
Pennsylvania Department of Education



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

Teacher Induction Report

Friday, January 29, 2010

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Entity: Greencastle-Antrim SD

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Greencastle, PA 17225-1138

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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

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|-----------------------|--|
| 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

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|---------|---|
| 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 | 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.