
Pennsylvania Department of Education



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

Teacher Induction Report
Wednesday, February 22, 2012
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Entity: East Penn SD
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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Barr, Jenny	East Penn School District	Ed Specialist - School Counselor	East Penn School District
Blose, Brandi	East Penn School District	Elementary School Teacher	East Penn School District
Brown, Donna	Adult with Children in EPSD	Parent	East Penn School Board
Campbell, Kristen	East Penn School District	Administrator	East Penn School District
Curtis, Jennifer	East Penn School District	Administrator	East Penn School District
Decker, Jack	East Penn School District	Middle School Teacher	East Penn School District
Delvernois, Linda	East Penn School District	Administrator	East Penn School District
Denmead, Bruce	East Penn School District	Secondary School Teacher	East Penn School District
Evans, Lisa	Elementary Math Leader	Elementary School Teacher	East Penn School District
Fair, Beth	East Penn School District	Ed Specialist - Instructional Technology	East Penn School District
Fairclough, Karen	East Penn School District	Administrator	Linda Pekarik
Flanders, Seth	Adult with Children in EPSD	Community Representative	East Penn School Board
Fox, Daniel	East Penn School District	Ed Specialist - School Counselor	East Penn School District
Frantz, Meredith	East Penn School District	Administrator	East Penn School District
Fuller, Francee	East Penn School District	Board Member	East Penn School Board
Gallagher, Rosalie	East Penn School District	Elementary School Teacher	East Penn School District

Keeler, Debra	East Penn School District	Middle School Teacher	East Penn School District
Kinzel, Sarah	Technology Integrator	Ed Specialist - Instructional Technology	East Penn School District
Leiby, Laura	High School Math Department Chair	Regular Education Teacher	East Penn School District
Leschinsky, Dennine	Instructional Support Teacher	Other	East Penn School District
Madison, Teri	Emmaus Main Street Program	Business Representative	East Penn School District
Maley, Tracy	East Penn School District	Regular Education Teacher	East Penn School District
Mathesz, Janine	East Penn School District	Administrator	East Penn School District
McNabb, Maria	East Penn School District - Support Staff	Other	East Penn School Board
Meckes, Stacey	Middle Level Math Department Chair	Secondary School Teacher	East Penn School District
Miksits, Liane	East Penn School District	Elementary School Teacher	East Penn School District
Mirabella, Thomas	East Penn School District	Administrator	East Penn School District
Naunas, Mary Kay	School Psychologist	Ed Specialist - School Psychologist	East Penn School District
Noack, Susan	East Penn School District	Administrator	East Penn School District
Oberle, Robert	East Penn School District	Business Representative	East Penn School Board
Pekarik, Linda	East Penn School District	Administrator	East Penn School District
Raub, Bonnie	East Penn School District	Secondary School Teacher	East Penn School District
Romagnoli, Vicky	East Penn School District	Ed Specialist - Instructional Technology	East Penn School District

Scalzo, Cheryl	Early Educator	Administrator	East Penn School District
Spence, Janet	East Penn School District	Secondary School Teacher	East Penn School Board
Torma, Denise	East Penn School District	Administrator	East Penn School District
Williams, Dennine	East Penn School District	Middle School Teacher	East Penn School District
Zakos, Holly	East Penn School District	Parent	East Penn School District
Zosky, Deborah	East Penn School District	Secondary School Teacher	East Penn School District

Goals and Competencies

East Penn School District has identified induction program goals and competencies based on the following identified goal, objectives, and action steps:

Goal #1: To provide support, encouragement, and professional development for transitioning the new teacher or educational specialist into the learning community, in order to become a professional staff member committed to excellence in the East Penn School District.

This goal reflects EPSD Strategic Plan Goals 3, 6, & 8 as described below:

District Goal 3: The EPSD will foster professional growth and provide opportunities to enhance the performance of the entire employee team, so as to be consistent with student, educator, building, and district needs.

District Goal 6: The EPSD will set and achieve standards to establish our school district as a leader in education.

District Goal 8: The EPSD in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision-making at all levels in the organization with an emphasis on internal communications.

Term: "New Teacher" is defined as a first year professional staff member or a PDE-certified Instructional Level I teacher who has not completed a PDE-approved induction program. He/she will be partnered with a mentor. A professional staff member who is new to the district and who has completed a PDE-approved induction program was to be partnered with an induction support teacher; however, the lack of funding restricted the addition of this induction support teacher.

