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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, October 06, 2010 (Last Approved: Monday, October 15, 2007)

**Entity:** McGuffey SD  
**Address:** 90 McGuffey Dr  
Claysville, PA 15323  
**Phone:** (724) 948-3731  
**Contact Name:** Beverly Arbore

## Teacher Induction Planning Participants

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Arbore, Beverly	McGuffey School District	Administrator	Superintendent
Bedillion, Tommy	McGuffey School District	Administrator	Superintendent
Bonus, Mark	McGuffey School District	Administrator	Act 93 Committee
Celani, Laurel	McGuffey School District	Middle School Teacher	McGuffey Education Association
Davis, Mary Kay	McGuffey School District	Administrator	Act 93 Committee
Fleck, Sheryl	McGuffey School District	Administrator	Act 93 Committee
Flippin, Susan	McGuffey School District	Other	Superintendent
Fulton, Linda	McGuffey School District	Secondary School Teacher	McGuffey Education Association
Kolat, Erica	Assistant Superintendent	Administrator	Superintendent
Kucherawy, Keith	McGuffey School District	Administrator	Act 93 Committee
Ross, Rita	McGuffey School District	Secondary School Teacher	McGuffey Education Association
Van Fossan, Megan	McGuffey School District	Special Education Representative	Act 93 Committee

## Goals and Competencies

The goal of the induction program is to support an orderly and successful passage of a beginning teacher through the first two years of teaching in McGuffey schools. The teacher induction program is designed to address the training and educational needs of teachers who are new to the profession or returning to education full-time. The program meets the state regulations for teacher induction as part of the certification requirement. Intermediate Unit 1 has coordinated an induction program for a consortium of districts, including McGuffey, who have chosen to pool their resources to provide a two-year program for inductees. Inductees attend six days of workshop sessions over a two year period.

Goals of the McGuffey Induction Program include the following:

1. To design and implement a program to address the emerging needs of new teachers based upon research
2. To provide staff development that results in the implementation of effective instructional delivery skills
3. To provide staff development that results in the implementation of effective classroom management
4. To provide a knowledge base of building and district policies and procedures
5. To train new teachers in the use of building and district resources
6. To present positive methods of dealing with students, parents, communities and colleagues

7. To assist new teachers to develop a professional relationship between the new teacher and the induction team
8. To provide thorough knowledge of the Pennsylvania Code of Professional Practice and Conduct for Educators

## Assessment Processes

Identification of the needs addressed by the Teacher Induction Plan will be accomplished as follows:

- Through the review of literature addressing challenges facing the beginning teacher
- Through the review of literature addressing challenges facing the adult learner
- Through feedback from teachers in the program via session evaluations
- Through feedback from the district and IU1 consortium induction councils
- Through review of the results of a comprehensive needs assessment

Summary of comprehensive needs assessment results:

<b>GRADE LEVEL/DEPARTMENT</b>	<b>LITTLE/NO NEED</b>	<b>MODERATE</b>
<b>CURRICULUM</b>		
Writing standards-based Curriculum	69	71
Aligning current curriculum with standards/anchors	74	53
Updating the content of my subject area	78	58
Research-based programs in my subject area	46	69
Curriculum Mapping	32	69
<b>INSTRUCTIONAL STRATEGIES</b>		
Cooperative Learning	85	51
Flexible grouping	75	63
Effective questioning Techniques	78	60
Relevant field trips and local resources	70	61
Involving parents and the community	75	58
Higher-order thinking and problem-solving skills	63	70
Brain theory and learning	38	77
Curriculum compacting	37	81
Understanding by design	29	58
Standards-based lessons	87	51
Adapted instructional and evaluation materials	70	60
Study skills	75	59
Team teaching/co-teaching	70	60
Instructional strategies	80	57
Reading in my content area	82	54
Writing in my content area	81	54
Learning styles	67	70
Raising the bar for all students	56	74
Students with special needs	60	64
Student motivation	50	72

