
Pennsylvania Department of Education



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

Teacher Induction Report

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Entity: Greencastle-Antrim SD

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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Ami Myers	Parent	Parent	Greencastle Board of School Directors
Bob Crider	Greencastle-Antrim School District	Administrator	Administrator
Daniel Fisher	Board Member	Business Representative	Greencastle Board of School Directors
Garon Gembe	Local Business	Business Representative	Greencastle Board of School Directors
Jeff Shank	Community Representative	Community Representative	Greencastle Board of School Directors
Jill Thompson	Greencastle-Antrim High School	Secondary School Teacher	Teachers
Julie Gembe	Parent	Parent	Greencastle Board of School Directors
Kerri Barnes	Greencastle-Antrim High School	Secondary School Teacher	Teachers
Mark Herman	Greencastle-Antrim Middle School	Administrator	Administrator
Mary Lou Pool	Greencastle-Antrim Elementary School	Elementary School Teacher	Teachers
Molly Moran	Greencastle-Antrim Primary School	Administrator	Administrator
Paul Politis	Board Member	Community Representative	Greencastle Board of School Directors
Ronalyn Bingaman	Greencastle-Antrim Middle School	Middle School Teacher	Teachers
Sue McLaughlin	Greencastle-Antrim Elementary School	Elementary School Teacher	Teachers
Tom Dracz	Greencastle-Antrim High School	Ed Specialist - School Counselor	Educational Specialists
Virginia Gill	Greencastle-Antrim Middle School	Middle School Teacher	Teachers

Goals and Competencies

The purpose of the Greencastle-Antrim 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. Greencastle-Antrim School District's Teacher Induction Program is a six year program. First year teachers meet in years one, two and three of their career and then again in year six. Specific sessions and activities are designed for each year of the program.

The Greencastle-Antrim School District Teacher Induction Program has been developed as a meaningful and specifically targeted plan to:

- Build adherence to the culture and an alignment of beliefs, values and philosophy
- Develop a connection to a cohort of people and to the organization
- To improve teaching and to help provide an understanding of resources available.

The Greencastle-Antrim Induction Program is a member of the Franklin County Teacher Induction Program. The

Lincoln Intermediate Unit #12 representative serves as the Induction Coordinator. The Induction Program is planned and coordinated by a planning committee made up of one representative from the Lincoln Intermediate Unit #12 and, when appropriate, from institutions of higher education. In the Greencastle-Antrim School District, the local Induction Council is made up of a representative from each building including, a Director of Curriculum and Instruction. This Induction team plays an important role in creating the following:

1. Developing the Teacher Induction Plan,
2. Publishing a Teacher Induction Notebook for participants,
3. Designing and conducting 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 certified personnel employed by the Lincoln Intermediate Unit #12 who are assigned to the 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 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 FTIP 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.

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 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 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 Mentor teacher is selected and paired with the beginning teacher based on the following:

- a. Have taught a minimum of two years with the school entity.
- b. Are recognized and respected by colleagues.
- c. Teach at the same grade level or in the same subject area as the beginning teacher.
- d. Are assigned to classrooms in close proximity to the beginning teacher

The interpersonal relationship among team members is crucial and shall be reviewed regularly by the District to insure compatibility. The following "Essential Qualities of a Mentor Teacher" will guide the selection of mentors:

- 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.

Activities and Topics

The Greencastle-Antrim Teacher Induction Program activities will include a one-day orientation in August and a minimum of four seminars scheduled throughout the school year.

For first year teachers, 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 are outlined below. Second and third year teachers meet for two and a half days in the district to further enhance their skills and competencies. Teachers in their sixth year with the Greencastle-Antrim School District meet to

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

§ Roles & Responsibilities of the induction team members

§ Informal Peer Visitation Guidelines

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

§ School Entity Policies & Procedures including the following:

- Philosophy
- Contractual Obligations
- Professional Obligations
- Discipline Policy
- Grading/Retention Policy

§ Building Policies & Procedures including the following: (*Building Induction Team*)

- Materials Acquisition
- Attendance Procedures
- Schedule
- Lesson Plans
- Extra Duties
- Emergency Phone Numbers
- Recordkeeping
- Home/School Communication
- Fire Drill Procedures
- Parent/Teacher Conferencing
- Assessment Procedures
- Community Resources
- Field Trip Procedures
- Media Services
- Pupil Personnel Services
- Extracurricular Activities
- Federal Programs

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

§ Student Achievement including the following:

- Proficiency of Standards
- Graduation Requirements
- Standards-Based Curricula
- District Assessment Plan
- 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*)

- Code, Standards & Practice
- Confidentiality
- Support of System
- Support of Colleagues
- Ethics 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.
 Franklin County Teacher Induction Program Timeline — 2007-2013

2007-2008

Ongoing	Local Induction Council Planning/Monitoring Building and District Induction Activities
August 2007	One-day County Orientation Workshop Local Orientation for Beginning Teacher
September 2007	Instructional Preparation Seminar
October 2007	Classroom Management/Communicating with Parents Seminar
November 2007	Instructional Strategies Seminar County Mid-year Needs Assessment
January/February 2008	Local Induction Council Activity for Beginning Teachers
April 2008	Reflection & 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	Instructional Preparation Seminar
October 2008	Classroom Management/Communicating with Parents Seminar
November 2008	Instructional Strategies Seminar County Mid-year Needs Assessment
January/February 2009	Local Induction Council 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 2008	One-day County Orientation Workshop Local Orientation for Beginning Teachers
September 2008	Instructional Preparation Seminar
October 2008	Classroom Management/Communicating with Parents Seminar
November 2008	Instructional Strategies Seminar County Mid-year Needs Assessment
January/February 2009	Local Activity for Beginning Teachers
April 2009	Emerging Needs Seminar
May 2008	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
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August 2010	One-day County Orientation Workshop Local Orientation for Beginning Teachers
September 2010	Instructional Preparation Seminar
October 2010	Classroom Management/Communicating with Parents Seminar
November 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

2011-2012

Ongoing	Local Induction Council Planning/Monitoring Building and District Induction Activities
August 2011	One-day County Orientation Workshop Local Orientation for Beginning Teachers
September 2011	Instructional Preparation Seminar
October 2011	Classroom Management/Communicating with Parents Seminar
November 2011	Instructional Strategies Seminar County Mid-year Needs Assessment
January/February 2012	Local Activity for Beginning Teachers
April 2012	Emerging Needs Seminar
May 2012	County Induction Council Planning Meeting Submission of Criteria for Completion Forms End-of-Year Local Evaluation

2012-2013

Ongoing	Local Induction Council Planning/Monitoring Building and District Induction Activities
August 2012	One-day County Orientation Workshop Local Orientation for Beginning Teachers
September 2012	Instructional Preparation Seminar
October 2012	Classroom Management/Communicating with Parents Seminar
November 2012	Instructional Strategies Seminar County Mid-year Needs Assessment
January/February 2013	Local Activity for Beginning Teachers
April 2013	Emerging Needs Seminar
May 2013	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 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 Greencastle-Antrim 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.