Objective 1: To provide the new teacher with an understanding of effective teaching skills, as well as policies and procedures required to meet district and building expectations.

Action Steps to achieve Objective 1:

- a. Provide resources that define policies and procedures in based on district and building expectations.
- b. Provide professional development focused on best practices and research-based instructional strategies to meet the needs of diverse learners.
- c. Provide embedded professional development by modeling and mentoring activities focused on classroom and time management skills.

Objective 2: To foster growth and development of the new teacher in mastering and refining effective teaching skills to meet the needs of the 21st Century learner.

Action Steps to achieve Objective 2:

- a. Provide professional development that encourages self-reflection based on student performance analysis and constructive feedback from parents, teachers, and administrators. Documentation of self-reflection will be provided through journal writings and other self-assessment practices.
- b. Establish a tiered, multi-year new teacher induction program.

Objective 3: To provide the assistance for professional development, exclusive of the district evaluation system, in a collaborative and supportive environment.

Action Steps to achieve Objective 3:

- a. Establish a building level professional support system.
- b. The building level support system will be facilitated by the building induction team, which should include the principal, the mentors, inductees, and other support people. It is recommended that the building induction team meet quarterly.

Objective 4: To provide an induction program that is structured to adapt to the needs of the new teacher.

Action Steps to achieve Objective 4:

- a. All mentors must be tenured teachers who have received satisfactory ratings on their annual evaluations. The new teacher and mentor will work in the same building and in the same type of assignment, if possible.
- b. An orientation program will be held prior to the start of the school year for new teachers and their mentors. This orientation is required for all professional staff who are new to the district, even those who have completed a PDE-approved new teacher induction program in another district.
- c. Evaluations of individual sessions, as well as mid-year and end-of-year assessments, will be conducted to determine the needs of participants.
- d. A district induction team will meet annually to evaluate, analyze, and refine the induction program. The district induction team, led by administrators in the Office of Curriculum and Instruction, will include teachers, educational specialists, and other administrators.
- e. Upon successful completion of the first year of the New Teacher Induction Program, documentation will be forwarded to PDE as verification that the new teacher induction State requirement has been met. At the conclusion of the East Penn School District required induction program, new teachers will be awarded a certificate of completion.

Objective 5: To help build collegial relationships between new teachers and their mentors, as well as among new teachers, other professional staff members, and administrators.

Action Steps to achieve Objective 5:

- a. Each new teacher will be partnered with a mentor in order to facilitate the professional growth of each inductee.
- b. The mentor will cultivate relationships between the new teacher and colleagues.

Objective 6: To provide training for mentors in topics and skills critical to the success of the new teacher in the 21st Century.

Action Steps to achieve Objective 6:

- a. Prior to being considered as a mentor, each new mentor will be required to successfully complete an EPSD mentor training program that will focus on skills and strategies necessary to assist the new teacher in his/her commitment to excellence in the District.
- b. The selection of mentors will be a collaborative decision between principals

and administrators in the Office of Curriculum and Instruction.

c. Training for the mentor teachers will emphasize the following:

- a commitment to the teaching profession and service to students
- a thorough knowledge of building and district initiatives
- evidence of instructional leadership
- the use of appropriate, effective problem solving techniques
- the use of a variety of instructional classroom organization and grouping techniques
- a familiarity with current literature/research on effective schools and effective teaching
- an ability to convey enthusiasm for a subject to students
- a belief in student ability to succeed
- an ability to set high expectations for students
- evidence of success in teaching students of varied instructional levels
- a willingness to give special attention to students requiring help
- an ability to give and receive constructive criticism
- an ability to communicate positively with peers, parents, and students
- a willingness to share ideas and materials
- an awareness of 21st Century teaching and learning

The following bulleted items are also included in the EPSD induction program plan:

- To familiarize new teachers with district policies, procedures, and resources, including but not limited to special education, English Language Learners (ELL).
- To train new teachers in curricular areas to which they are assigned.
- To train new teachers in best instructional strategies identified by the district, including but not limited to differentiation, technology integration, differentiated assessments, unit designs, and 21st Century teaching and learning.
- To provide support via a mentor during their first year in the district.
- To provide collaboration with fellow new teachers.

