

## APPENDIX H

### Teacher Induction Plan

#### Southern Fulton School District

##### I. INTRODUCTION

Few experienced teachers ever forget the excitement and anxiety of those beginning days in the first year of teaching. The security of supervised practice teaching is immediately replaced by the responsibility for one's own class. Where a supportive, experienced associate once helped solve problems, the first year of teaching brings into focus the sudden realization of full responsibility. Even the experienced teacher beginning the first year of employment must deal with the uncertainty of new students, colleagues, practices, and procedures. Good teachers are much too critical to schools and society to risk a poor start. Further, the education of our youth is too important to allow otherwise skillful teachers to slip into mediocrity because of circumstances that can be overcome through a well planned induction program.

##### II. PHILOSOPHY

The kind of support and nurture given by a good cooperating teacher to a student teacher should also be given to a beginning teacher, and it should come from an experienced colleague rather than a supervisor. This teacher-mentor relationship provides the foundation for a collegial relationship to develop between the new teacher and the rest of the staff.

The mentor serves as a source of information, a sounding board, a confidant, a constructive critic, a purveyor of effective teaching strategy, and an all-around supporter. As the new teacher begins to "test his wings" and finds increased strength the direct intervention of the mentor will diminish. With that, the beginning teacher's position on the faculty becomes more secure for continuing professional development.

##### III. GOAL

The goal is to provide, through a series of professional development activities and a peer coaching experience, collegial support for the beginning teacher or first-year teacher in the School District. Through the induction process, beginning teacher will become familiar with the professional expectations of teachers in this district. Further, collegial support will be provided to help them meet those expectations. The induction period is intended to be for a minimum of one year, and is to be an integral part of continuing professional development.

#### IV. OBJECTIVES

1. To incrementally forge a meaningful professional relationship between the beginning teacher and colleagues leading to more effective instruction.
2. To provide information, training, and supervision in the following areas
  - a. Effective teachings strategies.
  - b. Classroom management.
  - c. Lesson planning and teaching format.
  - d. District curriculum.
  - e. Parent/community involvement.
  - f. Inter-personal skills and relationships.
  - g. Record keeping.
  - h. Pupil and teacher support services.
  - i. Materials and supplies acquisition and use.
  - j. Pupil grade assessment and reporting.
  - k. Special Education and remedial program procedures,
  - l. Use of technology
  - m. PSSA requirements.
  - n. State standards.\
3. To familiarize new teachers with district policies, procedures, and the collectively bargained Professional Employee's Agreement.
4. To provide each new teacher with a copy of "Code of Professional Practices and Conduct for Educators."

#### V. INDUCTION CRITERIA

1. A description of the district's induction organization structure identifying how the team was selected and the specific functions of the teacher/support team.

A. The District Induction Council.

Membership on the Fulton County Induction Council consists of the following personnel.

Superintendent  
High School Principal  
Elementary Principal  
Two Elementary Teachers  
Two High School Teachers

## Inductee

Resource Personnel from Intermediate Unit, higher education, etc.

Teachers shall be selected from the Act 48 Continuing Professional Education committee, middle/senior high school, elementary faculty, or on a volunteer basis. Other resource persons will be selected as the need arises.

## B. Functions of induction team members.

### 1. Superintendent

- a. Coordinate and oversee the induction program through the principals.
- b. Coordinate teacher mentor selection with principals.
- c. Coordinate orientation or training workshops.
- d. Preside at induction team meetings.
- e. Maintain documentation of each new teacher's induction program and certify completion to the Pennsylvania Department of Education.
- f. Evaluate the effectiveness of the induction program and make necessary and appropriate adjustments.
- g. Orient the entire instructional staff to the induction process.
- h. Provide consistency in the structures of induction programs over all grade levels by review of documentation submitted by affected parties.