Homework	81	50
Limited English learner (LEL)	43	59
Modifications/Accommodations	59	63
<b>ASSESSMENT</b>		
Constructing and improving teacher-made tests/assessments	82	56
Rubrics	75	57
Local assessments	83	50
Preparing students for PSSA	61	65
Authentic assessments (real-life situations)	55	74
Interpreting and using PSSA results	54	73
Data analysis	62	66
Examining student work	81	56
Modifying tests	83	54
<b>PERSONAL AND PROFESSIONAL</b>		
Developing leadership skills	76	59
Enhancing interpersonal skills	80	58
Improving communication skills	80	62
Improving classroom and time management	68	68
Developing effective parent conferencing skills	69	67
Dealing with difficult people	41	81
Receiving school law updates	31	74
Administering CPR/using AED	28	64
Marketing the class/school/district	55	63
Health/Wellness	64	68
<b>STUDENTS AND PARENTS</b>		
Working with dysfunctional families	39	65
Dealing with students and mental illness	30	74
Dealing with tardiness and truancy	52	66
Dealing with student substance abuse/general tobacco, alcohol, and drug use update	49	66
Providing transition and school-to-work opportunities	50	57
Writing behavioral contracts	45	66
Using behavioral modifications	45	71
Promoting student self-esteem	77	55
Adhering to school laws related to confidentiality and student records	80	56
<b>TECHNOLOGY</b>		
E-mail (beyond the basics)	74	56
Student mgt. (grading, attendance, etc.)	101	36
Internet as a teaching tool	60	49
PowerPoint as a teaching tool	53	42
Video streaming	27	46
Graphing calculators	33	39
Digital cameras	54	43

Based on the 2008-2009 Professional Development Needs Assessment, professional staff members identified the following as "high need" for future professional development opportunities:

- Interactive white boards (Promethean and SMART)
- Video Streaming
- Administering CPR/ using AED
- Student motivation
- Working with dysfunctional families
- Dealing with students and mental illness
- LCD projector training
- Understanding by Design
- Health/Wellness
- Receiving school law updates
- Vertical articulation of curriculum

Based on the 2009-2010 Professional Development Needs Assessment, professional staff members identified the following as "high need" for future professional development opportunities:

- Interactive white boards (Promethena and SMART)
- Administering CPR/using AED
- Vertical articulation of curriculum
- LCD Projector training
- RtII Response to Instruction & Intervention
- Video Streaming
- Crisis Prevention Intervention training
- Working with dysfunctional families
- Student motivation
- Understanding by Design

## **Mentor Selection**

It is the responsibility of the superintendent, in collaboration with the assistant superintendent and building principals, to select and contract mentors for each inductee using the following criteria:

The mentor:

- will be a tenured and permanently certified teacher holding an Instructional II certification.
- will have at least two years of teaching experience in the district.
- will consistently abide by the Professional Code of Conduct.
- will exhibit a positive attitude with regard to teaching responsibilities.
- will interact well with others and be willing to assume designated responsibilities.
- will be in the same building, grade or subject area as the inductee, if possible.

## **Activities and Topics**

Induction occurs throughout the first 2 years of employment in McGuffey School District.

### **TIMELINE: YEAR ONE**

#### **Activity 1: Orientation to the McGuffey School District Induction Program**

**Timeline:** Conducted at least one day (unpaid) prior to the initial teaching assignment start date

**Topics:**

- \* PA Code of Professional Practice and Conduct for Educators
- \* Harassment Policy
- \* Professional Boundaries
- \* Policy Review
- \* Free Education and Attendance
- \* School Rules
- \* Discrimination
- \* Corporal Punishment
- \* Exclusion from School, Classes, Hearings
- \* Freedom of Expression
- \* Flag Salute and Pledge of Allegiance
- \* Grooming
- \* Confidential Communication
- \* Searches
- \* Student Records
- \* Student Services
- \* Wellness
- \* Induction Program Completion Requirements
- \* Building Tour
- \* Inductee Teaching Assignment and Planned Course(s) of Study
- \* Teacher and Student Handbooks
- \* Teacher and Student Room Assignments
- \* Personnel Listing
- \* Available Instructional Resources
- \* Discipline Procedures and Policies
- \* Supervision Program, Observation and Evaluation Forms (426, 427, 428)
- \* Orientation to Chapter 4 Requirements
- \* GradeQuick and EdLine Training

