
Pennsylvania Department of Education



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

Teacher Induction Report **Tuesday, October 07, 2008**

Entity: Marple Newtown SD
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Teacher Induction Planning Participants

| Name | Affiliation | Membership Category | Appointed By |
|------------------|--------------------------------|----------------------------------|----------------|
| Beverly Blumberg | Marple Newtown School District | Elementary School Teacher | Superintendent |
| Carol DeLuca | Marple Newtown School District | Parent | Superintendent |
| Connie Bompadre | Marple Newtown School District | Administrator | Superintendent |
| Deborah Ryan | Marple Newtown School District | Other | Superintendent |
| Donald Sloat | Marple Newtown School District | Secondary School Teacher | Superintendent |
| John Newel | Marple Newtown School District | Community Representative | Superintendent |
| Karen Carr | Marple Newtown School District | Special Education Representative | Superintendent |
| Kathy Fastman | Marple Newtown School District | Parent | Superintendent |
| Lynne Klempner | Marple Newtown School District | Elementary School Teacher | Superintendent |
| Marty Godfrey | Marple Newtown School District | Business Representative | Superintendent |
| Merle Horowitz | Marple Newtown School District | Administrator | Superintendent |
| Michael Raines | Marple Newtown School District | Community Representative | Superintendent |
| Sandra Schaal | Marple Newtown School District | Middle School Teacher | Superintendent |
| Sherry Nash | Marple Newtown School District | Elementary School Teacher | Superintendent |
| Stan Piecara | Marple Newtown School District | Administrator | Superintendent |
| Suzanne Mecouch | Marple Newtown School District | Middle School Teacher | Superintendent |

Goals and Competencies

Introduction

The purpose of this Induction Program is to assist new staff members in understanding and fulfilling their role in accomplishing the mission, goals, and objectives of the Marple Newtown School District as contained in the District's Strategic Plan. This Induction Plan has been based on an assessment of needs from surveys of beginning teachers, mentor teachers, administrators and community. The ongoing feedback from members of the induction team forms the basis for continuous updating and refinement of the District's Induction Plan. All teachers new to the district, including those who are long-term substitutes, participate in the District induction program. There is a mentor program that has been developed to individually assist these teachers as well as a core induction program that involves administrators and other building personnel.

The board-approved plan has been completed in accordance with Title 22, Chapter 49 and the guidance contained in the Certification and Staffing Policy and Guideline related to induction. The Code of Professional Practice and Conduct for Educators (22 PA Code 235) will be included in the professional development of all inductees. All individual records pertaining to the induction program are maintained in the personnel file of the individual in the administration building of the Marple Newtown School District.

Goals and Competencies

The Teacher Induction Program consists of a series of planned activities to provide teachers new to the profession or teachers new to the district with a working knowledge of our school district. The Directors of Education prepare a resource guide for these new employees and mentors. Policies, procedures, programs of study, organizational structures, and expectations of staff are shared to help teachers make the transition from theory into practice. This is a year long process.

Goals

The goal of the Teacher Induction Program is to provide a successful orientation for all new staff during their first year in the Marple Newtown School District.

1. The program is designed to enable the inductee to attain Instructional II certification.
2. A series of activities familiarize the teachers with the educational environment of the district.
3. A series of strategies are shared to increase teacher effectiveness in the classroom.

Objectives

1. To provide information concerning available resources in the district and at the building level (support services)
2. To introduce the district curriculum, standards, subject content, concepts and skills, and district-wide programs
3. To explain the methods used to evaluate student progress and teacher performance
4. To provide a forum for solving problems and to develop a support system for each new teacher
5. To reinforce the Pennsylvania's Code of Professional Practice and Conduct for Educators

Inductees

Inductees must meet one or more of the following criteria: new to the teaching profession, new to the Marple Newtown School District, or new long-term substitute for a semester or longer.

New teachers participate in a 4 day orientation program prior to the opening week of school. There is a district overview, technology training, building-level orientation, and mini-workshops (Curriculum Mapping, Frameworks, On-line Research Tools, Anti-Bullying Efforts, Special Education and Gifted Support). They participate in in-service and staff development programs as required. They are responsible to document all activities and meetings throughout the school year. They must establish a positive rapport with their mentor teacher, principal and colleagues.

Inductees must meet formally twice a month with their mentor teacher and discuss all aspects of the teaching process.

New staff must also participate in the Delaware County Intermediate Unit Induction Course (1 Credit) during the second semester (January — May). This course “**Basic Teaching Tools for Inductees**” (5 three hour sessions) provides new teachers with additional classroom strategies in the following areas: Reading, Writing, Classroom Management, Cooperative Learning and Discipline. The course is held at the Beverly Hills Middle School *in Upper Darby*.

