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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
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## **Teacher Induction Report** **(Last Approved: Thursday, September 25, 2008)**

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# Goals and Competencies

## Goals and Competencies

1. We will implement a new teacher induction program that is designed to bridge the gap between student teaching and the realities and challenges that are inherent in today's teaching profession;
2. We will build a professional support system that fosters collaboration, collegiality, and works to build self-confidence in all of our new teachers. As part of that support system, we utilize master teachers as mentors to all new teachers;
3. We will provide a comprehensive teacher induction program that will enhance new teachers' instructional methods as well as provide a solid understanding of the school's overall practices, policies, and procedures;
4. We will direct our teacher induction efforts and resources to provide individualized support to ensure the retention of newly hired staff;
5. We will apply the concept of continuous improvement to our new teacher induction program;
6. We will direct our efforts to ensure all new teachers are aware of and have access to materials and resources designed to assist them in the pursuit of providing our students with the best learning opportunities possible.

## Assessment Processes

### Assessment Processes:

The Upper Dauphin Area School District will use a series of assessments to measure the needs and growth of its inductees.

1. Pre-Assessment--All teachers progressing through the district's new teacher induction program will be required to complete a pre-assessment. The pre-assessment will target individual needs and concerns of novice teachers. The results of the pre-assessment will enable school district leaders to develop some individually tailored induction programs and professional development throughout the induction year.

The pre-assessment will address the following:

- A. What concerns do you have as a new teacher?
- B. What aspects of the curriculum are you in need of the most assistance?
- C. Are you having classroom management issues or concerns? Please explain.
- D. Do you have adequate resources? If not, what do you need to be effective?
- E. How are you managing the district's technology? Are you in need of further assistance?
- F. Have you been well-oriented to the district's documents and tools (policies, procedures, forms such as Time Away from Work, Field Trip approval, etc.?)
- G. Have you been made aware of special education (IEP) students in your classroom? Please explain.
- H. Are you clear about your non-instructional duties? If not, please explain.

2. Individual Program/Workshop Evaluations--All beginning teachers are required to attend all workshops. At the conclusion of each program and workshop, participants will be required to complete an evaluation. Evaluations will assess:

- the quality of the program as a whole;
- the quality of specific portions of the program;
- whether the program educated, informed, or enhanced the novice teacher's knowledge;
- whether the program addressed needs or concerns of the novice teacher;
- how the program may be improved for the future.

3. Post-Assessment--All teachers progressing through the district's new teacher induction program will be required to complete a program assessment at the end of each year of the three-year new teacher induction program. The assessment will be broken into three subcategories:

- quality of the induction program as a whole;
- quality of the mentoring experience;
- perceptual analysis of building level induction activities and principal support;
- how the entire program may be improved for the future.

## **Mentor Selection**

The Upper Dauphin Area School District will use the following criteria for selecting mentors:

- Ideally, the District will strive to match novice teachers with mentors who teach the same subject or same grade level;
- Mentor teachers must have achieved a status of proficient or distinguished in the areas of planning and preparation, classroom environment, and instruction;
- Mentor teachers are required to have no less than four years of teaching experience and no less than three years of teaching in the Upper Dauphin Area School District;
- Mentor teachers must show enthusiasm and interest in providing assistance and support to novice teachers;
- Mentor teachers must be recommended by their building principals based on the following measurable and assessed criteria:
  - student-centeredness;
  - demonstrated involvement in the school outside of the classroom;
  - motivated;
  - organized;
  - responsible;
  - excellent written and verbal communications skills

## **Activities and Topics**

### **Orientation—Four days in August**

- Welcome
- Who's Who in the district
- District Overview (philosophy, history, culture)  
Pennsylvania Department of Education's Professional Code of Conduct
- *The First 60 Days of School* by
- Parent/Teacher Conferences
  - Customer service--best practices
  - Setting standards and expectations
- District tour (optional)

- Mentor introduction
- UDA Education Association
- Building orientation and procedures (Principals)
- Extensive review of the district's policies and procedures
- Presentations: The parent partnership
- Curriculum distribution
- Classroom preparation/planning time
- Human resources (benefits, etc.) and an overview of the Upper Dauphin Area Education Association's Contract
- Mentor and new teacher meeting time

### **Workshops during the August Orientation:**

#### **1. School guidance, counseling, and supplemental student services at UDA**

This workshop will focus on student personnel services and the many areas within the school system it embodies. Beginning teachers will learn about school counseling services, the Student Assistance Program, health services, homebound instruction, compulsory attendance, and other student support services.

#### **2. Classroom management**

This workshop will focus on some strategies for staying organized, being proactive, and minimizing student misbehaviors before they escalate into problems that impede the learning process for everyone involved.

