
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Teacher Induction Report **Wednesday, October 22, 2008**

Entity: Franklin Regional SD
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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Bryant, Darla	FRHS Special Education	Special Education Teacher	Special Education Teachers
Cauvel, Connie	Community member	Community Representative	FR School Board
Koren, Charles	FR Director of Human Resources	Administrator	Administration
Schneider, Carol	FRHS Teacher	Secondary School Teacher	FREA
Shaneyfelt, Shelley	FR Director of Instructional Services	Administrator	Administration
Whitesel, Lori	FRMS Teacher	Middle School Teacher	FREA

Goals and Competencies

It is the purpose of this Franklin Regional Induction Program to provide a foundation for participants to ensure student success and allow their students to reach and exceed their learning potential while in our schools. The Program will provide building blocks, a framework and a cohort network of support so that participants will be able to objectively analyze the effectiveness of, and thus maximize, their teaching performance. Inductees will demonstrate success through the effective implementation of best practices in the classroom. Furthermore, their increased knowledge of the District and building procedures will enhance their effectiveness both with their students and their colleagues.

The Franklin Regional Induction Plan will:

- Reflect an understanding of the composition of our community, District, and schools as well as the expectations of each
- Foster professional and collaborative attitudes for new teachers through example and practice
- Promote learning without end
- Provide flexibility to address participant needs
- Provide training and background in applicable best practices
- Provide research based techniques for quality classroom management and effectiveness

Assessment Processes

The Franklin Regional Induction program is designed to meet the individual needs of the participants as well as to provide all participants with standard information deemed necessary for successful teaching performance by the District's administration and teachers. Written evaluations are solicited from all participants at several points during the year-long induction program (end of orientation, end of first semester, end of year) and informal feedback is encouraged throughout the process. Adjustments are made to the program based on this and other solicited feedback.

Participants are given a complete list of expectations for completion of the program. If the inductees can demonstrate proficiency or expertise in a given area, then mutual agreement is

reached between the participant and the Induction coordinator for a different course of study or activity.

One of the backbones of our program is the mentor assigned to each new inductee. We encourage our mentors and the inductees to develop a lasting professional relationship that is without fear. Mentors do not evaluate new teachers, but they will provide feedback and act as a resource when questions arise. Mentors will seek additional resources for the inductees through building administrators or other teachers when necessary. While there is no formal amount of time required for mentor/inductee interaction, each participant is provided with a rigorous checklist to guide discussions between mentors and inductees. Each member of the team must initial each item when the discussion is complete and building administrators must sign the form before it is submitted to the Induction coordinator. In almost all cases, the topics discussed between mentors and the new teachers far exceed those required by the checklist. Mentors are encouraged to visit the inductee's classroom and to provide encouraging feedback particularly in the areas of instructional delivery and classroom management.

As one of the requirements for completion of the Induction program, each participant will spend three .5 days observing in master teachers' classrooms and then will share their learning experiences with the induction cohort later in the afternoon. A different focus is chosen for each observation experience depending upon the needs of the induction participant. The first of these observations is often spent in their mentor's classroom, further cementing the bond between these professionals. Building administrators, in consultation with the inductees, arrange for these classroom visits. Detailed observation guides are provided for each observation experience with self-reflection questions provided at the end.

Our induction participants are encouraged to form a learning cohort to provide support for each other. During each of the after-school or Saturday sessions, the participants are given multiple opportunities to interact with each other and to share their experiences, concerns, frustrations and advice. This collegial feedback has been very effective in helping our newest teachers realize that facing challenges is a normal part of this profession and that reaching out to other professionals is a powerful tool for finding solutions.

Building administrators conduct a minimum of four formal observations each year for all first-year employees. They also conduct numerous walk-through observations and provide written and verbal feedback to each teacher. Teachers are encouraged to invite District staff, including the Induction coordinator, into their classrooms throughout the year. Grade distributions, feedback from parents and students, and students' performance on local and State assessments also provide information to the building administrator to help guide the feedback provided to the teacher. Building administrators share concerns and observations with the Induction coordinator.

Based on the individual teacher's needs as demonstrated in the classroom, their perceptions and requests and the District's needs for continued expertise in instructional delivery and skill in differentiating instruction by all teachers, specific activities are planned for the Induction program. Adjustments are made as needed for individual teachers or for the program as a whole based on our observations and feedback received.

