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# Pennsylvania Department of Education

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

## **Teacher Induction Report** **Wednesday, September 29, 2010** **(Last Approved: Monday, December 29, 2008)**

**Entity:** Somerset Area SD  
**Address:** 645 S Columbia Ave Ste 110  
Somerset, PA 15501-2511

## **Teacher Induction Planning Participants**

There are currently no participants selected for this plan report.

## **Goals and Competencies**

### Goals and Competencies

#### Program Goals:

1. Provide support for the new teachers of the Somerset Area School District and to ease the transition from theoretical, abstract college/university preparation to the practical, concrete classroom situation.
2. Provide a formal structure through which the new teacher may become familiar with district policies, procedures, resources and support services personnel.
3. Provide peer/mentor support and guidance for professionals new to the school district.
4. Provide training to new teachers and mentors in instructional skills and district expectations as they relate to curriculum, instruction, and classroom management and organization.
5. Provide ongoing professional development and learning activities for new teachers of the Somerset Area School District.
6. Provide information related to all aspects of the Professional Code of Conduct for Pennsylvania Educators.

#### Program Competencies:

1. Follow all federal, state and district professional requirements associated with educational professionals.
2. Resolve issues following appropriate procedures.
3. Perform job-related duties and responsibilities at a satisfactory level.
4. Follow all district level policies, regulations, and procedures.
5. Follow an induction model that is based on the four domains of Charlotte Danielson's work and the Pennsylvania Department of Education's evaluation model for professional teaching employees (PDE 426/27/428).

## **Assessment Processes**

### Assessment Processes:

Mentors and inductees are required to log all meeting dates, times, agendas, experiences, and reflections as related to the Somerset Area School District Induction Program. This documentation will be submitted to the building level administration and the superintendent of

schools. Inductees will be formally evaluated by building principals at a minimum of 2 times per year. The teacher induction program will be evaluated annually by school administration through feedback from mentors and inductees at the conclusion of each school year. Suggestion for revision and adaptation to the process will be used to enhance and improve the program. The following will be an integral part of the assessment process for the Somerset Area School District:

1. Each new teacher and mentor will keep a detailed log of all meetings and activities attended during the school year. This log will be submitted to the building principal and superintendent at the end of each school year.
2. Each new teacher and mentor will complete a written evaluation of the New Teacher Induction Program at the end of each school year. This evaluation will be submitted to the building principal and superintendent at the end of each school year for further review.
3. Interviews by building level administrators may also serve as an additional assessment for those who most recently completed the Induction Program.

## **Mentor Selection**

### Mentor Selection:

The mentor teacher will have the following qualifications:

1. Tenure and at least five years of successful teaching experience in the district.
2. Demonstrated competence in instruction, planning, technology, and classroom management.
3. Positive attitude toward the teaching profession.
4. Knowledge of subject area and/or grade level appropriate to the inductee.
5. Knowledge of climate, rules, and norms of the Somerset Area School District.
6. Willingness to attend before and after school meetings, including meetings that occur prior to the first day of the school year.

*\*Selection rule #1 may be waived at the discretion of the Superintendent of Schools.*

Mentor Selection Procedure:

The building principal will recommend appropriate mentors for new inductees to the Superintendent of Schools. The Superintendent of Schools will make the final determination and approval of the assigned mentors. This will be communicated to the Board of Education, as mentors are assigned.

Role of the Mentor Teacher:

The role/responsibility of the mentor teacher is to:

1. Establish and effective professional rapport with the inductee.
2. Assist the new teacher in identifying strategies to communicate with supervisors, parents, and community members.
3. Meet with the teacher on a weekly basis.
4. Provide written documentation of all inductee/mentor meetings.
5. Participate in all Induction Program Activities with the inductee unless directed otherwise by school administration.
6. Utilize before, during, and after school hours to facilitate the mentoring program.
7. Assist the inductee in implementing appropriate curriculum.
8. Clarify district policies and procedures for the inductee.
9. Participate in cross-observations with the inductee, as necessary.
10. Advise the inductee throughout the school year.
11. Meet with the inductee, at a minimum, of 1x/weekly.
12. Review, discuss, and acquaint the inductee with the Professional Code of Conduct for Educators.

