
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Teacher Induction Report **Monday, April 07, 2008**

Entity: Ferndale Area SD
Address: 100 Dartmouth Ave
Johnstown, PA 15905-2305
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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
B. Wayne Lohr	Ferndale Area School District	Other	Teachers
Christine Oldham	Ferndale Area School District	Administrator	Administrators
Christopher Theys	Ferndale Area School District	Other	Superintendent
Edward Moran	Ferndale Area School District	Administrator	Administrators
Jennifer Gamble	Ferndale Area School District	Administrator	Administrators
Lori Byer	Ferndale Area School District	Elementary School Teacher	Teachers
Ronald Wilson	Ferndale Area School District	Secondary School Teacher	Teachers
Steven Brown	Ferndale Area School District	Administrator	Administrators

Goals and Competencies

The purpose of the plan and its relationship to student learning is to provide a series of planned experiences, activities, and studies designed to increase the beginning or new district teacher's knowledge and improve his/her teaching skills; thereby, facilitating an orderly and successful passage for that teacher through his/her initial teaching period.

The objectives for the Inductee include:

1. Becoming acclimated to the Ferndale Area School District policies and procedures.
2. Becoming familiar with state and federal regulations and guidelines as they pertain to their assignment.
3. Implementing appropriate instructional techniques, plans and methods consistent with current effective teaching methods, and the goals of the Ferndale Area School District.
4. Establishing a collegial relationship with peers.
5. Growing and developing professionally.

Assessment Processes

1. First-year professionals develop behaviors in classroom organization, planning, and management which become predictors of their future performance.
2. The beginning educator entering a new social system has to learn the role and expectations in that system, and the ways of acting and relating to students, non-professionals, parents, community and other professionals.
3. Beginning professionals need to have individuals on whom they can rely for assistance, guidance, confidentiality and support during their first year. The mentor will serve as one of these individuals.

Mentor Selection

A. The following guidelines are recommended to be used to select mentors:

1. Permanent Pennsylvania certification.
2. Five years of successful teaching experience.
3. Same subject area or grade level appropriate to inductee.
4. Willingness to serve.
5. One mentor per inductee.

B. Selection Procedures:

1. Letter of interest must be made to the superintendent or designee when position occurs.
2. Mentors must have board approval.

C. Change of Mentors:

1. There will be a change of mentor if either party expresses dissatisfaction.
2. The change will be subject to the review of the administration.
3. Salary will be prorated in such cases.

Activities and Topics

The Ferndale Area School District is a member of the Appalachia Intermediate Unit 08 (IU08) Teacher Induction Program. It conducts specific professional development activities for first year teachers in collaboration with other districts in the IU08. The goals of the consortium plan are organized into four major categories, and are reflective of the Pennsylvania Department of Education's 12 high-leverage practices:

1. Quality Teaching
2. Quality Leadership
3. Artful Use of Infrastructure
4. Continuous Learning Ethic

Specific workshops include grade appropriate (elementary/secondary) sessions on teacher certification, reading strategies, differentiated instruction, and classroom management.

Appalachia Intermediate Unit 08 Teacher Induction Consortium 2007-2008

1st YEAR TEACHER - ELEMENTARY LEVEL DATE-SAVER

(The cost of the program will continue to be \$150.00 per participant)

The Appalachia Intermediate Unit 08 Teacher Induction Consortium Program is a process to help beginning teachers function more effectively and grow professionally during their first year in the teaching profession.

Chapter 49 of the Pennsylvania School Code requires completion of a Pennsylvania Department of Education approved induction program for teachers certified June 1, 1987 or after. The induction experience is one of the requirements for permanent certification. Newly employed professional personnel with prior school teaching experience may be required by the school environment to participate in an induction program.