Assessment Processes

Assessment

Each new teacher is assigned a mentor. A resource notebook is given to both the new teacher and mentor. This guide provides general information about the district along with checklists for the opening of school through to the end of the year, teaching tips, professional development opportunities and additional resources. Mid—year the inductees meet with the Directors of Education and complete a survey of their experiences to date. The Directors have a chance to dialogue with new teachers about their professional development needs and any recommendations they would like to make to improve the induction program.

Principals meet with new staff and mentors on a monthly basis and discuss building level procedures for grading and assessing students, for parent communications, testing of students, and utilizing support staff.

Mentors are also given the opportunity to reflect on this process in narrative form. There is opportunity for collaboration between new teachers, mentors and principals on an ongoing basis.

At the conclusion of the school year, the district hosts an Induction Reception. This is an informal setting where new staff and mentors have an opportunity to celebrate their accomplishments for the year. We invite teachers and mentors to share highlights and growing pains with their peers.

This information is shared with the administration and the Professional Development Committee. Summaries of the surveys are included in the resource notebook for the next year’s new teachers to ponder. Changes in the program are made as needed.

Mentor Selection

Mentors

The role of the mentor is to provide individual and daily support for the new faculty member. Mentors participate in 2 of the 4 in-service days prior to the opening of school. They assist the new teacher with lesson planning, classroom preparation, diagnostic materials, grade reporting and conferences, classroom management techniques, duties and building level procedures. They discuss areas of interest and areas of concerns. When requested, mentors observe teaching and provide feedback. They also encourage the inductee to observe them in the classroom. They meet on a regular basis (formally meet 2 times a month) and validate that all planned activities have occurred.

Principals encourage tenured teachers (with Instructional II certification) to mentor. Prior to the end of school, principals know which of their staff members are interested in mentoring. They are requested to complete an application. As openings arise, principals may ask a teacher from that department, content area or school to work with this new colleague. Depending on the position,

the mentor may be a colleague in the same department, but not always the same school or they may be the same school but a different content area. At Marple Newtown School District, we see the benefit from both sides. Those individuals in your department, content area or grade —level will help anyway. Sometimes working with someone outside you content area or grade level provides a different perspective.

Qualities of a Mentor:

- *Works well with children and adults
- * Is enthusiastic and has a positive attitude
- * Has demonstrated competence in instruction, planning, and classroom management
- * Has good organizational skills
- * Has a desire to serve
- * Has demonstrated knowledge and application of Marple Newtown policies, procedures, and curriculum

Mentors are compensated as determined by an Instructional Supplementary Contract as negotiated between the Marple Newtown Education Association (MNEA) and the school district.

Activities and Topics

New Teacher Induction Orientation

Day 1

8:00 AM Breakfast Marple Newtown High School Library

8:45 AM Welcome & District Expectations

Mrs. Merle Horowitz, Superintendent of Schools

Mrs. Carol DeLuca, President, MN School Board

Mrs. Lynne Bertolet, MNEA President

Ms. Ruthann Waldie, PSEA Uniserv Rep

Mr. Michael Gavin, NEA/PSEA

9:30 AM Break

9:45 AM Introduction of Principals & Assistant Principals

Mr. Thomas Cook, Culbertson Elementary School

Ms. Victoria Teti, *Loomis Elementary School*

Mrs. Dianne Smith, *Russell Elementary School*

Dr. Linda Bluebello, *Worrall Elementary School*

Dr. Steve Subers, *Paxon Hollow Middle School*

Mr. John Beltrante, *Paxon Hollow Middle School*

Mr. John Sanville, *MNHS*

Ms. Christine White, *MNHS*

Mr. Dennis Reardon, *MNHS*

Mr. Ray McFall, *MNHS*

Facilities & Grounds

Mr. Michael Dumin, *Director of Operations*

Function of the Business Office

Mr. Joseph Driscoll, *Business Manager*

Mrs. Eileen Bellew, *Director of Food Services*

Technology and Technology Integration

Mr. Joseph Violanti, *Director of Technology*

Mr. Chris Lee, *Network Specialist*

Mrs. Debbie Snell, *Student Information Systems*

Mrs. Chris Netter, *Manager of Computer Services*

Responsibilities of the Human Resource Office

Mr. Lance Freeman, *Director of Personnel*

Pupil Services and Special Education

Dr. William Duffy, *Director of Pupil Services*

Mr. Arthur Stevens, *Supervisor of Special Education*

Curriculum Office

Dr. Constance Bompadre, *Director of Elementary Education*

Mr. Stanley Piecara, *Director of Secondary Education*

Mrs. Toni Himes, *Supervisor of Reading, Language Arts and
Federal Programs*

Mrs. Sandra Schaal, *Coordinator of Social Studies*

Mrs. Deborah Ryan, *Coordinator of Mathematics*

Mrs. Suzanne Mecouch, *Coordinator of Science*

10:45 AM Introduction of the Inductee Class of 2007 - Review of Induction Components