The Mentor Teacher's Role will include the following:

1. The mentor will not be involved in the rating or evaluation process.
2. The mentor will not report the results of observations or conferences to the principal unless granted written permission from the inductee.
3. Maintain a positive relationship with the inductee. If the mentor or inductee feel the relationship is not satisfactory, either party may request a conference with building administration to consider re-assignment. Re-assignment may only occur due to the following reasons: illness, unexpected leave, or administrative review of the mentor-inductee progress.

## **Activities and Topics**

Activities and Topics

During the course of the program, the new teachers will attend induction meetings both during the school day and beyond school hours, as appropriate. Topics will include, but will not be limited to the following:

1. Professional Code of Conduct for Educators
2. Charlotte Danielson's "A Framework for Teaching" (Planning and Organization/Instruction/Classroom Environment/Professionalism)
3. Self-reflection
4. The Observation Process
5. The Evaluation Process
6. Crisis Response Training
7. Technology
8. Parental Involvement
9. Disciplinary Methods
10. Classroom Management
11. Human Relations
12. Conflict Resolution
13. Budget Preparation
14. Curriculum
15. Assessment
16. Data Driven Decision Making
17. School Law
18. Special Education
19. Differentiated Instruction
20. School/District Issues

Mentor teachers will meet individually with inductees at least 1x /weekly.

The Somerset Area School District will organize at least one meeting per marking period for mentors and inductees to discuss topics with building administration. Building administration will base each meeting agenda upon feedback from mentors and inductees. If recommendations are not made, the building administration will set the agendas, as necessary, to meet the goals of the Induction Plan.

In addition to attending the Somerset Area School District's scheduled activities, all new teachers will participate in the Appalachia Intermediate Unit 8 teacher induction workshops. IU 8 personnel will conduct supervised sessions to review inductee progress and to facilitate mastery of effective teaching strategies including, but not limited to the following:

1. Classroom Management
2. Student Assessment

3. Integration of Technology
4. Effective Instruction
5. Differentiated Instruction
6. Curriculum Development
7. Teaching Diverse Learners
8. Professional Code of Ethics
9. Data Driven Decision Making

## **Evaluation and Monitoring**

### Evaluation and Monitoring

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The Somerset Area School District Induction Program will be regularly monitored by building principals and central administration.

Building principals will meet with new teachers and mentors to review responsibilities on an annual basis.

Building principals will observe and monitor new teachers and mentors throughout the school year.

The inductee will complete an Effectiveness Survey as a self-evaluation at the end of the induction process.

Mentor teachers and inductees will maintain all paperwork and provide it to the appropriate administrator upon completion of the program.

Evaluations of Induction Program Activities will be completed by the end of May of the first school year by new teachers and mentors.

Program evaluations will be reviewed by the building principal, central administration, and the Professional Development Committee each year. Activities will be modified, when necessary, after review of program evaluations reflects needed changes.

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Name\_\_\_\_\_

Signature\_\_\_\_\_

Date\_\_\_\_\_

Mentor\_\_\_\_\_

INDUCTION PROGRAM EFFECTIVENESS SURVEY

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(Mentor)

1. Was the school district teacher induction for your inductee completed in a satisfactory manner?

2. Did the overall program provide adequate support for you and the inductee?

Explain:

3. What part(s) of the program need revised?

4. What part(s) of the program should be eliminated?

5. What was the strength of the program?

6. What was the weakness of the program?

7. What would you recommend to improve the induction program?

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Inductee \_\_\_\_\_

## **Participation and Completion**

### Participation and Completion

Building principals are responsible for the dissemination and collection of all induction program records. A log of all formal induction activities, attendance at workshops, in-services, and staff training will be kept by the inductee as part of the program records.

At the conclusion of the monitoring year, all logs and evaluation forms will be submitted to the building principal for review. A copy of all forms, including the Induction Program Effectiveness Surveys and the Induction Program Certification of Completion document will be kept in the personnel file of the inductee.

The final form, the Induction Program Certification of Completion, shall be signed by the Inductee, Mentor Teacher, Building Principal, and Induction Program Coordinator/Superintendent. The Superintendent's signature shall verify completion of the Induction Program to the Pennsylvania Department of Education.

Somerset Area School District

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### INDUCTON PROGRAM CERTIFICATE OF COMPLETION

*This certifies that the inductee has satisfactorily completed the Somerset Area School District Induction Program requirements*

Date induction period began:

Date induction period fulfilled:

**Approval Signatures**

Inductee:

Date:

Building Principal:

Date:

Mentor:

Date:

Superintendent:

Date: