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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, May 26, 2010** **(Last Approved: Thursday, September 28, 2006)**

**Entity:** Bermudian Springs SD  
**Address:** 7335 Carlisle Pike  
York Springs, PA 17372

## Teacher Induction Planning Participants

There are currently no participants selected for this plan report.

## 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 County Teacher Induction Program and conducts its teacher induction program in collaboration with other districts in Adams County. The Adams 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. A representative from all school districts in Adams County serves as the Induction Coordinators for this effort.

The Adams County Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each participating school entity. 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 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 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 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 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 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. Topics 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	Data Day Seminar
October 2009	Communicating with Parents Seminar
December 2009	Communicating with Parents Seminar County Mid-year Needs Assessment
January/February 2010	Local Activity for Beginning Teachers
February 2010	Emerging Needs Seminar
April 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	Data Day Seminar
October 2010	Communicating with Parents Seminar
December 2010	Communicating with Parents Seminar County Mid-year Needs Assessment
January/February 2011	Local Activity for Beginning Teachers
February 2011	Emerging Needs Seminar
April 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 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.