
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Teacher Induction Plan

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Entity: Bermudian Springs SD

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Teacher Induction Planning Participants

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Anne Swick	Bermudian Springs S. D.	Middle School Teacher	Local Education Association
Dr. William Shoemaker	Bermudian Springs S. D.	School Central Office Administrator	Dr. William Shoemaker
James Lerew	Bermudian Springs S. D.	Board Member	School Board
Kathleen Myers	Bermudian Springs S. D.	Building Principal	Dr. William Shoemaker
Kaye Helm	Bermudian Springs S. D.	Elementary School Teacher	Local Education Association
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Russell Greenholt	Bermudian Springs S. D.	Building Principal	Dr. William Shoemaker
Sherri Good	Bermudian Springs S. D.	Middle School Teacher	Local Education Association
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Goals and Competencies

The purpose of the Bermudian Springs School District Teacher Induction Program is to help beginning certificated personnel to function more effectively and grow professionally during their first year in the profession and for beginning certified personnel to fulfill part of the requirements for an Instructional II certificate. For the purposes of this program, the term, beginning certificated personnel, is defined as any first year teacher and/or educational specialist beginning their Pennsylvania teaching career and certified in accordance with the 1999 regulations required to participate in this program. The term, educational specialist, is defined as a person whose primary responsibility shall be to render professional services other than classroom teaching.

The Bermudian Springs School District is a member of the Adams-Franklin County Teacher Induction Program and conducts its teacher induction program in collaboration with other districts in Adams and Franklin counties. The Adams-Franklin County Teacher Induction Program is a process to help beginning certificated personnel function more effectively and grow professionally during their first year in the teaching profession. School districts of Adams and Franklin Counties, the Franklin County Career and Technical Center, The Scotland School for Veterans Children and the Lincoln Intermediate Unit # 12 are members of this program. The Lincoln Intermediate Unit # 12 representative serves as the Induction Coordinator for this effort.

The Adams-Franklin County Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each participating school entity, with additional representation from the Lincoln Intermediate Unit # 12 and, where appropriate, from institutions of higher education. In the Bermudian Springs School District, the local Induction Council is made up of those individuals reflected in section one of this plan. This local Induction Council plays an important role in assisting the Adams-Franklin County Teacher Induction Council in the following:

1. Developing the Teacher Induction Plan,
2. Publishing a Teacher Induction Notebook for participants,

3. Designing and conducting joint teacher induction workshops and seminars, and
4. Recommending induction activities to be carried out at the district and building level.

Participants in this County are identified with the Superintendent's/Executive Director's signature as confirmation. Beginning certificated personnel employed by the Lincoln Intermediate Unit # 12 who are assigned to the Adams-Franklin County area also participate in this program. An Induction Notebook describing in greater detail activities and relationships is available from the Lincoln Intermediate Unit # 12, P.O. Box 70, New Oxford, PA 17350. Research in the field of teacher induction indicates: 1) a structure must be developed to achieve an effective beginning teacher-mentor relationship, 2) the induction process should be ongoing during the school year and 3) the structure should promote a positive attitude toward the teacher induction process on the part of all members of the induction team. This research serves as the foundation for the five major goals of the Adam-Franklin County Teacher Induction Program. The program goals and competencies are:

Goal 1: To build a strong mentoring relationship between beginning teacher and the induction team by:

- a. developing an induction team for each beginning teacher.
- b. providing training for induction team members.
- c. providing opportunities for interaction among team members.

Goal 2: To build a knowledge base of essential resources, policies and procedures by:

- a. providing information regarding essential resources, policies and procedures of the district.
- b. providing information regarding essential resources, policies and procedures of the building.
- c. providing information regarding essential resources, policies and procedures at the state, the Lincoln Intermediate Unit # 12 and federal levels.
- d. providing information regarding the Pennsylvania Comprehensive System of Personnel Development (C.S.P.D.) performance goals and other current statewide initiatives.

Goal 3: To build a knowledge base of district student learning achievement by:

- a. providing information regarding Chapter 4 regulations, Pennsylvania Academic Standards and state and local assessments measuring student proficiency of standards.
- b. providing reinforcement for effective delivery of a standards-based curriculum.

Goal 4: To develop an understanding of effective classroom techniques and procedures by:

- a. reinforcing effective classroom management skills.
- b. reinforcing a variety of effective instructional strategies.
- c. reinforcing the usage of a multitude of student assessment strategies.
- d. utilizing research-based instruction.

Goal 5: To build an awareness of expectations by:

- a. studying the Code of Professional Practice and Conduct.
- b. fostering professional attitudes and positive self-esteem.
- c. defining community, district and building expectations.
- d. defining beginning teacher expectations.
- e. learning skills to promote effective communication with students, parents, community members and colleagues.

These goals and competencies are addressed, where practical, through AFTIP efforts. Where appropriate, guidelines and/or activities to be addressed at the district or building level are outlined. Participating entities are also encouraged to implement district-generated guidelines/activities designed to achieve program goals and competencies.

In addition, the Bermudian Springs School District utilizes monthly building level meetings to provide added support for the new teacher.

Assessment Processes

Research regarding the importance of induction programs is compelling. Holloway (2001) stated that a focused, structured and systematic induction program has a positive influence on the performance of new educators – and is advantageous to mentors as well. Matching veteran educators with their less experienced colleagues provides valuable professional development for both parties. Charlotte Danielson (1999) found that this type of program, when coupled with reflective activities and professional conversations, helps novice teachers improve teaching practices and assume responsibility for their classrooms. In addition, well-designed programs also lower the attrition rate of new teachers (National Association of State Boards of Education, 1998). Numerous studies (Boyer, 1999; Storm, Wing, Jinks, Banks & Cavazos, 2000; Evertson & Smithey, 2000; Scott, 1999) found that programs designed to meet the varied needs of new educators play a significant role in their professional growth, assist them in honing planning and management skills and encourage them to reflect on the effectiveness of their instruction.

Seminars conducted under the auspices of the Adams-Franklin County Induction Program are designed to address some of the general concerns faced by all beginning teachers. The seminars, scheduled throughout the school year, provide opportunities to meet and share first year experiences with beginning teachers from other schools and school entities. Specific needs of individual beginning teachers are assessed at the building level both formally and informally throughout the school year. At the Adams-Franklin County Induction Program level, induction participants are asked to identify additional seminar topics at mid-year. These recommendations are used to develop an “Emerging Needs Seminar” to take place in the spring of the year.

Mentor Selection

The composition of the Building Level Induction Team is a decision of the Bermudian Springs School District Professional Development Committee; however, each induction team is comprised of the building principal, the mentor teacher, and the new teacher. Included in monthly meeting when necessary are guidance counselors and assistant principals. The interpersonal relationship among team members is crucial and shall be reviewed regularly by the Adams-Franklin County Induction Council to insure compatibility. The selection of mentors will be guided by the following “Essential Qualities of a Mentor Teacher”:

- a. Knowledge and skills in the classroom.
- b. A commitment to the teaching profession and service to children.
- c. Instructional leadership.
- d. The ability to teach the district standards-based curriculum.
- e. The use of appropriate, effective problem-solving techniques.
- f. The use of a variety of instructional, classroom organizational, management and grouping techniques.
- g. The ability to convey enthusiasm for a subject to students.
- h. A willingness to give special attention to students requiring assistance.
- i. Success in fostering excellent student performance.
- j. The ability to give and receive constructive criticism.
- k. The ability to effectively communicate with colleagues, parents and students.
- l. Knowledge of policies and procedures within the specific school building.

Further, the Bermudian Springs School District will seek to recruit mentor teachers who:

- a. are tenured.
- b. hold an Instructional II Certificate.
- c. have taught a minimum of two years with the school entity.
- d. are recognized and respected by colleagues.
- e. teach at the same grade level or in the same subject area as the beginning teacher.
- f. are assigned to classrooms in close proximity to the beginning teacher.

Activities and Topics

Adams-Franklin County Teacher Induction Program activities will include a one-day orientation in August and a minimum of four seminars scheduled throughout the school year. In addition, the district will conduct the following

district/building induction activities: The district includes monthly meeting with the Induction team to discuss current issues with the inductee. Topic include classroom management from the administrations point of view, PDE form 426, parent conferences, and other topics as requested by the inductee. Also, new teachers meet five times at the beginning of the school year to discuss, "Cooperative Discipline." The district utilizes "Cooperative Discipline" as a district wide classroom management process. The assistant principals in the district do a series of one hour workshops with the inductees.