#### **3. UDA Supervision and Evaluation Program—Danielson's *Enhancing Professional Practice: A Framework for Teaching***

This workshop teaches novice teachers about the four domains of teaching: Domain 1--Planning and Preparation; Domain 2--Classroom Environment; Domain 3--Instruction; and Domain 4--Professional Responsibilities.

#### **4. Technology**

This workshop is designed to assist novice teachers by doing two things: (1) orienting them to the administrative functions of the district's technology such as e-mail, attendance, grading, the parent extra-net, etc. and, (2) teaching how to best use technology as a learning instrument to better differentiate instruction and improve teaching and learning overall (i.e. technology integration).

### **Induction throughout the first year**

#### **September:**

**Classroom Management**--All first year teachers will be engaged in a professional development program designed to provide current best practices in managing the classroom. Topics include managing classroom procedures, managing student behaviors, and managing paperwork and other professional responsibilities.

#### **October:**

**Special Education workshop**--All first year teachers will learn more in depth about the IEP process and gain a clear understanding of the IEP and its role in each teacher's classroom. Inductees will learn how to create a classroom that reflects the principles of the least restrictive environment (LRE). And, participants will learn about the Gaskin decision and its effect on public education.

**CAIU Session #1--*Enhancing Professional Practice: A Framework for Teaching***--This session will focus on studying Domain 2: Classroom Environment.

**November:**

**Teacher “talk time” and collegial conversations**—new teachers will have an opportunity to speak with other novice teachers and some master teachers about areas of their practice that appear to be effective and areas where more assistance and growth may be needed.

**December:**

**CAIU Session #2--*Enhancing Professional Practice: A Framework for Teaching***--This session will focus on studying Domain 3: Instruction.

**January:**

**Effective teaching strategies (Session I)**--Beginning teachers will gain extensive knowledge of current best practices in the area of effective teaching strategies. Teachers will have an opportunity to learn more about Learning Focused Schools and differentiated instruction. Teachers will bring lesson plans to the workshop and enhance them based on the topics discussed.

**CAIU Session #3--*Enhancing Professional Practice: A Framework for Teaching***--This session will focus on studying Domain 1: Planning and Preparation.

**February:**

**Sexual harassment, HIPAA, FERPA, mandated reporting**--This workshop will focus on specific laws by which organizations and more specifically, school districts, are expected to abide. Beginning teachers will learn about sexual harassment (adult to adult, adult to student, and student to student) as well as variations and types of harassment. Participants will also learn about federal laws such as the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Right to Privacy Act (FERPA).

**CAIU Session #4--*Enhancing Professional Practice: A Framework for Teaching***--This session will focus on studying Domain 4: Professional Responsibilities.

**March:**

**Effective teaching strategies (Session II)**--Teachers will develop what they learned in the January session (LFS and differentiated instruction) and will have an opportunity to engage in collaborative and collegial discussions. These discussions will center on what they believe is working in their classrooms and what is not.

**April:**

**Teacher “talk time” and collegial conversations**—new teachers will have an opportunity to speak with other novice teachers and some master teachers about areas of their practice that appear to be effective and areas where more assistance and growth may be needed.

**May:**

**End-of-year responsibilities**—New teachers will learn what to expect as the end of the year approaches (procedures, grading, events, etc...)

**Reflections on the first year**--The Upper Dauphin Area School District subscribes to the belief that self-reflection allows teachers to develop in the areas where they excel and process those areas where they need yet to grow and develop. This workshop brings all first year teachers together to talk about their strengths and growth areas. It is intended that new teachers will learn that they are not alone and that their experiences are likely shared by others in the group. Teachers will have an opportunity to share stories, best practices, and engage in problem-solving.

## **Evaluation and Monitoring**

The Upper Dauphin Area School District will conduct monitoring activities of its New Teacher Induction Program for the following:

1. Program Evaluation--Orientation; Yearlong Induction Program;
2. Mentor Evaluation;
3. Building Level Induction; Principal Support;
4. Individual Activity Evaluations;

## **Participation and Completion**

The Upper Dauphin Area School District requires all novice teachers and teaches new to the District attend all scheduled induction program activities. The District provides all inductees with an induction packet which includes a log for recording activities, a checklist, and a mentor/administrators sign-off sheet. Attendance must be verified with a signature from the building principal and the assigned mentor.

All beginning teachers are required to observe their mentor teachers and other master teachers (within their grade level or content area) at least four times throughout the year. These observations must be verified by a signature from the mentor and building principal.

All non-tenured teaches will be formally observed four times per year by the administration. Three observations will be conducted by the principal and the fourth observation will be conducted by the District Superintendent. All formal observations are documented and summarized using the Upper Dauphin Area School District's "framework for teaching" observation forms. All formal observations are stored in the teacher's personnel file.