
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Teacher Induction Plan

Thursday, August 16, 2007

Entity: Fleetwood Area SD
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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Bethany Bosold	District-wide	Administrator	Administrative Team
Debbie Phillips	Fleetwood Middle School, Department Chair	Middle School Teacher	FEA
Kathy Asiello	Richmond Elementary School	Elementary School Teacher	FEA
Kerry Motze	Fleetwood High School	Secondary School Teacher	FEA
Lisa Bernet	Fleetwood Middle School	Middle School Teacher	FEA
Shannon Willard-Joseph	Fleetwood Middle School	Administrator	Administrative Team

Goals and Competencies

The Fleetwood Area School District is committed to providing an educational environment that will encourage each of our students to take full advantage of all the instructional opportunities that are available in the district. To facilitate such an environment, the school district is further committed to seeking and obtaining the services of the most qualified professional educators available. In order to ensure that all teachers and administrators new to the district or position will fully understand the district's educational programs, services, policies, and procedures, and, at the same time provide outstanding learning opportunities for our students, a comprehensive orientation program has been designed.

It is intended that the Fleetwood Area School District Induction Plan will ensure that all professional staff new to the school district, new to their building(s), or new to their assignment, will receive essential information about the district's programs. Our induction plan is further intended to assist educators to help all students to meet the district's performance standards.

The primary goal of the Fleetwood Area School District Induction Plan is to provide opportunities which systematically orient newly-elected Fleetwood Area School District professional staff to become effective educators within an atmosphere of collegial support. In an effort to achieve this goal our induction plan has been created with the following competencies in mind:

- To provide a formal structure through which the inductee may become familiar with district programs, policies, procedures, and resources.
- To provide a support system for the inductee through the use of a mentor
- To provide training for the inductee in instructional skills and district expectations as they relate to curriculum, instruction, classroom management, and organization.

Assessment Processes

This induction plan reflects needs as identified through the strategic planning process and ongoing evaluation of induction by the participants. Program assessment surveys are completed yearly by each mentor-inductee team to measure the extent to which the program met the objectives intended. Additionally, as part of our district-wide induction day a needs assessment survey is completed by all new staff members prior to the scheduled date. This information is used to customize the agenda for our initial summer induction training day. Finally, all new staff

members complete a workshop evaluation at the conclusion of the summer induction day. These responses are compiled and used on an ongoing basis to address the needs of our inductees.

Mentor Selection

Instructional Mentor Selection Criteria (selected by the building administrator)

- Three years experience in the district
- Instructional II certificate
- Demonstrated leadership within school/department in curriculum or program development
- Respected by fellow professionals
- Demonstrated knowledge of instructional and classroom management techniques
- Positive attitude toward teaching profession
- Whenever possible, the instructional staff mentor assigned will work in the same building and same grade level or department as the inductee

Administrative Mentor Selection Criteria (selected by the superintendent)

- Three years of administrative experience
- Appropriate administrative certification
- Demonstrated leadership within school/department in curriculum or program development
- Respected by fellow professionals
- Demonstrated knowledge of administrative professionals
- Positive attitude toward the profession

Activities and Topics

Activities and Topics for All Inductees

1. New Teacher Summer Induction

- Teacher Evaluation/Code of Professional Conduct
- Confidentiality
- Classroom Organization/Discipline
- District Strategic Plan
- Public Relations
- Professionalism
- Special Education Programs and Services
- Teacher Contract

- Teacher Handbook/Board Policy Manual
 - Pupil Support Services
 - School Calendar
 - Accessing District Technology Resources
2. Ongoing workshops offered throughout the year
- Effective Instructional Strategies
 - Curriculum and Review Process
 - Technology in the Teaching Learning Process
3. Ongoing mentor meetings throughout the year
- Parent/Teacher Relations
 - Communication
 - Conferencing
 - Reciprocal Support
 - Assessment and Grading Procedures
 - Record Keeping
 - Budgeting Process
 - Custodial/Clerical Relations

Activities and Topics for Administrative Inductees

1. Ongoing throughout the year
- Administrator Goals and Evaluation
 - Board of School Directors/Community Relationship
 - Administrative Team
 - Act 93
 - Supervision of Staff
 - Budget
 - Instructional Leadership
 - Board Policy
 - Human Resources

Evaluation and Monitoring

The District Induction Committee, composed of the district coordinator and building administrators, will serve as an overall advisory group and program evaluators. They will meet on a semester basis (or more frequently as needed):

- In August-- to insure that the program for the year is in place
- At the end of the year-- for the purpose of program evaluation

1. Evaluation of teacher induction will be conducted by the District Induction Committee at the end of the school year with input from the instructional staff mentor and inductee.
2. A log will be kept jointly by the instructional staff mentor and the Inductee to confirm by date the occurrence of each of the induction activities.

3. A checklist will be kept by the inductee to confirm that all necessary district procedures have been discussed with the appropriate staff member and all required visitations or participation in workshops have been completed during the induction period.

4. Assessment of administrator induction will be conducted by the superintendent at the end of the first and second semesters.

Participation and Completion

The following forms must be returned to the district coordinator in order for the inductee to successfully complete the program:

- Assessment of Program-Instructional Staff Mentor
- Assessment of Program-Inductee
- Instructional Staff Induction Plan Log
- Inductee Checklist
- Mentor Completed Focused Observation Forms (optional)

Those individuals successfully completing the induction plan will receive a certificate from the school district in their personnel file indicating program completion.