
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Teacher Induction Plan

August 25, 2006

Entity: Huntingdon Area SD

Address: 2400 Cassady Ave Ste 2
Huntingdon, PA 16652-2618

Phone: (814) 643-4140

Contact Name: Jill Adams

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Dr. C. Port Williams	Huntingdon Area SD	School Central Office Administrator	Superintendent
Mr. Art Waleski	Huntingdon Area SD	Building Principal	Superintendent
Mr. Jeff Coppes	Huntingdon Area SD	Building Principal	Superintendent
Mr. Josh Spangler	Huntingdon Area SD	Elementary School Teacher	Assistant Superintendent
Mrs. Danielle Carpenter	Huntingdon Area SD	Middle School Teacher	Assistant Superintendent
Mrs. Elana Clapper	Standing Stone Elementary	Elementary School Teacher	School board
Mrs. Fran Knepp	High School Teacher	Special Education Representative	School Board
Mrs. Kathy Wilson	Huntingdon Area SD	Elementary School Teacher	Assistant Superintendent
Mrs. Maria McDonald	Huntingdon Area SD	School Central Office Administrator	Superintendent
Mrs. Patricia Wargo	Huntingdon Area SD	Building Principal	Superintendent
Mrs. Susan Grainey	Middle School Librarian	Middle School Teacher	School Board
Ms. Jill Adams	Huntingdon Area SD	School Central Office Administrator	School Board

Goals and Competencies

Goals for Huntingdon Area’s Induction Program

The Huntingdon Area School District strives to implement research-based instructional practices to increase the probability of student learning by improving the instructional leadership of administrators and the instructional effectiveness of teachers. The content and design of the program are based on a synthesis of research on effective teaching, effective classrooms, and effective schools.

A. Orientation, Support, and Instruction

All inductees will receive assistance in the following:

1. Building a professional relationship between the inductee and the mentor teacher.
2. Becoming acquainted with the special services the District has to offer and how to request those services.
3. Becoming acquainted with the services of the Tuscarora Intermediate Unit and how to request those services.
4. Monitoring District policies and State regulations that affect the rights and responsibilities of teachers.
5. Learning about District policies that deal with public relations and community expectations.
6. Learning about expectations of building principals and any policies unique to the building.
7. Learning about the characteristics of the school population and community.
8. Learning about the district/building strategic plan.
9. Learning about Instructional Support Teams, individual/group assessment, etc.
10. Training in District, building, and grade level initiatives.

B. Understanding and Managing the Classroom

The goals are based on inductee needs as determined by a needs assessment. Inductees who need help would receive assistance in the following:

1. Organizing the classroom and materials for efficient use of time and space. Mentor will acquaint inductee with materials available and procedures for obtaining them. (ex. second class supplies, content area materials, workbooks, etc.)

2. Establishing and monitoring teacher expectations for student behavior.
3. Establishing classroom procedures for student behavior.
4. Organizing for effective instruction.
5. Establishing affirmative techniques for classroom discipline. The mentor will review discipline policies and procedures for inductees at their building.
6. Establishing positive student-teacher relationships. Mentor will review the programs and services in place.
7. Establishing positive parent-teacher relationships.
8. Establishing positive teacher-community relationships.
9. Establishing positive teacher-teacher relationships.
10. Establishing positive teacher-staff relationships.

C. General Models of Instruction

Based on a needs assessment, the inductees will receive assistance in the following:

1. Lesson Plan Design
2. Implementing a general model for effective direct instruction.
3. Implementing alternative models of instruction.
4. Utilizing effective questioning strategies and wait time(s).
5. Utilizing diagnostic/prescriptive teaching.

D. Individualized Models of Instruction

Based on a needs assessment, the inductees will receive assistance in the following:

1. Planning for and teaching to individual student skills and abilities.
2. Motivating individual students through verbal and non-verbal behavior.
3. Adapting instruction to different teaching and learning styles.
4. Giving immediate, specific, and accurate feedback to students.