A series of teacher induction workshops and seminars have been designed to address some of the general concerns faced by all beginning teachers. All workshops and seminars count towards the Act 48 requirements. These sessions include:

2007 - 2008 Teacher Induction Sessions - Elementary Level				
Date	Time	Session	Presenter	Location
October 17, 2007	9:00 a.m. to 3:00 p.m.	Planning and Classroom Management Seminar for Beginning Teachers	Dr. Celeste Nalwasky	Admiral Peary AVTS Upper Level, Room 204 948 Ben Franklin Highway Ebensburg
November 14, 2007	9:00 a.m. to 3:00 p.m.	Reading Strategies Across the Curriculum	Dr. Jil Manga	IU 8 Altoona Office 4500 6 th Avenue Altoona
January 17, 2008	9:00 a.m. to 3:00 p.m.	Teaching Strategies for Motivating Students	Richard Gallagher	Admiral Peary AVTS Upper Level, Room 204 948 Ben Franklin Highway Ebensburg
March 5, 2008	5:00 p.m. to 8:00 p.m.	Professional Development Code of Ethics	Brian Myers	IU 8 Altoona Office 4500 6 th Avenue Altoona
March 26, 2008	9:00 a.m. to 3:00 p.m.	Differentiated Instruction for Mixed Ability Groups	Dr. John Dellegratto	Admiral Peary AVTS Upper Level, Room 204 948 Ben Franklin Highway Ebensburg

Teacher Induction Banquet - Monday, April 28, 2008 - Imperial Room, Ebensburg, 5 pm
Appalachia Intermediate Unit 08 Teacher Induction Consortium 2007-2008

1st YEAR TEACHER - MIDDLE/SECONDARY LEVEL DATE-SAVER

(The cost of the program will continue to be \$150.00 per participant)

The Appalachia Intermediate Unit 08 Teacher Induction Consortium Program is a process to help beginning teachers function more effectively and grow professionally during their first year in the teaching profession.

Chapter 49 of the Pennsylvania School Code requires completion of a Pennsylvania Department of Education approved induction program for teachers certified June 1, 1987 or after. The induction experience is one of the requirements for permanent certification. Newly employed professional personnel with prior school teaching experience may be required by the school environment to participate in an induction program.

A series of teacher induction workshops and seminars have been designed to address some of the general concerns faced by all beginning teachers. All workshops and seminars count towards the Act 48 requirements. These sessions include:

2007 - 2008 Teacher Induction Sessions - Middle/Secondary Level				
Date	Time	Session	Presenter	Location
October 16, 2007	9:00 a.m. to 3:00 p.m.	Planning and Classroom Management Seminar for Beginning Teachers	Dr. Celeste Nalwasky	Admiral Peary AVTS Upper Level, Room 204 948 Ben Franklin Highway Ebensburg
November 13, 2007	9:00 a.m. to 3:00 p.m.	Reading in the Secondary Content Areas	Dr. Jil Manga	IU 8 Altoona Office 4500 6 th Avenue Altoona
January 16, 2008	9:00 a.m. to 3:00 p.m.	Teaching Strategies for Motivating Students	Richard Gallagher	Admiral Peary AVTS Upper Level, Room 204 948 Ben Franklin Highway Ebensburg
February 7, 2008	5:00 p.m. to 8:00 p.m.	Professional Development Code of Ethics	Brian Myers	IU 8 Altoona Office 4500 6 th Avenue Altoona
March 27, 2008	9:00 a.m. to 3:00 p.m.	Differentiated Instruction for Mixed Ability Groups	Dr. John Dellegratto	Admiral Peary AVTS Upper Level, Room 204 948 Ben Franklin Highway Ebensburg

Teacher Induction Banquet - Monday, April 28, 2008 - Imperial Room, Ebensburg, 5 pm

Evaluation and Monitoring

1. An evaluation of the project shall be conducted by May of the end of the school year in which the induction process occurs.
2. Inductees and mentors will meet with building-level administrators to evaluate the induction process and procedures.
3. Each Inductee/Mentor will submit the appropriate Induction Program Evaluation Form.
4. Should an Inductee require second year mentoring services, a decision will be made through the PDE 426 process.