Assessment Processes

The needs of inductees are assessed by the following:

- An evaluation completed by new teachers and mentors at the end of the summer orientation program.
- An evaluation completed by new teachers and mentors at the mid-year review session (January).
- An evaluation completed by new teachers and mentors at the end-of-year session (May).
- Recommendations suggested by supervisors, principals, chairpersons, grade level leaders, teachers, and support staff throughout the year.

Mentor Selection

Prior to being considered as a mentor, each new mentor will be required to successfully complete training that will focus on skills and strategies necessary to assist the new teacher in his/her commitment to excellence in the EPSD. The selection of mentors will be a collaborative decision between principals and administrators in the Office of Curriculum and Instruction. Training for the mentor teachers will emphasize the following:

- a commitment to the teaching profession and service to students
- a thorough knowledge of building and district initiatives
- evidence of instructional leadership
- the use of appropriate, effective problem solving techniques
- the use of a variety of instructional classroom organization and grouping techniques
- a familiarity with current literature/research on effective schools and effective teaching
- an ability to convey enthusiasm for a subject to students
- a belief in student ability to succeed
- an ability to set high expectations for students
- evidence of success in teaching students of varied instructional levels
- a willingness to give special attention to students requiring help
- an ability to give and receive constructive criticism

- an ability to communicate positively with peers, parents, and students
- a willingness to share ideas and materials
- an awareness of 21st Century teaching and learning

Criteria previously set by the EPSD in its induction program plan include the following:

- Instructional II certificate
- Consultation with principals/supervisors
- Experience in the same grade level/subject area for at least one year (preferred)
- Assigned to the same building/grade level/subject as inductee (preferred)
- Demonstrated use of best practice instruction, classroom management, assessment, team work, and parental/community involvement
- Completion of mentor training

Activities and Topics

Timeline of activities/topics:

Year One -

Summer orientation (August)

Topics:

- District policies/procedures/responsibilities
- Professional Code of Conduct
- Training in supervision/evaluation model
- Classroom management strategies
- Human resource information
- Technology Information
- Business Office/Financial Information
- Building Orientation
- 21st Century teaching and learning strategies

September - May

- Mentors and new teachers meet at least weekly.
- The new teachers meet as a group at least one time per month. At these sessions, such topics as parent teacher communication, assessments, data analysis, students of special needs, instructional strategies, common assessments, and other timely issues are addressed. In addition, time is scheduled for the new teachers to meet approximately one time per month to develop a support group through collegial conversations with each other.
- In January, a mid-year review is attended by both new teachers and their mentors to evaluate the first half of the program and determine needs for second half of the program, if not already scheduled.
- Mentors must observe the new teacher during an instructional period at least twice during the year. After the observation, the mentor will complete an "observation record form", which will be submitted by the new teacher at the end-of-year program evaluation session.
- The new teacher must observe his/her new mentor twice during the school year for a full-period of instruction.
- The new teacher must observe two tenured teachers within the same department (secondary) or the same grade level (elementary) for a full period of instruction.
- New teachers will complete a written reflection piece at the end of the year to submit at the end-of-year program evaluation session.
- In April, all new teachers and mentors attend a year-end-program evaluation session. At this session, they also provide suggestions for improving the program the next year.
- A graduation program is held in May, attended by new teachers, mentors, building and district administrators. New teachers receive a graduation certificate indicating satisfactory completion of the program.

Evaluation and Monitoring

Program monitoring and evaluation:

- New teachers complete evaluation of summer orientation program in August.
- New teachers and mentors submit required checklist of opening of school procedures.
- New teachers and mentors submit evaluation of first half of program in January at the mid-year evaluation session.
- New teachers and mentors submit evaluation of the second half of program in April at the end-of-year evaluation session.
- New teachers must submit completed packet, which includes mentor observation records, new teacher observation records, and new teacher written reflection piece.

Participation and Completion

All new teachers are required to attend every program. Each session has sign-in sheets and attendance is recorded through CPETracker. Teachers who miss any sessions are required to make up those sessions in order to complete the program. Meetings between mentors and inductees are recorded in their logs, which are submitted to administrators in the Office of Curriculum and Instruction. All new teachers are required to observe mentors as well as tenured teachers. The new teachers must complete an observation form for each observation and submit the forms at the April end-of-year program evaluation session. Teachers who have already received tenure in the state of Pennsylvania and have already completed a PDE approved induction program at another district are required to attend the 3-day summer orientation program and are invited to attend the program sessions scheduled from September through May. All inductees receive a certificate of completion at the May graduation ceremony.