E. Technology

As the District continues to develop technology resources, the inductees will receive assistance in the following:

1. Email
2. Computerized administrative tasks
3. Participate in the introductory "Blackboard" basics training

Assessment Processes

At the start of the induction program, all inductees will be asked to complete the following survey:

INDUCTEE NEEDS ASSESSMENT

INITIAL SURVEY

NAME OF INDUCTEE:

DATE:

YEARS OF TEACHING EXPERIENCE PRESENT POSITION:

Below is a list of areas which research has shown are related to student achievement and teacher success. Your cooperation in responding to them will help our district to focus our efforts in assisting you according to your needs. Please read and consider each area carefully and then indicate your evaluation of your competency.

1. How competent do you feel at this stage in your career in the following areas:

Please check one:

	Very Competent	Somewhat Competent	Not Very Competent
A. Instructional Skills			
B. Content Preparation			
C. Classroom Management			
D. District and Building Standards and Operations			
E. Awareness of Student Needs			
F. Assessment of Professional Development			
G. Student Learning Styles			
H. Parent Relations and Conferencing			
I. Computer and Audio-Visual Skills			
J. Cultural and Community Influences			
K. Pennsylvania Standards/Assessment Anchors			
L. Maintaining Professional Relationships			
M. Using 'Blackboard' for developing lessons			

2. What other areas would you like to see addressed in the Induction Program:

Mentor Selection

Selection of the Mentor Teacher

The Superintendent shall make the recommendations for mentor teachers to the Board of School Directors. These recommendations shall be from candidates who apply annually for the positions after they have been properly advertised in compliance with the Collective Bargaining Agreement between the HAEA and the Huntingdon Area School District. Efforts will be made to provide the best match related to grade and teaching assignment.

Qualifications for the Mentor Teacher

- 1. Instructional II Certificate
- 2. Three or more years of satisfactory teaching experience in the District
- 3. Currently teaching in the District
- 4. Skills
 - a. Interpersonal Relationships
 - (1) listens actively
 - (2) evokes questions
 - (3) accepts and supports
 - b. Professional Competencies
 - (1) models/demonstrates effective teaching techniques
 - (2) articulate pedagogues clearly
 - (3) exemplifies professional conduct and attitude
 - c. Teamwork and Cooperation
 - (1) manages conflict and tension
 - (2) deals effectively with ambiguity
 - (3) is adept at scheduling time to help others

Application for Position of Mentor

Name:

Date:

Number of years you worked for the Huntingdon Area School District:

Mentor Preference:

Check one:

BS or BA

Master's Degree or equivalency

Doctoral Degree

Current Position:

Area(s) of Assignment:

Educational Affiliations – List organizations of which you belong that indicate your interest and involvement in the community.

Have you ever served as a Mentor in the Huntingdon Area School District or in another school district? Yes or No

Use the space below to describe any additional personal and professional qualities which you feel qualify you as a Mentor. Continue on the reverse side of this application if needed.

Are you willing to participate in a training session for Mentors? Yes or No

Activities and Topics

The following activities and topics, including the Professional Code of Conduct, will be addressed:

All Inductees will complete the following:

- a. Participate in all District/Building Induction Activities.
- b. Communicate concerns and needs to Mentor.
- c. Meet with District Induction Committee when needed.
- d. Maintain a dated record (Appendix V) of induction topics.
- e. Keep a journal of weekly reflections on professional growth and goals.
- f. Complete the Needs Assessment Checklist (Appendix III) at the beginning of the Induction Program.
- g. Complete mid-year and final evaluations (Appendix VI).
- h. Attend all Professional Development Days offered by the HAEA collective bargaining agreement.
- i. May request peer observation of mentor.

Suggested Activities for the Induction Program

Goal A1: Building a professional relationship between the inductee and the mentor teacher.