Seminar goals and competencies reflect the stages of teacher development identified in current teacher effectiveness research and are designed to meet the differentiated learning styles of participants. Some of the topics to be addressed for each of the five major goals of the program and the level(s) responsible (see parentheses) are outlined below:

Goal 1: To build a strong mentoring relationship between beginning teacher and the induction team.

- ? Roles & Responsibilities of the induction team members (Consortium Seminar)
- ? Informal Peer Visitation Guidelines (Building Induction Team)

Goal 2: To build a knowledge base of essential resources, policies and procedures.

- ? School Entity Policies & Procedures including the following: (District Induction Team)
 - o Philosophy
 - o Contractual Obligations
 - o Professional Obligations
 - o Discipline Policy
 - o Grading/Retention Policy
- ? Building Policies & Procedures including the following: (Building Induction Team)
 - o Materials Acquisition
 - o Attendance Procedures
 - o Schedule
 - o Lesson Plans
 - o Extra Duties
 - o Emergency Phone Numbers
 - o Recordkeeping
 - o Home/School Communication
 - o Fire Drill Procedures
 - o Parent/Teacher Conferencing
 - o Assessment Procedures
 - o Community Resources
 - o Field Trip Procedures
 - o Media Services
 - o Pupil Personnel Services
 - o Extracurricular Activities
 - o Federal Programs

Goal 3: To build a knowledge base of district student learning achievement.

- ? Student Achievement including the following: (Consortium Seminar, District Induction Team, Building Induction Team)
 - o Proficiency of Standards
 - o Graduation Requirements
 - o Standards-Based Curricula
 - o District Assessment Plan
 - o Textbook/Resource Materials

Goal 4: To develop an understanding of effective classroom techniques and procedures.

- ? Organizing for the First Day/Week (Consortium Seminar, Building Induction Team)
- ? Organizing for Instruction (Consortium Seminar, District Induction Team, Building Induction Team)
- ? Classroom Management/Effective Behavior/School-Wide Behavior Support (Consortium Seminar, Building

Induction Team)

- ? Student Assessment (Consortium Seminar, Building Induction Team)
- ? Academic Standards/State Initiatives (Consortium Seminar, District Induction Team, Building Induction Team)
- ? Motivating Students (Consortium Seminar)
- ? Meeting Student Needs (IST/SAP) (Consortium Seminar/Building Induction Team)
- ? Instruction to Address Culturally/Linguistically Diverse Learners (Consortium Seminar, District Induction Team, Building Induction Team)

Goal 5: To build an awareness of expectations.

- ? Professional Expectations & Conduct including the following: (Consortium Seminar, District Induction Team, Building Induction Team)
 - o Code, Standards & Practices
 - o Confidentiality
 - o Support of System
 - o Support of Colleagues
 - o Ethics
 - o Professional Demeanor
- ? Teacher Self Esteem (Consortium Seminar, District Induction Team, Building Induction Team)
- ? Community Demographics & Social Structure (District Induction Team)
- ? Parental Contact/Involvement (Consortium Seminar, Building Induction Team)
- ? Parent/Teacher Conferencing Techniques (Consortium Seminar, Building Induction Team)
- ? Expectations for Beginning Teachers (Consortium Seminar, Building Induction Team)

Listed below is a timeline of events for the period covered by this plan. The above goals and topics will be addressed each year through the activities described in this timeline.