### 2. Building Principals

- a. Participate and assist in the teacher mentor selection and training process.
- b. Assist with the planning and implementation of the inductee orientation and in-service sessions.
- c. Conduct consultations with mentor teachers and or inductees.
- d. Meet on a regular basis with inductees and mentor teachers.
- e. Attend meetings called by the superintendent to determine progress and direction of the induction program.
- f. Attend Pennsylvania Department of Education, Intermediate Unit, or other meetings and workshops related to the induction process.
- g. Monitor and facilitate teacher mentor-inductee relationship.
- h. Provide the inductee with opportunities to observe other teachers and for the teacher mentor to observe the inductee.
- i. Coordinate individual induction plans among grade levels to ensure consistency and provide documentation to the superintendent.

### 3. Experienced Teacher Mentor

- a. Establish a collegial, supportive, and confidential relationship with the inductee.

- b. Identify immediate areas of concern of the inductee to assure successful introduction into the profession.
- c. Monitor and observe classroom teaching techniques and management Skills and provide necessary feedback to the inductee.
- d. Promote the socialization of the inductee into the school setting and the community as a whole.
- e. Assist the inductee in understanding the classroom level management Functions (discipline, reports, schedules, attendance proceures, recordkeeping, location of supplies and supportive personnel, familiarization with teacher and student manuals, et al).
- f. Assist the inductee in developing communicative and conferencing skills (particularly with parents).
- g. Attend inductee orientation and in-service sessions as required.
- h. Attend induction team meetings as designated by the principal.

#### 4. New Teacher/Inductee

- a. Develop a constructive working relationship with the teacher/mentor.
- b. Utilize the mentor relationship to become familiar with all requirements, practices and policies of the Southern Fulton School District.
- c. Attend and participate in an orientation program.
- d. Attend workshops, training programs, in-service sessions and meetings, as requested by the principal.
- e. Rely upon the teacher mentor for needs or concerns encountered during induction.
- f. Develop an awareness and knowledge of effective instructional and classroom management skills.
- g. Participate in visitations to other classrooms as coordinated by the mentor and principal.

- 2. An explanation of how the plan addresses incremental stages of development and differentiated learning times and skill acquisition rates among teachers.

The four incremental stages of continuing professional development as identified by the Academy for Educational Development (1985) are listed along with an explanation of hw induction addresses rates of learning and skill acquisition among teachers.

#### A. Career Orientation and Clinical Training.

In credential review, job interview and personnel selection the Southern Fulton School District makes every effort to identify teachers with high quality college preparation and clinical experience to enable them to successfully make the first year transition to the teaching profession.

B. Coping to Understand and Manage.

This stage represents the crux of the induction process. At this stage, the new teacher learns to make decisions intentionally, not intuitively. Since the mentor-inductee relationship is one-to-one, the process is readily individualized to proceed at the inductee's pace.

C. Generalized Pedagogy

The inductee should arrive at this "whole-group" instruction stage without major problem. More or less immediately, the mentoring process should involve coaching the inductee on instruction directed toward the individual.

D. Differentiated Pedagogy

Time on task and teacher expectation are two key variables influencing individual learning. Again, capitalizing on the unique one-to-one mentor-inductee relationship, new teachers will proceed systematically at a comfortable pace to master application of differentiated pedagogy.

3. A. copy of the needs assessment which will be used to identify instructional and orientation needs if the inductees.

The Needs Assessment instrument will be previewed no later than some point during the first two weeks of a new teacher's employment. In reality it will be used as a basis for continuous assessment, being reviewed with the inductee at least once per semester.

The following response codes will determine the need of specific training for the inductee.

1. Primary need.
2. Secondary need.
3. Long-term need.
4. Working understanding,

4. A description of the way you plan to provide the inductees continuous, in-classroom assistance through teacher/mentor relationships throughout the year.

Early in the induction process the teacher mentor will help the inductee complete the needs assessment instrument to determine the program and sequence of classroom based activities which will constitute the inductee's Individual Induction Plan (IIP). The teacher mentor will monitor and observe the inductee's classroom teaching techniques management skills, use of materials, and interaction with students on a continuous basis. Additionally, the inductee will observe the mentor teach. Inductee

observations of other experienced teachers will be arranged by the teacher mentor and/or the building principal.