Participation and Completion

RESPONSIBILITIES

Successful completion of the teacher induction program will require the cooperation of many individuals as they work together to support the inductee.

Responsibilities are as follows:

A. Superintendent

It shall be the responsibility of the Superintendent to:

1. See that the district-wide induction process is implemented.
2. Select mentors based on the district induction plan.
3. Orient inductees to district-wide management functions and facilities.
4. Submit reports to the Pennsylvania Department of Education as required.
5. Evaluate the induction process each May.
6. Maintain Induction Checklist and verification of completion records for each inductee.

B. Principals

It shall be the responsibility of the Principals to:

1. Insure the overall administration of the induction process in their building.
2. Submit progress reports to the superintendent.
3. Orient the faculty to the induction process.
4. Orient inductees to building-level management functions and support services.
5. Guide and direct the inductee in the instructional process.
6. Formally assure that orientation to building-level management functions and support services has been carried out.
7. Provide adequate time for observation and conference between the mentor and inductee as needed.
8. Inform the inductee of Act 48 requirements.
9. Acquaint and provide Pennsylvania Code of Professional Practice and Conduct for Educators (22 Pa. Code 235).
10. Meet on a monthly basis with mentors and inductees.

C. Mentors

It shall be the responsibility of the Mentor to:

1. Promote the socialization of the inductee into the school setting and the community at large.
2. Orient inductee into classroom-level management functions.
3. Support the inductee in the instructional process but not be a part of the official rating process.
4. Provide additional information, clarification, and support to the inductee following monthly principal meetings.
5. Seek the aid of their principal should serious conflicts arise between the mentor and the inductee.
6. To make the inductee aware of Act 48 requirements.
7. Attend the Appalachia Intermediate Unit 08 Beginning Teacher/Mentor Induction Program.

D. Inductees

It shall be the responsibility of the Inductee to:

1. Attend all scheduled meetings.
2. Formally fulfill all requirements for induction.
3. Seek the aid of the principal should serious conflicts arise between the inductee and the mentor.
4. Fulfill all requirements of Act 48 including a personal development plan.
5. Once oriented, follow district- and building-level educational and management functions.
6. Know and adhere to the Pennsylvania Code of Professional Practice and Conduct for Educators (22 Pa. Code 235).
7. Attend the Appalachia Intermediate Unit 08 Beginning Teacher/Mentor Induction Program.

INDUCTION PROCESS

The process of induction shall ensure that the inductee is familiar with:

A. Management Functions

1. District Level
 - a. Philosophy
 - b. Policies and regulations
 - c. District goals
 - d. District employee benefits
 - e. Strategic planning documents and procedures
 - f. Teacher evaluation forms PDE 426/427, PDE 5501 (DEBE 333)

2. Building Level

- a. Facility use
- b. Building regulations
- c. Requisition procedures
- d. Parent/teacher relationships
- e. NCLB/PSSA
- f. Departmentalization
- g. Scheduling
- h. Substitute teachers
- i. Student grading
- j. Teacher evaluation forms PDE 426/427, PDE 5501 (DEBE 333)
- k. Code of Student Conduct

3. Classroom Level

- a. Discipline
- b. Time management
- c. Appearance/atmosphere

B. Support Services

1. Guidance services and personnel
2. Family Support
3. Student Assistance Program
4. Librarians and libraries
5. Health services and personnel
6. Special services and personnel
 - a. District special education services
 - b. IU 08 special education services
 - c. Psychologists
 - d. Child welfare services
 - e. Social workers
7. Technology services
8. Other support services

C. Instructional Process

1. Differentiated Instruction
2. Curriculum
3. Planning skills
 - a. Long range/Planned Instruction (unit plans)/short range (daily lesson plans)
 - b. Learning styles
 - c. Active participation
 - d. Evaluation of students
 - (i) Authentic assessments
 - (ii) Formative/summative