**Activity 2: Inductee/Mentor Meetings** *(Daily/Weekly Informal Meetings - Formal Monthly Meeting including activity log)*

**Timeline:** Throughout the school year

**Topics:**

- Community Orientation
- Introduction of District Personnel, Personnel and Organizational Chart
- Further Overview of Curriculum Database (CARDMAN)
- Discussion of Professional and Personal Concerns
- Continued Overview of District Programs and Initiatives
- Continued Review of Chapter 4 Requirements

**Activity 3: Intermediate Unit 1 Consortium Program - Year 1**

**Timeline:** Four workshop meetings throughout the year

**Topics:**

Day 1: Induction Consortium Act 48, Instructional II, ESL Overview, Standards and Anchors

Day 2: Induction Consortium Procedures and Routines

Day 3: Induction Consortium School Law

Day 4: Induction Consortium Technology Integration and Online Learning

*Option: Year 1/Days 1 and 2 - Principles and Best Practices of Harry Wong Course or Instructional Materials I Program Design Online*

*Option: Year 1/Days 3 and 4 - School Law and Technology Integration Course*

#### **Activity 4: Year 1 Culminating Induction Program Meeting**

**Timeline:** May

**Topics:**

- Inductee/Mentor logs
- Year 1 program completion documentation
- Inductee concerns and questions

#### **TIMELINE: YEAR TWO**

#### **Activity 5: Intermediate Unit 1 Consortium Program - Year 2**

**Timeline:** Two workshop meetings throughout the year

**Topics:**

Day 1: Induction Consortium Blended Schools Training or Differentiated Instruction

Day 2: Induction Consortium Support for Excel, PowerPoint and Word or GoogleDocs

## **Evaluation and Monitoring**

The induction team composed of the assistant superintendent, building principal and mentor shall meet with the new teacher at least once per quarter to review the evaluation process, induction process and effective teaching strategies. The assigned building teacher and new teacher shall meet at least monthly on specific teaching and classroom management items. [Note: The induction team may waive or increase meetings and portions of the Induction Program depending on the need of the new teacher.]

Both formal and informal assessment procedures are used to provide feedback to and from inductees regarding the experiences provided through the Induction Program.

Informal procedures include providing opportunities at the beginning or end of each induction day to raise issues that they would like to see addressed. The inductees are further encouraged to submit comments in writing. Additionally, the district coordinator provides and solicits informal and formal feedback to and from the inductees and mentors.

Assessments are utilized at the conclusion of each session. These provide opportunities for feedback on the session and identification of additional needs and concerns of the inductees.

Evaluation of the Induction Program will be conducted by the Superintendent and Induction teams at the end of the school year, and the Induction Program will be revised if necessary.

## **Participation and Completion**

### **RECORD KEEPING**

**Responsibilities of the Inductees:**

1. Maintain a journal of key ideas, issues they question or disagree with, and individual changes that they plan to make during each induction session
2. Maintain a list of problems encountered, solutions, and classroom successes throughout the first and second years of induction
3. Participate in seminars and activities, completing Act 48 evaluation requirements

**Responsibilities of the District:**

1. In compliance with the record keeping requirement, the district will maintain a record of teacher participation in induction activities. At the conclusion of the required two-year Induction Program, the inductee will be awarded a certificate of completion by the consortium and district. This will include evidence of compliance with the regulation regarding the inclusion of a study of the Code of Professional Practice and Conduct for Educators (22 PA Code 235) .