Mr. Stan Piecara, *Director of Secondary Education*

Dr. Constance Bompadre, *Director of Elementary Education*

11:45 Noon Lunch

1:00 PM District Tour starting from the High School

Mr. Tom Cook, *Principal of Culbertson Elementary School*

Day 2

8:00 — 9:45 AM Continental Breakfast HS Library

Technology Training (Grade Reporting/ Email, etc)

Mr. Joseph Violanti, *Director of Technology*

Mrs. Debbie Snell, *Student Information Systems*

Mrs. Chris Netter, *Manager of Computer Services*

10:00 — 2:30 PM Building Orientation & Classroom Preparation

Meet with the Principal and Mentor Teacher at Home School

Day 3

8:00 AM Continental Breakfast HS Library

8:45 AM Mrs. Helen Naab, Mrs. Kathy Calabrese & Mrs. Debby Peters

Evaluation and Monitoring

Name _____

Level:

Elem. _____

M.S. _____

H. S. _____

NEW TEACHERS' NEEDS ASSESSMENT

Listed below are some topics about which you as a new teacher may be concerned. Please review the list. Using this list below, please circle the five topics about which you would like further information and/or help, so that the District can develop appropriate in-service programs. You may add additional topics if needed.

AREAS OF CONCERN FOR NEW TEACHERS

1. Classroom management, discipline, and assertiveness
2. Student differences — racial, cultural and/or other
3. Wide ability ranges among pupils
4. Accommodation of individual differences in the students
5. Recognition of students' levels
6. Motivation of students
7. Education of slow learners
8. Assessment of pupil learning
9. Strategies for teaching new materials
10. The school district's resources
11. Knowledge of community resources
12. Lesson plan design
13. Parent conferencing
14. Learning theories
15. Instructional strategies
16. Use of/availability of audio-visual equipment and materials

- 17. Interpersonal and communication skills with students, peers and administrators
- 18. Teacher evaluation process
- 19. Student evaluation and grade reporting
- 20. Opportunities to make unique and personal contributions to the school
- 21. Dealing with job related stresses of teaching

The following are topics on which I would like in-service:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

1. Marple Newtown School District can help me most by: _____

2. I have a special skill or knowledge in the following area(s): _____

3. I would be willing to share this skill/knowledge: _____ Yes _____ No _____ Perhaps

4. My goal for this year is to: _____

MARPLE NEWTOWN STAFF INDUCTION PLAN

EVALUATION — INDUCTEE

1. Did the Induction Program provide the support you needed to make successful transition to a professional staff position in the Marple Newtown School District? Please give an explanation and provide pertinent details.

2. What topics, or areas of information, would you suggest the District add to the program which would aid a new teacher?

3. What components are essential to maintain the success of this program?

4. What changes in the program would you recommend?

5. To what extent has the Induction Program assisted you in the following areas? (Indicate with an "X" for each area.)

| | <u>EXCELLENT</u> | <u>GOOD</u> | <u>FAIR</u> |
|----------------------------|------------------|-------------|-------------|
| District Orientation | _____ | _____ | _____ |
| Building Orientation | _____ | _____ | _____ |
| Classroom Management | _____ | _____ | _____ |
| Student Discipline | _____ | _____ | _____ |
| Conferencing Techniques | _____ | _____ | _____ |
| Strategies for Instruction | _____ | _____ | _____ |
| Professional Development | _____ | _____ | _____ |

Name

Date

-

EVALUATION — SUPPORT TEACHER/ADMINISTRATOR

1. Did this program help you provide adequate support to the inductee?

Explain your response with specific details.

2. What would you suggest be added to aid the Inductee?

3. What components are essential to maintain the success of this program?

4. What changes in the program would you recommend?

5. To what extent had the Induction Plan met its objectives?

(Indicate with an "X" for each area)

| | <u>Excellent</u> | <u>Good</u> | <u>Fair</u> |
|----------------------------|------------------|-------------|-------------|
| District Orientation | _____ | _____ | _____ |
| Building Orientation | _____ | _____ | _____ |
| Classroom Management | _____ | _____ | _____ |
| Student Discipline | _____ | _____ | _____ |
| Conferencing Techniques | _____ | _____ | _____ |
| Strategies for Instruction | _____ | _____ | _____ |
| Professional Development | _____ | _____ | _____ |

Name

Date

Documentation

MARPLE NEWTOWN STAFF INDUCTION PLAN

MENTOR TEACHER APPLICATION

NAME _____
BUILDING _____

ASSIGNMENT _____
YEAR _____

PRINCIPAL/SUPERVISOR _____

NUMBER OF YEARS IN THE DISTRICT _____

TEACHING ASSIGNMENT DURING THE LAST THREE YEARS:

YEAR 1: _____

YEAR 2: _____

YEAR 3: _____

BRIEFLY STATE YOUR REASONS FOR WANTING TO BE A MENTOR TEACHER.

WHAT SPECIAL SKILLS, TRAITS, TRAINING DO YOU HAVE THAT YOU FEEL WOULD BE BENEFICIAL TO SHARE WITH SOMEONE ELSE?

WHAT COURSES, CONFERENCES, SEMINARS HAVE YOU ATTENDED RECENTLY THAT YOU HAVE FOUND BENEFICIAL?

LIST ANY DISTRICT-WIDE AND/OR BUILDING COMMITTEES YOU HAVE SERVED ON DURING THE PAST THREE YEARS (i.e. Curriculum Task Force, Long Range Plan):

PLEASE INCLUDE ANY ADDITIONAL INFORMATION YOU FEEL WOULD BE HELPFUL TO THE INDUCTION COUNCIL:

ARE YOU FAMILIAR WITH MARPLE NEWTOWN'S STAFF INDUCTION PLAN? _____ Yes _____ No

DO YOU NEED ONE TO READ? _____ Yes _____ No

HAVE YOU BEEN A MENTOR TEACHER DURING THE LAST THREE YEARS? _____ Yes _____ No

THIS COMMITMENT INCLUDES A TWO-DAY ORIENTATION SESSION DURING THE WEEK PRIOR TO LABOR DAY.

(Signature)

(Date)

Principal/Inductee Orientation

One hour meetings with mentor teachers and inductees to discuss information specific to that school.

| Month | Date | Time | Topics Presented |
|------------------|-------------|-------------|-------------------------|
| <i>September</i> | | | <hr/> <hr/> <hr/> |
| <i>October</i> | | | <hr/> <hr/> <hr/> |
| <i>November</i> | | | <hr/> <hr/> <hr/> |
| <i>January</i> | | | <hr/> <hr/> <hr/> |
| <i>February</i> | | | <hr/> <hr/> <hr/> |
| <i>March</i> | | | <hr/> |

C. _____

D. _____

VISITATIONS TO OTHER CLASSROOMS (List teacher's name)

A. _____

B. _____

C. _____

D. _____

MEETINGS WITH BUILDING INDUCTION TEAM: Sept.-May (List)

A. _____

B. _____

C. _____

D. _____

MEETING WITH DEPARTMENT Chairpersons/Lead Teachers (List)

A. _____

B. _____

C. _____

D. _____

MEETINGS WITH MENTOR TEACHERS (List) (Fifteen minutes or more)

| <u>INITIALS</u> | <u>TOPICS</u> | <u>DATE</u> | <u>MENTOR'S</u> |
|-----------------|---------------|-------------|-----------------|
| A. | _____ | _____ | _____ |
| B. | _____ | _____ | _____ |
| C. | _____ | _____ | _____ |
| D. | _____ | _____ | _____ |
| E. | _____ | _____ | _____ |
| F. | _____ | _____ | _____ |
| G. | _____ | _____ | _____ |
| H. | _____ | _____ | _____ |
| I. | _____ | _____ | _____ |
| J. | _____ | _____ | _____ |
| K. | _____ | _____ | _____ |
| L. | _____ | _____ | _____ |
| M. | _____ | _____ | _____ |
| N. | _____ | _____ | _____ |
| O. | _____ | _____ | _____ |
| P. | _____ | _____ | _____ |

OTHER RELATED ACTIVITIES

- A. _____
- B. _____
- C. _____
- D. _____

THIS CERTIFIES THAT THE ABOVE NAMED INDUCTEE HAS COMPLETED THE REQUIREMENTS OF THE MARPLE NEWTOWN NEW STAFF INDUCTION PROGRAM.

Mentor Teacher _____ Date _____

Building Principal _____ Date _____

Superintendent _____ Date _____

Participation and Completion

Each MNSD Induction participant completes a comprehensive informational and evaluation packet throughout the school year. The documentation is reviewed by the mentor, the building principal and the Directors of Education. Each of these professional employees signs the documentation to certify that the program has been satisfactorily completed. Then, the Superintendent of Schools receives a summary report noting successful completion of the mentor program. Each inductee receives a certificate of completion from the MNSD. The certificate states that the teacher has completed the requirements of Induction as outlined in Chapter 49 of the Pennsylvania School Code. A letter stating that the teacher successfully completed the induction program at MNSD is kept in each employee's personnel file.