- (iii) Portfolios
 - e. "Time on task"
4. Lesson presentation
- a. Anticipatory set
 - b. Motivation/rationale
 - c. Statement of objective
 - d. Input/modeling
 - e. Guided practice
 - f. Independent practice
 - g. Diagnostic/assessment
 - h. Closure
5. Factors that influence
- a. Voice/tone
 - b. Appearance
 - c. Questioning skills
 - d. Attitude
 - e. Mannerisms
 - f. Observations of other teachers
 - g. Reinforcement
 - h. Cooperative learning
 - i. Motivation
 - j. Enthusiasm
 - k. Instructional Flow
6. Other appropriate processes

Ferndale Area School District

INDUCTEE CHECKLIST
for Induction Program

I. Superintendent

Introduce inductee to district-level management functions

_____ (Date) _____ (Signature)

II. Principal/Mentor

A. Community

1. Apprise inductee of community facilities

_____ (Date) _____ (Signature)

2. Provide background on community and organizations

_____ (Date) _____ (Signature)

B. Acquaint inductee to building-level management functions

_____ (Date) _____ (Signature)

C. Familiarize inductee with support services

_____ (Date) _____ (Signature)

D. Inform inductee of Act 48 requirements

_____ (Date) _____ (Signature)

E. Acquaint and provide Code of Professional Practice and Conduct for Educators

_____ (Date) _____ (Signature)

F. Instruct inductee in classroom-level management functions

1. Discipline _____ (Date)

2. Time Management _____ (Date)

3. Appearance/Atmosphere _____ (Date)

4. Scheduling _____ (Date)

_____ (Signature)

G. Instructional Process

1. Mastery Philosophy _____ (Date)

2. Curriculum _____ (Date)

3. Planning Skills _____
(Date)

4. Lesson Presentation _____
(Date)

5. Factors Influencing Teaching _____
(Date)

(Signature)

We, the undersigned, agree that _____, has completed all requirements of the Induction Program for the Ferndale Area School District.

Inductee _____
(Date) (Signature)

Mentor _____
(Date) (Signature)

Principal _____
(Date) (Signature)

Superintendent _____
(Date) (Signature)

Certificate of Completion and 5 hours CPE earned: _____ Date Issued
_____ Date Filed

FERNDALE AREA SCHOOL DISTRICT

Induction Program Evaluation Form - Mentor

1. Do you feel this program helped provide adequate support to the inductee? Explain.

2. What items would you suggest be added to the program to aid the new staff member?

3. What items in the program should be dropped because they are of little value to new staff members?

4. Which element is most important in matching the support teacher and inductee? (Grade level, Subject, Proximity, etc.)

5. How well did the program:	Good	Fair	Poor
Provide training in instructional skills	_____	_____	_____
Provide orientation to the district	_____	_____	_____
Provide orientation to the building	_____	_____	_____
Provide orientation to classroom management and organization	_____	_____	_____
Provide opportunities for professional development	_____	_____	_____

(Signature)

(Date)

Submit to the Superintendent

FERNDALE AREA SCHOOL DISTRICT

Induction Program Evaluation Form - Inductee

1. Did the Induction Program provide the support you needed to make the transition to a professional staff position in the Ferndale Area School District?

2. What items would you suggest the district add to the program to help a new staff person?

3. What items would you suggest the district drop from the program?

4. Which element is most important in matching the support teacher and inductee? (Grade level, Subject, Proximity, etc.)

5. How well did the program:	Good	Fair	Poor
Provide training in instructional skills	_____	_____	_____
Provide orientation to the district	_____	_____	_____
Provide orientation to the building	_____	_____	_____
Provide orientation to classroom management and organization	_____	_____	_____
Provide opportunities for professional development	_____	_____	_____

(Signature)

(Date)

Submit to the Superintendent

Ferndale Area School District

This is to hereby certify that

*has successfully completed the
School District's
Teacher Induction Program
during the _____ school year.*

(Inductee)

(Mentor)

(Building Principal)

(Date)

(Superintendent)