pennsylvania Department of Education's process for meeting the qualifications to obtain an Instructional II certificate
- State College Area School District's adaptation of Charlotte Dannielson's Enhancing Professional Practice: A Framework for Teaching
- State College Area School District's Professional Education Plan

Goals

1. To foster the development of strategies for instruction and assessment that will enable all students to meet or exceed the PA Academic Standards.
2. To support the development of the knowledge and the skills needed by beginning teachers to develop into a highly qualified and effective teacher.
3. To integrate beginning teachers into the professional relationships within the school, school district, and community.
4. To provide an opportunity for inductees to reflect on their teaching through a mentor relationship.
5. To encourage new teachers to view themselves as lifelong learners.
6. To present the Code of Professional Practice and Conduct for Educators as the standard for professional and ethical conduct in the teaching profession.
7. To support new teachers in the acquisition and documentation of the professional standards contained in the State College Area School District Teacher Evaluation Plan and the PDE Instructional I to Instructional II Assessment Form.
8. To offer Act 48 credit hours for those activities which meet the guidelines of the law.

History of Teacher Induction in the State College Area School District and Entity Induction Council (per PDE May 2002 Induction Plan Guidelines)

The Professional Development Committee (PDC), in accordance with Chapter 49 Regulations has functioned as the Entity Induction Council for the school district. The PDC membership includes representatives from all buildings in the district, support service areas, and the administration. Members are selected by their colleagues to represent their peers .

The Certificated Employee Induction Plan is one component of the district's continuing Professional Education Plan. The Professional Development Steering Committee (four teacher leaders elected by the PDC) provides leadership for efforts to update and revise the Induction Plan. They are responsible for providing guidance to the Professional Development Committee's work in the following areas:

- Developing the goals and competencies for the Induction Plan
- Conducting needs assessments to determine the needs of Inductees
- Planning/coordinating district level professional education and orientation activities
- Modifying the plan, as needed
- Evaluating and improving the overall program

The Supervisor of Planning, Program Development and Evaluation, or designee, serves as the Induction Coordinator. The Induction Coordinator works with Professional Development Committee, the Associate Principals for Curriculum, and the Elementary Principals to plan, organize, evaluate, and revise the Induction Plan as needed.

Organizational Level Induction Team

Each organizational level has identified an individual, or individuals, who lead the planning, organizing, evaluating, and revising of staff development opportunities that support the inductee during the first year of employment in the district. The organizational level team develops a monthly plan to provide support where a need has been identified by the inductee, mentor, curriculum coordinators/support teacher, specialist, program administrators or PA Department of Education. Attention is given to the development and refinement of professional skills identified in the SCASD Teacher Evaluation Plan Standards of Performance. The composition of the organizational level team plans for the induction sessions varies at each organizational level, but typically includes:

- Program administrator(s)
- Inductee
- Mentor
- Curriculum specialists (coordinators and/or support teachers)

- Instructional Director or specialists as needed (e.g., Learning Enrichment, ESL, Special Education, reading, etc.)

Role of the Program Administrator

The Program Administrator(s) at each organizational level serve as the chairperson(s) for the organizational level induction team. The role of the chairperson includes the following responsibilities:

1. Plan meetings (typically front loaded for the beginning of the year and then monthly later during the school year)
2. Plan and develop an agenda for each meeting and retain records of meetings (agenda, topic, participation, etc.)
3. Gather information from induction class regarding needs to supplement/enrich meeting plans
4. Provide leadership to the organizational level induction team and consultation to building administrators regarding the type and amount of support services appropriate for inductee. These services may include the following:

- Guidance to ensure successful entry into employment in the State College Area School District
- Training to promote the development and refinement of professional skills in classroom management, standards aligned curriculum, differentiated instructional delivery, and assessment of learning
- Strategies for developing positive relationships with students, families, colleagues, and the community

5. Manage Act 48 processes for meetings in accordance with the district Act 48 Plan
6. Have inductee complete the End-of-the-Year Program Evaluation and send it to the Supervisor of Planning, Program Development and Evaluation by May 31
7. Submit the Teacher Induction Record (see Evaluation and Monitoring section of this plan) along with a written statement listing meeting dates, topics, and participants, for each inductee to the Director of Personnel by June 30 to certify that each New Era inductee has completed the first year induction program.

Assessment Processes

Assessment of Needs and Interests of Inductees

The professional education needs of the inductees are assessed through several avenues which include:

- Developmental needs are pre-assessed by the Organizational Level Induction Coordinator in consultation with the administrator and/or curriculum coordinator who participated on the interview team.
- Developmental interests are assessed during the induction process and specific workshops or resources are identified by the Organizational Level Induction Team.