1. Inductee Orientation – Mentor Teacher and Inductee Training Session (One-day program scheduled by the Superintendent prior to the opening of school).
2. Time for Mentor and Inductee to meet during the school day throughout the induction period.

Goal A2: Becoming acquainted with the special services the District has to offer and how to request those services.

1. The Inductee Orientation will include information about the following:
 - a. The Special Education Program
 - b. The Huntingdon Enrichment Program (HEP) for gifted students
 - c. Health services and personnel
 - d. Testing procedures; student assessment
 - e. Referral procedures
 - f. Title I and II Federal Programs
 - g. Multi-disciplinary team meeting procedures (Child Study Team)
 - h. Guidance Services and personnel
 - i. At-Risk Student Services, Student Assistance Programs
 - j. Librarian and Libraries

Goal A3: Becoming acquainted with the services of the Tuscarora Intermediate Unit.

1. The Inductee Orientation will offer information on the following:
 - a. Media Services
 - b. Courses and Programs
 - c. Special Classes at the T.I.U. during the school year

Goal A4: Monitoring District policies and State regulations that affect the rights and responsibilities of teachers.

1. Inductee Orientation: The Superintendent or designate will present a general overview of the curriculum, illustrating Planned Course and Curriculum Guides.
2. Inductee Orientation: The Superintendent or designate will review the code of Professional Practice and Conduct for Educators with the Inductees. The Inductees will be provided with a copy of the code so they may refer to it at any time.
3. Inductee Orientation: Local Association President or PD Chair will present information on liability insurance, negotiations, collective bargaining, certification (Act 48), and evaluation/rating.
4. Mentor teacher and inductee meeting will continue to develop the inductee's understanding of District policies and State regulations.

Goal A5: Learning about District policies that deal with public relations and community expectations.

1. Induction Orientation: The Superintendent will present District policies.

Goal A6: Learning about expectation of building principal's policies unique to the building.

1. Inductee Orientation: The Mentor Teacher and Inductee will spend time at the building site.
2. Attend Faculty and/or grade level meetings throughout the induction period.

Goal A7: Learning about the characteristics of the school population and community.

Goal B1: Organizing the classroom and materials for efficient use of time and space.

1. The mentor will make suggestions to the inductee.
2. The inductee may request to attend classroom management courses offered by any number of Universities, T.I.U. 11, and/or HASD administration/staff.

Goal B2: Establishing techniques for handling non-instructional tasks.

1. The mentor will make suggestions to the inductee.

Goal B3: Establishing and monitoring teacher expectations for student behavior.

1. The mentor will make suggestions to the inductee.

Goal B4: Establishing classroom procedures for student behavior.

1. The mentor will provide an overview of district/building procedures for classroom management and make suggestions to the inductee concerning procedures for the first day during Inductee Orientation.

Goal B5: Organizing for effective instruction.

1. The mentor will make suggestions to the inductee regarding instructional planning.
2. Time management programs will be utilized.

Goal B6: Establishing affirmative techniques for classroom discipline.

1. Managing inappropriate behavior will be discussed with the mentor.
2. Management strategies will be provided.

Goal B7: Establishing positive student-teacher relationships.

1. Student Motivation programs
2. Reinforcement Theory for Teachers

Goal B8: Establishing positive parent-teacher relationships.

1. The mentor will make suggestions to the inductee.
2. Programs on conferencing.
3. Current Parent Teacher Conferencing videos.

Goal C1: Implementing a general model for effective direct instruction.

- Set up the daily lesson with students.
- Presentation of new content and/or skills.
- Guided student practice of concepts with checkpoints.
- Feedback and corrective measures.
- Independent student practice.
- Weekly and monthly reviews.

1. The mentor will discuss the above techniques with the inductee, and then observe it as it is implemented by the inductee.
2. Courses on effective instruction.

Goal C2: Implementing alternative models of instruction.

1. The mentor will make suggestions to the inductee such as Differentiated Instruction and Multiple Intelligence Theory.

Goal C3: Utilizing effective questioning strategies and wait time(s).