5. A list of activities for inductees based on research and focusing on training and experiences in effective classroom management, instructional delivery skills, school/community relations, and professional education.

A. Classroom Management Activities.

1. Attendance policies and procedures.
2. Affirmative classroom discipline.
3. Lesson plan-preparation/implementation,
4. Time management skills.
5. Student evaluation
6. Classroom organization.

B. Instructional Delivery Skills.

1. Use elements of lesson design.
2. Maintain high expectations.
3. Control student time on task.
4. Employ effective questioning strategies.
5. Promote positive self-image.
6. Monitor student progress.

C. School-Community Relations.

1. Involve families in child's education.
2. Encourage home-based educational support.
3. Identify/accommodate family problems affecting student achievement.
4. Identify cultural differences of the Southern Fulton School District.
5. Understand emergence of PTO's.
6. Review historical development of Southern Fulton School District.

D. Professional Education Activities.

1. Know the hallmarks of a profession.
  2. Understand the implications of effective schools literature and research.
  3. Understand the role of a professional organization.
  4. Understand Act 48 and the collective bargaining process.
6. A continuing assessment instrument to measure teacher's needs in order to provide "in process:" assistance to teachers.

The needs assessment instrument (Individualized Induction Plan) in Criteria #3 is designed for use throughout the induction process.

7. A description of the process the district will use to maintain records of teacher participation for yearly submission to the Department of Education.

Records on inductees will be maintained to clearly document participation in and completion of induction activities. It shall be the responsibility of the superintendent to verify completion of the induction program to the Pennsylvania Department of Education on the Application for Professional Personnel Certificate (Form PDE-4511) at such time as the school district employees applies for permanent certification.

8. The evaluation instrument(s) used to measure the effectiveness of the induction plan. Appendix . Program for Moe Effective Teaching (PMET).

INDIVIDUAL INDUCTION PLAN  
Assessment Instrument

A. Classroom Management Skills	Code	Initial
1. Record keeping	_____	_____
2. Location and use of general instruments supplies	_____	_____
3. Location and use of audio-visual materials and equipment	_____	_____
4. Fire Drill	_____	_____
5. Discipline	_____	_____
6. Affirmative classroom climate	_____	_____
7. Lesson plans	_____	_____
8. Student evaluation	_____	_____
9. School district policies and procedures	_____	_____
10. Standardized testing	_____	_____
11. Time Management	_____	_____

B. Instructional Delivery Skills	Code	Initial
12. Designing and implementing lessons plans	_____	_____
13. Curriculum delivery	_____	_____
14. Setting instructional goals	_____	_____
15. Time on task	_____	_____
16. Using the elements of lesson design	_____	_____
17. Employing decision-making skills in teaching	_____	_____
18. Psychological principles of learning	_____	_____
19. Individualizing instruction	_____	_____
20. Teacher observation and evaluation	_____	_____
<b>C. Developing Relationships</b>	<b>Code</b>	<b>Initial</b>
◆ With Children		
21. Promoting a positive self-image	_____	_____
22. Emphasizing stages of child development	_____	_____
23. Identifying problems of students at risk	_____	_____
24. Maintaining high expectations	_____	_____
25. Promoting affirmative techniques for classroom discipline	_____	_____
26. Interacting with all students equally	_____	_____
27. Involving families in the educational process of their children, i.e. parent-teacher partnership and parent-teacher conferencing	_____	_____
28. Identifying the problems of society that potentially affect student learning, i.e., latchkey children, single-parent families, step families and parental divorce trauma	_____	_____
29. Identifying family problems that affect student learning	_____	_____

◆ With Colleagues	Code	Initial
30. Peer Coaching	_____	_____
◆ With Community		
31. Identifying cultural differences of the Southern Fulton School District	_____	_____
32. Identifying the economic composition of the Southern Fulton School District	_____	_____
33. Reviewing the historical development of the Southern Fulton School District community	_____	_____
34. Understanding the role and organization of parent/teacher organizations.	_____	_____

Model Overview  
Program for More Effective Teaching  
(PMET)

