
Pennsylvania Department of Education



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

Teacher Induction Report **Thursday, August 20, 2009** **(Last Last Approved: Thursday, September 28, 2006)**

Entity: Donegal SD
Address: 1051 Koser Rd
Mount Joy, PA 17552

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Ault, Deb	Donegal Springs Elementary	Administrator	Administration/Teachers
Barrick, Tamela	Donegal Middle School	Regular Education Teacher	Teachers
Bramlet, Nancy	Maytown Elementary	Elementary School Teacher	Teachers
Eichler, Dave	Donegal High School	Secondary School Teacher	Teachers
Griest, Kim	Donegal Springs Elementary	Special Education Teacher	Teachers
Haugh Judy	Donegal Middle School	Administrator	Administration
Ursprung, Sue	Donegal School District	Administrator	Administration
Witman, Carol	Donegal High School	Special Education Teacher	Teachers
Younkin, Winnie	Donegal School District	Administrator	Administration

Goals and Competencies

The goal of the induction program is to provide an orderly, supportive, and productive beginning for professionals new to the district. The district strives to enhance the teaching skills, to promote assimilation into the district and individual buildings, and to support professional growth of the professional employee. It is the basis for a culture of professional learning and growth for the new staff members.

Objectives

To help inductees:

- Improve classroom management skills.
- Become aware of both cognitive and affective student needs.
- Improve instructional skills.
- Become oriented to the curriculum.
- Understand and adjust to the organizational structure and procedures of the district and the individual buildings.
- Analyze professional practices in order to assure continued growth and renewal.
- Establish a supportive relationship with a mentor teacher.

Assessment Processes

As newly hired professional staff meet with district office personnel, they complete a needs assessment form. The form requires feedback on a variety of topics along with a notation of need.

Topic examples include: planning, use of materials, classroom management and discipline, human relations, instructional skills, assessments, differentiated instruction.

Throughout the year as trainings are provided, participants complete a related evaluation form. In addition, toward the end of the school year, inductees complete an evaluation form which assesses the entire induction program.

Data collected from the initial needs assessment, the training evaluation forms, and the final evaluation form are used to refine the induction process for the upcoming year.

Mentor Selection

Mentors are selected from the teaching staff of the district. Mentors are expected to demonstrate 1) enthusiasm and positive attitudes, 2) knowledge of classroom management practices, 3) knowledge of instructional practices, 4) knowledge of curricular expectations, 5) knowledge of basic learning theory, and 6) knowledge of building procedures. Mentors are expected to possess 1) a valid teaching certificate, 2) no fewer than three years teaching experience, 3) a commitment to the teaching profession and service to children, and 4) a Level II certificate.

All perspective mentors must apply to be considered for a mentor position. The mentor candidate completes and submits an application to the Supervisor of Curriculum and Instruction.

Occasionally, late hiring may preclude this practice, and mentors may need to be recruited by the Supervisor of Curriculum and Instruction. The Supervisor of Curriculum and Instruction reviews the applications and selects the candidates.

Activities and Topics

August Induction Week includes:

- Welcome to and Overview of the District
- Code of Professional Practice and Conduct for Educators
- Building Specific Issues
- Curriculum, Standards, Assessment, Grading Policies
- Technology Orientation
- Inductee/Mentor Meeting and Discussion

Throughout the School Year on a Monthly Basis:

- Planning and Preparing for a Standards-Based Classroom
- Classroom Environment
- Effective Classroom Instruction
- Differentiated Instruction
- Teacher Professionalism
- School Law Issues for New Teachers
- Assessment for Learning: Data Tools for Teachers
- Essential Elements of Instruction

Evaluation and Monitoring

Monitoring

Building administrators are the on-site monitors who review the implementation of skills the inductees learn through the induction training.

The Director and Assistant Director of Curriculum and Instruction monitor the overall induction process through participation as induction training presenters and through feedback received from building administrators, inductees, and mentors.

Evaluating

In addition to the specific training feedback forms completed by the inductees, information is gathered in an end-of-the-year assessment form. This form is completed by both the inductees and the mentors. Furthermore, feedback from the district's Professional Development Advisory Council is solicited at its final yearly meeting. Feedback from all of these sources is used each year to refine the induction program.

Participation and Completion

Inductees are required to sign in at each induction meeting/training session, both within the school district as well as within the Lancaster Lebanon Intermediate Unit 13 which also provides training for the district's inductees. This information is kept current by the Secretary to the Supervisor of Curriculum and Instruction. The Secretary documents attendance at each training and notifies inductees, building administrators, and the Supervisor of Curriculum and Instruction of any absences as well as the responsibilities and procedures for completion of said training.

As each inductee finishes required induction training, he/she receives a certificate of completion, signed by the Supervisor of Curriculum and Instruction. Inductees who do not complete a specific training have two options: they may complete a make-up session with a district administrator, or they will complete the necessary training in the following school year. Induction responsibilities are not met until all of the required training has been completed. The Secretary to the Supervisor of Curriculum and Instruction maintains all records.