Organizational Systems that Provide Data to Guide the Induction Program

During the spring of 2006, all SCASD faculty completed a professional education needs assessment created by the Professional Development Committee (PDC). The data was sorted into a number of different sub-groups during the analysis process. Among these sorts was the data collected from first year teachers. This data has been reviewed by the PDC and is being taken into cautious consideration. Since this is self-report data, and from relatively small samples, the PDC will be exploring avenues to continue to collect and track this data over several years in the attempt to build a more reliable data base from which to identify patterns and draw conclusions. Once reliable patterns have been identified, this data will be used in a predictive fashion for incoming inductees.

At the end of the orientation days and each workshop session, participants complete an Act 48 participation/evaluation form. Data from these topical workshops is used to refined similar workshops in succeeding years in the effort to continuously improve key information sessions.

At the conclusion of each school year, inductees are asked to complete an evaluation form for the year-long induction process. This information is sent directly to the Supervisor of Planning, Program Development and Evaluation office for review. The Professional Development Steering Committee uses this information to make suggestions for improving our Induction Program.

Mentor Selection

Mentors

The role of mentor is to provide professional instruction and guidance to assist inductees in making a smooth entry into the district with a practical, working knowledge of effective teaching practices. The State College Area School District recognizes the importance of this role and, therefore, the administrators (with input from curriculum staff) select teachers for this position who demonstrate the following qualities:

- Recognized as an excellent teacher who implements the district's standards aligned, mission focused curriculum.
- Works well with students, families, colleagues, and members of the community.
- Demonstrates organizational skills, has knowledge of and uses effective classroom management techniques.
- Exhibits a good grasp of learning theory and an understanding of how theory is translated into effective teaching and assessment of student learning.
- Implements successfully a variety of different and differentiated instructional strategies.
- Integrates technology thoughtfully and purposefully into instruction, assessment, and professional practice.
- Demonstrates good listening skills and an understanding of the needs of newly certificated professionals.
- Demonstrates enthusiasm for teaching and a positive attitude toward the profession as a whole.
- Motivated to contribute to the professional development of the inductee.

Mentor Selection Process

Criteria for selecting mentors in the State College Area School District:

- Any professional staff member who is permanently certified or holds an Instructional II certificate and has completed three years of satisfactory service in the State College Area School District may volunteer to serve as a mentor.
- Mentors will be selected by the building principals, associate principals for curriculum, directors, or subject area coordinator.

Mentor Responsibilities

It is the responsibility of the mentor to meet with the inductee at least one hour a week during the first three months of the school year. Additionally, mentors are expected to attend the New Faculty Orientation Day and may be requested to participate in specific meetings (Organizational Level Coordinators will identify which meetings).

Changes in mentors and inductee assignments will be made when appropriate. A request for a review of an assignment may be made by the inductee, mentor, curriculum coordinator, or instructional director. The Organizational Level Program Coordinator will conduct the assignment review.

Mentor Compensation and Support

Individuals who serve as mentors will receive payment at the extended contract rate established in the contract between the State College Area Education Association and the State College Area School District. Inductee needs, as determined by the building administrators or Organizational Level Coordinator(s), after consultation with the Supervisor of Planning, Program Development and Evaluation, will be used to establish the amount of time and length of service of the mentor. Maximum payment for serving as a mentor for individuals required to participate in induction for a full year shall not exceed thirty (30) hours unless a need is identified by the building administrator, after consultation with Supervisor of Planning, Program Development and Evaluation.

A guide for mentors at each organizational level (i.e., elementary, middle, high school) has been created by the Professional Development Committee. These guides have common key elements across organizational levels, as well as customized topical checklists to assist mentors with addressing relevant topics. During the New Faculty Orientation day, mentors participate in meetings led by organizational level leadership in which the Guide is reviewed and questions are answered. Common key elements include:

- Introduction to Guide including rationale and intended use
- Orientation checklist/calendar of important topics for assistance with space for individual meeting topic planning and reflections
- District expectations for mentors
- Most important needs of novice teachers (extrapolated from research studies)
- Professional articles on effective mentoring
- 2007-2008 school calendar and key dates

Activities and Topics

Orientation Sessions

Inductees are required to attend two days of orientation designed to familiarize them with the State College Area School District, curriculum, foundational technology skills and systems, and the induction program. During the first day, inductees are welcomed to the district by the Superintendent, President of the Board of School Directors, curriculum leaders, and leaders from the State College Area Education Association, the co-sponsors of the luncheon. Mentors attend this day with their inductees, providing an opportunity for collegiality, as well as support for curriculum and instruction.

On the second day, inductees participate in a day of technology training with organizational level instructional technology specialists. This day is focused on foundational technology skills such as attendance reporting, email, etc.

In addition to our inductees, year-long interns from our Elementary/6th Grade Professional Development Schools and our Middle/High School English Professional Development Schools participate in these orientation sessions.

Objectives for Program Activities and Topics

- To provide inductees and newly certificated employees with multiple sources of non-evaluative feedback.
- To help inductees and newly certificated employees develop and refine their knowledge in conjunction with the four categories outlined in the SCASD Teacher Evaluation Plan and the PDE Instructional I to Instructional II Assessment Form. These categories are listed below as general topics.
- To help inductees and newly certificated employees become familiar with the district strategic plan, policies and procedures.
- To establish collegial relationships between inductees, newly certificated employees, and mentors.
- To establish leadership opportunities for mentors.

General Topics

Activities and topics addressed through the induction program are aligned with the four categories found in the SCASD Teacher Evaluation Plan. These are:

- Planning and Preparation
- Classroom Environment
- Instructional Delivery
- Professionalism

Professional education activities, experiences, and opportunities in each of these areas may be provided to the inductees by mentors, curriculum support teachers, student support teachers, and/or district planned workshops or inservice sessions. It is anticipated that most experiences will be ongoing and eligible for Act 48 hours.

Research on effective and results oriented teaching and learning is infused into session topics and activities. Curriculum and student support staff, as well as mentors, assist inductees in translating their knowledge of content and theory into effective educational experiences for students. Additionally, the district provides all certificated staff with opportunities to be inserviced in research-based teaching models.

Four Areas of Key Understandings and Essential Questions

These understandings and questions are used as touch stones for our induction program. Inductees are encouraged to respond to the essential questions to personalize the information shared in inductee sessions to their setting and practice.

Student learning is enhanced by a nurturing learning environment.

How can I set up my classroom to provide the best learning environment for my students?

Effective classroom instruction is grounded in a solid knowledge base of discipline content and pedagogy.

What content do I need to master? How do my pedagogical choices effect my students' learning?

Knowledge of processes, procedures, and policies support effective classroom practice.

Which processes, procedures, and policies directly impact on my classroom practice?

An effective teacher is a professional.

What does it mean to be a professional educator in the State College Area School District?

Induction Meeting topics by Organizational Level for the 2007-2008 School Year Include:

Elementary Schools

Sept.	Needs Assessment & Introductions
Oct.	IST/ESL/Special Education
Oct.	Conferences & Portfolios
Nov.	Progress Reports & Record Keeping
Nov.	Networking, Q & A, Open Discussion
Dec.	Counseling/Child Abuse/Permanent Records
Jan.	Classroom Management
Jan.	Diversity
Feb.	District Testing & PSSA
Feb.	Differentiated Instruction
Mar.	Networking, Q & A, Open Discussion

Apr.	Differentiation for Able Learners
May	Networking, Being a Professional Educator/Professional Development Plan

Middle Level

Sept.	Classroom Management & Discipline Procedures
Sept.	Library Resources
Sept.	Planet Peace & PRIDE
Autumn	Developing a Webpage for Effective Communications (as scheduled by district)
Oct.	Building Justifiable Grades & Parent/Teacher Conferences
Oct.	Counseling & ESL Services
Nov.	Report Card Generation
Autumn	Day long workshop on Literacy Strategies to Support Learning
Jan.	PA Professional Code of Ethics & SCASD Expectations for Professionalism
Feb.	Policies Which Directly Apply to Classrooms
Mar.	To Be Determined by Needs Assessment
Apr.	To Be Determined by Needs Assessment
May	Individual Exit Interview

High School

Aug.	The First Days of School
Sept.	Building Procedures, Back-to-School Night, Professional Ethics
Oct.	Library/Media Services
Oct.	Writing Letters of Recommendation
Nov.	English Language Learners (day long workshop)
Nov.	Counseling Services, Mediation & SAP
Jan.	Career & Technical Center, Elective Showcase & Course Registration
Feb.	Special Education/Collaborative Teaching Initiative
Apr.	Wrap-up and Evaluation

Mentor/Inductee Meetings

As noted in the Mentor Responsibilities section of this plan, mentors are expected to meet with the inductee at least one hour weekly during the first three months of the school year. Primary responsibilities include support and guidance for:

- Curriculum and assessment
- Pedagogical approaches
- Identification and location of instructional resources
- Creating a nurturing learning environment
- Identification of supportive services
- Explanation of routines, procedures, processes, etc.

Mentors are supported by the Organizational Level Induction Team and a "Guide for Mentors" produced by the Professional Development Committee. This guide is a central part of the mentor orientation held during the New Faculty Orientation Day in August.

District Sponsored Professional Education Activities for All Professional Staff

The district also provides professional education activities at the district level throughout the school year. These include:

Aug.	New Faculty Orientation and District Inservice Days
Oct.	Curriculum Act 80 Days/K-5 Parent Conferences

Nov.	Curriculum Act 80 Days/6-8 Parent Conferences
Jan.	Curriculum Act 80 Day
Mar.	Curriculum Act 80 Days
Apr.	Curriculum Act 80 Days/K-5 Parent Conferences

Additional Resources and Support for Professional Development Activities

The district's commitment of personnel, money, and time offers the opportunity for inductees to participate in other professional growth activities. Line items in the district budget allocate funds (according to district guidelines) for the following staff development activities:

- Local, regional, state, and national conferences
- Graduate course credit reimbursement
- Release time for professional educational activities and curriculum planning
- Extended contracts funds for mentors

Special Topics for New Special Education Faculty

The nature of special education classrooms and services will, at times, require specialized orientation and induction inservices. The induction program of each special education teacher is customized to match the positional expectations through combining the Organizational Level Induction Program and specialized sessions. The Director and Assistant Director of Special Education have identified the following topics for inclusion in the orientation of special education faculty:

- Webmail - alias info for special education
- Calendar lesson
- Teacher Certification
- Mac vs PC for specialized data collection and maintenance
- Schedules
- Required paperwork and documentation
- Case Management
- SCASD Special Education Processes

Evaluation and Monitoring

Monitoring Professional Development Opportunities and System Supports

To capture as completely as possible the richness of the induction process and the experiences of each new faculty member, the Professional Development Committee, along with the Organizational Level Induction Coordinators and the Technology Staff, recently created a document to record the first year experiences. This document, created in FileMaker Pro and maintained via space on a server, records the areas in which the inductee has received training or assistance during his/her first year.

The foundation for this document is the State College Area School District's Teacher Evaluation Plan. The focus of the induction documentation process is on professional development opportunities and district support systems that are helping the novice teacher to develop the proficiencies measured through the evaluation process, as well as required for the successful transition from PDE's Instructional I to Instructional II professional certificate.

As outlined in the Activities and Topics section of this plan, the four general areas are:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

The document has a common core of professional development opportunities and/or support systems, as well as customized opportunities and supports for each organizational level. Additionally, there are text boxes to provide avenues to capture opportunities and supports that

may be unique to an individual (e.g., graduate course, professional workshop, specific instructional strategy and curriculum, etc.).

The inductee and the Organizational Level Induction Coordinator, or his/her designee, will have access to the documentation process early in the school year. This process of recording experiences will continue throughout the year-long induction program and will be finalized in the late spring. The documentation will be forwarded to the personnel office, as well as maintained in the building personnel file to assist with the completion of the Instructional I to Instructional II Assessment Form.

Evaluation of Individual Sessions and Year-Long Induction Program

Inductees and mentors (when in attendance) will be expected to complete an Act 48 participant survey for each workshop session (including the New Faculty Orientation). This data will be used to continuously improve each individual workshop.

The End-of-the Year Induction Program Evaluation should be completed by each inductee and sent to the Supervisor of Planning, Program Development and Evaluation prior to the end of the school year. A summary of these evaluations is compiled by the Professional Development Steering Committee and shared with the Organizational Level Induction Coordinators so this information can be used to continuously improve our induction program at both the district level, as well as at each organizational level.

Note: The End-of-the Year Induction Program Evaluation is under revision to complement the recently implemented documentation process. This will be a goal of the Professional Development Committee for 2007-2008.

Participation and Completion

Participation

All professional employees with no previous experience, and on-staff for 45+ days, will be required to have a mentor and will be considered inductees. Previous experience will be defined and determined by the Director of Personnel with the guidance of the Supervisor of Planning, Program Development and Evaluation, and other administrators, as appropriate. Experienced certificated employees new to the district who are full-time, part-time, or 45+ day predictable term substitutes will also be requested to participate in the induction program.

Ideally, efforts will be made to identify one mentor for each inductee. Where special circumstances arise, the Organizational Level Induction Coordinator and the Supervisor of Planning, Program Development and Evaluation will decide upon the arrangements. The length of this involvement may vary and will be determined by the appropriate administrators.

Experienced certificated district employees who assume a different professional position within the district may request or be required to participate in the induction program. Involvement will be determined by the Organizational Level Induction Coordinator, the Supervisor of Planning, Program Development and Evaluation, and other administrators, as appropriate.

The district monitors changes in and complies with all requirements for mentoring set forth by Chapter 49, the State Board of Education, and the Pennsylvania Department of Education.

Completion

Upon completion of the induction program, the Organizational Level Induction Coordinator will forward to the Director of Personnel the completed Induction Record, a listing of meeting topics and dates, and a copy of the Inductee's Act 48 paperwork to serve as documentation of completion of the induction program. The inductee will receive a copy of this paperwork for his/her files.