A. Selection of the Objective at Correct Level

1. Write a Task Analysis
2. Use the Task Analysis as the basis for the diagnostic process
3. Use Bloom's Taxonomy to formulate objectives at higher levels of complexity
4. Parts: Condition, Learning, Behavior, and Performance (PLCB)

B. Teach to an Objective

1. Formulate an instructional objective
2. Generate teacher behaviors relative to the objective
3. Generate student behaviors relative to the objective

C. Monitor the Learner and Adjust the Teaching

1. Elicit Overt Behavior from students
2. Check the overt behavior
3. Use the analysis of the learning a/o knowledge of the principals of learning to interpret the overt behavior of the students
4. Act on the interpretation

D. Use, without abuse, the Principles of Learning

1. Anticipatory Set
  - a. Involve the learners overtly a/o covertly

- b. Relate the learning to the learners' past, present, or future experiences, if possible
  - c. Give a statement of the learning
2. Closure
- a. Involve the learner overtly
  - b. Have the learners summarize the content of the lesson
3. Overt Behavior -- Observable
4. Covert Behavior – Non-observable
5. Motivation Theory
- a. Knowledge of Results/Feedback
  - b. Degree of Tension or Concern
  - c. Rewards (Intrinsic/Extrinsic)
  - d. Success
  - e. Feeling Tone
  - f. Interest
6. Retention Theory
- a. Degree of Original Learning
  - b. Positive Transfer
  - c. Schedule of Practice (Massed/spaced)
  - d. Meaning
  - e. Feeling Tone
7. Transfer Theory
- a. Effectiveness of Original Learning
  - b. Similarity
  - c. Essential and unvarying elements
  - d. Association
8. Reinforcement Theory
- a. Positive reinforces
  - b. Negative reinforces
  - c. Extinction
  - d. Schedule (Regular/Intermittent)

Adopted by the Southern Fulton School District Board of Directors on January 20, 2004.

**Certification**

\_\_\_\_\_  
Inductee

\_\_\_\_\_  
Grade level or Subject Taught

\_\_\_\_\_  
School Year

This is to certify that the above named professional employee has completed requirements of the  
Teacher Induction Program of the Southern Fulton School District

\_\_\_\_\_  
Teacher Mentor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

Certification of completion of the induction program must be kept on file in the Office of the  
Superintendent for verification to Pennsylvania Department of Education for Instruction II  
Certification

**Induction Program Evaluation – Teacher Mentor**

Name of Inductee \_\_\_\_\_

Name of Mentor Teacher \_\_\_\_\_

1. Effectiveness of the induction process in helping the inductee:

		Highly Effective	Effective	Marginally Effective	Ineffective
A.	To understand and follow district procedures.				
B.	To understand the cultural conditions of the community.				
C.	To know and use the special services offered by the school district				
D.	To strengthen classroom management skills.				
E.	To identify and develop effective instructional teaching skills and strategies.				
F.	To identify individual student traits and assist with the planning and implementing appropriate instructional strategies.				

2. What aspect of the induction process was most beneficial to the inductee?

3. What aspect of the induction process caused you the greatest concern?

4. Based on the preceding, what changes in the program would you recommend?

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Signature of Mentor Teacher

Date

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Signature of Inductee

Date

**Induction Program Evaluation – Inductee**

Name of Inductee \_\_\_\_\_

Name of Mentor/Teacher \_\_\_\_\_

1. Effectiveness of the induction process in helping the inductee:

		Highly Effective	Effective	Marginally Effective	Ineffective
A.	To understand and follow district procedures.				
B.	To understand the cultural conditions of the community.				
C.	To know and use the special services offered by the school district				
D.	To strengthen classroom management skills.				
E.	To identify and develop effective instructional teaching skills and strategies.				
F.	To identify individual student traits and assist with the planning and implementing appropriate instructional strategies.				

2. What aspect of the induction process was most beneficial to the inductee?

3. What aspect of the induction process caused you the greatest concern?

4. Based on the preceding, what changes in the program would you recommend?

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Signature of Mentor Teacher

Date

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Signature of Inductee

Date