Mentor Selection

Franklin Regional believes that Mentor Selection is an action of great significance due to the role's functions of providing advice, establishing an exemplary model and serving as a front line resource for the participants in the Induction Program. Selection will be made upon the following characteristics and qualifications:

- Possession of a Level II certificate
- Willingness on behalf of the Mentor-Candidate to prioritize time, effort and expertise toward the teacher-mentor relationship
- Expertise in certificated content area to serve as a foundation and a viable resource for content specific knowledge
- Recommendation from building and/or central office administrators
- When appropriate and possible, close geographical proximity in classroom placement, as well as similar planning time between Mentor candidate and Induction participant

Activities and Topics

The list below indicates the general topics addressed and time devoted during the months of our Induction Program. This list retains flexibility and may not be inclusive of every single activity covered during meetings. Depending upon participants' needs, we reserve the privilege of addressing topics during different months yet with the intent to satisfy all topics in a school year.

- **August** — Orientation Program (22.5 hour) consisting of the following topics: Special Education Overview, Tour of the District, PDE Code of Conduct, Effective Teaching Standards, Public Relations procedures, SAFE Program, 1st year teacher panel, payroll issues, union membership, library/resource orientation, Dashboard (Student Information System/Parent Portal) training, curriculum, mentor/mentee relationships and building administrator's expectations including observations / evaluations and lesson planning.
- **September** — Classroom Visitations by Participants (3 hours) focusing on classroom management. Follow-up discussion (2 hours), Unit C of First Days of School by Harry and Rosemary Wong (H.Wong Publications, 1998 & 2001).
- **October** — Classroom Visitations by Participants (3 hours) focusing on the students across various settings. Follow-up discussion (2 hours) on positive parent communication.
- **December** — Technology for Instructional Use training (3 hours) and Nonviolent Crisis Prevention Training (Time on task involvement TBD).
- **January** — Classroom Visitations by Participants (3 hours) focusing on Teaching Techniques/Differentiated Instruction. Follow-up discussion (2 hours) on Unit D of First Days of School by Harry and Rosemary Wong and assessment.
- **February** — From Brain Research/Differentiated Teaching Practices into Practice and ASCD book on Cooperative Learning (7 hours).
- **March** — From Brain Research into Practice, Session 2 (7 hours). Lesson plans submitted from the beginning of school are returned. Participant selects a week of their lessons, reviews and offers reflection.
- **April** — Looking in the Mirror and Moving Forward (2 hours), Evaluation. Preparation of a summary highlighting participant's thoughts from personal reflection process. Question for the participant focuses upon growth as a teacher in the classroom during this recent school year. Participant prepares to share experiences/thoughts with the cohort group and highlights changes that would be made in at least one lesson through a sharing example. Summary format for presentation to cohort is a decision of the participant.

Evaluation and Monitoring

The Franklin Regional Induction program is monitored and evaluated in an on-going and consistent process designed to elicit opinions from all of the participants; i.e., teachers, mentors, administrators, consultants, and the members of the Induction planning committee. Formal written evaluations are sought from all participants at several stages throughout the year-long process.

Discussions are conducted regularly by the induction coordinator with the building administrators to monitor the progress of the new teachers and to assess the effectiveness of the induction program being provided. Building administrators meet informally with mentor teachers to assess any unmet needs of the new teachers, and they visit the classrooms of all induction participants for formal observations a minimum of four (4) times a year, as well as conduct walk-through observations on a regular basis. Adjustments are made to the Induction instructional program as needed to meet the individual needs of the participants and to provide instruction in meeting best practices for student achievement as identified by our building administrators, the mentor teachers and current educational research.

Feedback from the participants as well as from the mentor teachers and the building administrators, combined with the monitoring of students' performance in the classrooms of the induction participants provides the Induction Planning Committee with valuable information on any changes that need to be made to the program. The planning committee members, all of whom are teachers in the Induction program and, therefore, work directly with the new inductees, meet annually at a minimum to formally evaluate the program and make any needed adjustments based on the information received and the observations made.

Participation and Completion

All newly hired teachers who have yet to complete a Pennsylvania Department of Education approved Induction Program are required to participate in the Franklin Regional Program. All long-term substitute teachers appointed for one academic year must also participate. Long-term substitute teachers of a semester or longer must attend the orientation and selected activities to gain understanding of the District's procedures, yet will not be mandated to participate in the program's entirety. All newly hired principals will be supported by the District to attend an Induction Program based on the Pennsylvania Inspired Leadership (Act 45) Standards conducted by the Westmoreland Intermediate Unit or other approved entity mutually agreeable to the participant and the District.

All new teachers who participate in the Franklin Regional Induction Program are to maintain their own personal log of meetings with their cohort and mentors. Attendance for all participants is mandatory for the August Orientation Days, after school meetings and Saturday sessions. Release time during school days for class visitations, time, location, and classes/teachers visited are recorded and kept on file. Throughout the duration of the program, assignments must be completed, including positive participation, attendance and submission of required documentation. Evaluations with suggested changes or improvements, requested periodically, must be submitted. Upon conclusion of the induction period, normally a school year in length, participants are issued an Induction Program completion certificate which is placed in their personnel file in the Human Resource office.