1. The mentor will make suggestions to the inductee.

Goal C4: Utilizing diagnostic/prescriptive teaching.

1. The mentor will make suggestions to the inductee.
2. Reading and Writing in Content Areas; Courses at the Pennsylvania State University and/or other colleges/universities.
3. Progress Monitoring and Response to Intervention (RTI).

Goal D1: Planning for and teaching to individual student skills and abilities.

1. The mentor will make suggestions to the inductee.
2. Test-taking skill materials
3. Instructional Support Materials and teacher services.

Goal D2: Motivating individual students through verbal and non-verbal behavior.

1. The mentor will make suggestions to the inductee about specific programs.

Goal D3: Adjusting instruction to different teaching and learning styles.

1. The mentor will make suggestions to the inductee.
2. Programs on learning and teaching styles.

Goal D4: Giving immediate, specific, and accurate feedback to students.

1. The mentor will make suggestions to the inductee.
2. Setting High Expectations and Scoring Rubrics.

Timeline of Activities and Topics

August: Inductee-Mentor Orientation Day

1. Introduction of Staff
2. District Mission Statement, Goals, Strategic Plan
3. School Calendar
4. Induction Plan
5. District forms and District Office Services
6. Special Services
7. Curriculum Resources and Development
8. Professional Code of Conduct
9. Professional Development Days
10. HAEA Rights and Responsibilities
11. Tour Individual Building and Work Areas
12. Talk with Building Principal
13. Student/Parent School Handbook

August/September: Principal/Mentor/Inductee

1. Building Policies/Forms
 - A. Enrollment
 - B. Student Groupings and/or Schedules
 - C. Emergency Health Cards
 - D. School Insurance
 - E. Free and Reduced Lunch
 - F. Attendance Policy and Procedures
2. Opening Exercises (Homeroom)
3. Grading System – Record Keeping
4. Opening Day Checklist
5. Substitute Lesson Plans
6. Complete Needs Assessment for Induction Plan
7. Classroom Supplies
8. Building Requisition Forms
9. Discipline Policy
10. Planned Course/Curriculum Guide
11. Calling in sick
12. Fire Drill/Emergency Procedures
13. Homework Policy
14. Channel One (Secondary)
15. Fringe Benefits/Payroll Procedures
16. Required Forms for Employment
17. Contract
18. Non-Teaching Duties (i.e. cafeteria, hall, etc.)
19. Intermediate Unit Services (speech, hearing, psychological)
20. Computer Access/Usage

21. Mandatory Meetings
22. Effective Instructional Planning

October:

1. Parent Conferences
2. In-Service Procedures
3. AV Resources/Media Services
4. Clerical Service
5. Observation/Evaluation (Teacher/Principal)
6. Progress Reports/Report Cards/Interim
7. Office Machines/Operations
8. Classroom Management
9. Janitor/Maintenance Services
10. Open House
11. Feedback to Students

November:

1. Holiday Presentations (Religion, Parties and Wellness Policy, Decorations)
2. Counseling and Confidential Information
3. PTG Organizations/Parent Advisory Committees
4. Referral Process/Child Study Teams (CST)
5. Credit Reimbursement Course Work
6. Federal Programs
7. Emergency Days
8. Student Assessment/Questioning Techniques/Testing
9. Classroom Management
10. Library Services
11. Diagnostic/Prescriptive Teaching

December:

1. Motivation of Students
2. Vocational Education (Huntingdon County Career and Technology Center)
3. Record Keeping - Review
4. Professional Journals/Organizations
5. Budget Process (Requisitions)
6. Educational TV
7. Extra-Curricular Positions
8. Accident Reports
9. School Closings/Delays

January:

1. Field Trip Procedures
2. Course Planning/Selection
3. Athletics Code of Conduct and District Policy
4. Athletic/Extra-Curricular
5. District Line of Communications
6. Standardized Tests (PSSA, TerraNova, DIBELS, etc.)
7. Critical Incident Plan (CIP)
8. Guidance Services
9. Permanent Records/Teacher File