Adams-Franklin County Teacher Induction Program Timeline – 2005-2011

2005-2006

Ongoing	Local Induction Council Planning/Monitoring Building and District Induction Activities
August 2005	One-day County Orientation Workshop Local Orientation for Beginning Teachers
September 2005	Classroom Management Seminar
October 2005	Communicating with Parents Seminar
December 2005	Instructional Strategies Seminar County Mid-year Needs Assessment
January/February 2006	Local Induction Council Activity for Beginning Teachers
April 2006	Emerging Needs Seminar
May 2006	County Induction Council Planning Meeting Submission of Criteria for Completion Forms End-of-Year Local Evaluation

2006-2007

Ongoing Local Induction Council Planning/Monitoring
Building and District Induction Activities

August 2006 One-day County Orientation Workshop
Local Orientation for Beginning Teachers

September 2006 Classroom Management Seminar

October 2006 Communicating with Parents Seminar

December 2006 Instructional Strategies Seminar
County Mid-year Needs Assessment

January/February 2007 Local Induction Council Activity for Beginning Teachers

April 2007 Emerging Needs Seminar

May 2007 County Induction Council Planning Meeting
Submission of Criteria for Completion Forms
End-of-Year Local Evaluation

2007-2008

Ongoing Local Induction Council Planning/Monitoring
Building and District Induction Activities

August 2007 One-day County Orientation Workshop
Local Orientation for Beginning Teachers

September 2007 Classroom Management Seminar

October 2007 Communicating with Parents Seminar

December 2007 Instructional Strategies Seminar
County Mid-year Needs Assessment

January/February 2008 Local Activity for Beginning Teachers

April 2008 Emerging Needs Seminar

May 2008 County Induction Council Planning Meeting
Submission of Criteria for Completion Forms
End-of-Year Local Evaluation

2008-2009

Ongoing Local Induction Council Planning/Monitoring
Building and District Induction Activities

August 2008 One-day County Orientation Workshop
 Local Orientation for Beginning Teachers

September 2008 Classroom Management Seminar

October 2008 Communicating with Parents Seminar

December 2008 Instructional Strategies Seminar
 County Mid-year Needs Assessment

January/February 2009 Local Activity for Beginning Teachers

April 2009 Emerging Needs Seminar

May 2009 County Induction Council Planning Meeting
 Submission of Criteria for Completion Forms
 End-of-Year Local Evaluation

2009-2010

Ongoing Local Induction Council Planning/Monitoring
 Building and District Induction Activities

August 2009 One-day County Orientation Workshop
 Local Orientation for Beginning Teachers

September 2009 Classroom Management Seminar

October 2009 Communicating with Parents Seminar

December 2009 Instructional Strategies Seminar
 County Mid-year Needs Assessment

January/February 2010 Local Activity for Beginning Teachers

April 2010 Emerging Needs Seminar

May 2010 County Induction Council Planning Meeting
 Submission of Criteria for Completion Forms
 End-of-Year Local Evaluation

2010-2011

Ongoing Local Induction Council Planning/Monitoring
 Building and District Induction Activities

August 2010 One-day County Orientation Workshop
 Local Orientation for Beginning Teachers

September 2010 Classroom Management Seminar

October 2010	Communicating with Parents Seminar
December 2010	Instructional Strategies Seminar County Mid-year Needs Assessment
January/February 2011	Local Activity for Beginning Teachers
April 2011	Emerging Needs Seminar
May 2011	County Induction Council Planning Meeting Submission of Criteria for Completion Forms End-of-Year Local Evaluation

Evaluation and Monitoring

Participants in each County Induction Seminar will be asked to evaluate the effectiveness with which it achieved its intended goals/objectives. Summaries of the responses to these instruments will be reviewed annually by the County Induction Council as a means of making recommendations for program improvement. At the discretion of the local school entity, induction participants may be surveyed on an ongoing basis as well as at the end of the school year to determine the effectiveness of local level induction activities and the appropriateness of topics.

Participation and Completion

Each beginning teacher is expected to attend all Adams-Franklin County workshops, seminars, local induction activities and building induction team meetings. In addition, beginning teachers must meet local expectations regarding peer visitations and maintain a log of induction activities that provides the documentary base for entries on the Teacher Induction Criteria for Completion Form. This form, which includes a record of attendance for all consortium seminars, district and building level meetings and peer visitations, must be signed by all members of the building-level induction team and then submitted to the school district office for verification of completion of the program.

The Bermudian Springs School District school entity will maintain records of those beginning teachers completing the induction process by: 1) giving each beginning teacher completing the program certification of this accomplishment, 2) placing a copy of the certification with the signed Teacher Induction Criteria for Completion Form in the teacher's personnel file and 3) maintaining a district file of all beginning teachers completing the process within the school entity.