10. Board Policy Manual
11. Complete Mid-Year Evaluation of Induction Program

February:

1. Special Education and Gifted Programs
2. Extra Activities/Clubs
3. Textbook Cycle and Replacement Policy
4. PSSA Assessment Anchors
5. Health Services
6. Reading Teachers/Groupings
7. Curriculum Leaders
8. Course Sign Up – Form for Reimbursement/Credits
9. Personal Days
10. Promotion/Retention Policy
11. Summer School

March:

1. Finances – Handling Student Moneys
2. Chaperon Activities
3. Use of School Equipment/Repairs
4. Use of Computer Classroom/Self
5. Classroom Management

April:

1. Evaluations of Student Achievement
2. Exams, Failures, Promotions, Retention
3. Textbook Inventory
4. Equipment/Supply Inventories
5. Summer Salary (Lump Sum Payment)
6. Summer Address

May:

1. Evaluation of Induction Program
2. Teacher Motivation/Self Image
3. Complete Paperwork for Induction Program
4. Submit Induction Paperwork Prior to Deadline
5. End-of-Year Procedures
6. Closing Your Classroom

Evaluation and Monitoring

Evaluation of the Induction Plan

Planning is ongoing and includes evaluation and refinement of the program. Ultimately, all evaluation revolves around the effectiveness of promoting professional growth in the inductee. In addition to information gathered on the mid-year and final evaluation surveys, the following questions will be asked at an end-of-year meeting of the District Induction Committee, mentor(s) and inductee(s):

1. Did the Committee function appropriately? Were there any problems in performing duties?
2. Are any revisions of the plan based on the final program evaluation?
3. Were there any problems securing mentors? Were there any problems selecting mentors?

Consultation will be held between Mentors and Inductees throughout the year to identify concerns and needs. As concerns and needs are identified, activities will be developed to meet them.

The mentors will do monitoring to identify strengths and weaknesses of the inductee. Results of observations will be used to develop activities for the inductee. The observation is not an evaluation relevant to DEBE 5501 or PDE 426 forms.

Ongoing program evaluation will occur using data from the inductee needs assessment that will be completed by the inductee. Information will be used to provide both formative and summary program evaluations.

The following Evaluation of Program Survey will be completed by both the Mentor and the Inductee:

Name:

Mentor ()

Inductee ()

Date:

() Midyear Evaluation

() Final Evaluation

Please answer the following questions in concise statements. All information, including your name, is confidential and will be used solely to evaluate the Induction Program.

1. How often do you meet with your teammate?
2. Do you have sufficient time to meet?
3. Are you able to meet in what you feel is an appropriate setting?
4. Are you having difficulties in scheduling meetings? If so, have you notified your immediate supervisor?
5. In what areas are you receiving the most help?
6. In what areas do you or your teammate plan further work?
7. What do you wish you had known before the start of the Induction Program?
8. Are you aware that you may request released time to observe one another?

Have you done so?

What difficulties, if any, have you encountered?

9. How has the Induction Program contributed to your professional growth?

10. How have the District Professional Development Days contributed to your growth?

Participation and Completion

Throughout the course of the school year, a portfolio of artifacts is maintained that contains evidence of completed activities. Agendas and attendance sheets for all meetings are maintained. In addition, two satisfactory classroom observations must be completed by the administrator in-charge of the Induction Program. Upon completion of all induction program activities, a Certificate of Completion is awarded to each inductee. A copy of this certificate is placed in the personnel file of each inductee.

Certificate of Completion

We, the undersigned, agree that

has completed all requirements of the Induction Program for the First Year/New Teacher in the Huntingdon Area School District.

Inductee: _____

Signature Date: _____

Support/Mentor Teacher: _____

Signature Date: _____

Principal: _____

Signature Date: _____

Superintendent: _____

Signature Date: _____