
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Teacher Induction Plan

August 4, 2006

Entity: Brandywine Heights Area SD

Address: 200 W Weis St
Topton, PA 19562-1532

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Contact Name: John Curtin

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Doug Felegy	District-Topton Elementary	Elementary School Teacher	Teachers
Kaye Smith	Longswamp & Rockland Elementary	Building Principal	Administrators
Larry Rossi	District-Topton Elementary	Building Principal	Administrators
Tina Argot	District-Topton Elementary	Parent	Self

Goals and Competencies

II. WHAT IS THE PURPOSE OF THE PLAN?

The purpose of the induction and mentor plan is to provide a program that honors and supports the professional development of new teachers and educational specialists to the profession and/or district. This induction program will:

- Provide a program through which the new teacher may become familiar with District policies and resources;
- Provide training and improve the skills of the new teacher in the area of instructional delivery;
- Orient the new teacher to District expectations as they relate to curriculum, instruction, classroom management and organization;
- Provide information about staff development activities;
- Provide peer support for the new teacher.

Participation in the induction program is mandatory for both professionals new to the profession and/or district.

III. WHAT ARE THE REQUIREMENTS OF THE PLAN?

The requirements of the Brandywine Heights Area School District Induction and Mentor Program indicate that the inductees shall: (See “Activities and Topics” page).

1. Attend summer district Induction Orientation Days (2) prior to the district’s traditional in-service, professional, and Act 80 day(s).
2. Visit the other school buildings and some classrooms within the district.
3. Meet regularly for scheduled collaboration and consultation meetings with their mentors or other selected staff as appropriate.
4. Learn the essential elements of the district’s Strategic Plan, Instructional Framework, State Standards and other policies.
5. Attend monthly building induction team meetings.
6. Complete the program evaluation and log forms.

IV. WHAT IS THE STRUCTURE OF THE INDUCTION/MENTOR PLAN AND HOW IS IT GOVERNED?

A. DISTRICT LEVEL MEMBERSHIP AND RESPONSIBILITY:

1. The Act 48 Committee will monitor and assess the overall induction program annually.

2. The district Induction Coordinator (Assistant to the Superintendent) will:
 - a. Facilitate and coordinate the district induction program and Act 48 Steering Committee.
 - b. Distribute the logs, evaluation, assessment and verification forms, maintain a file and collect the completed inductee's plan, and provide a written letter (and Certificate of Completion) for the teachers and district's personnel file.
 - c. Coordinate and plan for two Inductee Days during the academic year.
 - d. Organize, in cooperation with the principal, the content of building level inductee meetings which includes the study of The Code of Professional Practice and Conduct for Educators.

B. BUILDING LEVEL MEMBERSHIP AND RESPONSIBILITY:

1. Principal (Facilitator) of the Building Team
 - a. Coordinate building orientation sessions
 - b. Coordinate the distribution of curriculum and instructional planned courses and expectations
 - c. Maintain and certify their staff members induction plans and complete documentation and reporting to the district Induction Coordinator.
 - d. Plan monthly meetings (Sept. – May) and share the agenda dates, times, and location with the mentors and inductees.
2. Building Team
 The team includes the principal, mentors, inductees and other resource staff as needed.

Assessment Processes
Assessment Processes

Assessment of Needs

There are several means by which the needs of the inductees and teachers are addressed. They include:

- An evaluation of the New Teacher Orientation Day program completed by each inductee and support teacher. Information from this document is used to refine the orientation program to better meet the needs of all participants;
- An evaluation of the whole program completed by support teachers and inductees at the end of the year;
- Meetings between the support teachers and the inductees within the framework of the building meetings;
- The needs assessment conducted as part of the Brandywine Heights Area School District Continuing Professional Development Plan;
- Logs maintained by inductees and support teachers;

Mentor Selection

C. MENTOR MEMBERSHIP AND RESPONSIBILITY

1. Selection Criteria

- a. Possess an Instructional II Certificate
 - b. Have a minimum of two years of experience in the Brandywine Heights Area School District
 - c. Possess excellent interpersonal and communication skills, enthusiastic and positive.
 - d. Be willing to attend and be flexible in setting inductee training sessions.
 - e. Be experienced or similar in grade, subject, and building as inductee
 - f. Demonstrate and be a role model in the use of best practices in curriculum instruction, assessment, classroom management, change, planning, teamwork, and student/parent/community involvement, in order to maximize the learning process.
2. Mentor selection process:
- a. The building principal will poll the eligible staff (Mentor Interest Inventory) to determine who is interested in possible becoming a mentor to new teachers.
 - b. The principal will nominate the mentor and recommend the candidate to the District Induction Plan Coordinator. If approved, the principal will seek acceptance of the mentor position from the candidate (Mentor Agreement).
 - c. Among candidates, the principal will attempt to utilize mentors on an equitable basis.
3. Mentor Role and Responsibility
- a. Agree to participate in mentor training program (1/2 day in August).
 - b. Share the staff, administration, building, district and community culture with the inductee.
 - c. Establish a positive rapport with the new inductee.
 - d. Meet and/or communicate with the inductee a minimum of once a week during the year of Induction.
 - e. Familiarize and review as appropriate the district's policies and procedures on a priority immediate needs basis.
 - f. Review the major goals and expectations of the district's Strategic Plan, State Standards, Instructional Framework, Curriculum Cycle, and Staff Development programs.
 - g. Participate in monthly building team meetings. (Sept. – May)
 - h. Support and guide the inductee through the Act 48 Plan for continuous staff development.
 - i. Observe the inductee at least two times per semester in a collaborative peer coaching model and provide appropriate dialogue and feedback.
 - j. Coordinate and approve with the principal any classroom mentoring observations with e inductee.
 - k. Complete documentation on the Mentor Checklist verifying the above expectations were delivered.

Activities and Topics

Activities and Topics / Timeline of Events

- August 21 - 22, 2006 Inductee Orientation Day(s)
(Includes Pennsylvania's Code of Professional Conduct for Educators, Critical Knowledge and Skills for Teachers of the Future, and Instructional Framework.)
- August 22, 2006 Inductee – Mentor Teacher Orientation Day
- Month of September Individual Meetings – Inductee & Mentor Teacher
Meet the Principal (Inductee and Mentor)
- Month of October Individual Meetings – Inductee & Mentor Teacher
Meet the Principal (Inductee and Mentor)
Classroom visitations begun
Parent-Teacher Communication and Conferencing Workshop (Whole Group) District Office
- October 26, 2006: Inductee In-Service: Differentiated Instruction
- Month of November Individual Meetings-Inductees & Mentor Teachers
Meet the Principal (Inductee and Mentor)

November 10, 2006: Inductee In-Service : Differentiated Instruction

Month of December	Individual Meetings – Inductee & Mentor Teacher Meet with the Principal (Inductee and Mentor)
Month of January	Individual Meetings – Inductee & Mentor Teacher Meet with the Principal (Inductee and Mentor)
Month of February	Individual Meetings – Inductee & Mentor Teacher Meet with the Principal (Inductee and Mentor)
Month of March	Individual Meetings – Inductee & Mentor Teacher Meet with the Principal (Inductee and Mentor)
Month of April	Individual Meetings – Inductee & Mentor Teacher Meet with the Principal (Inductee and Mentor)
Month of May	Individual Meetings – Inductee & Mentor Teacher Meet with the Principal (Inductee and Mentor) Submit Logs Complete Needs Assessment – Due: May 25, 2007

Evaluation and Monitoring

V. HOW WILL THE INDUCTION PLAN BE EVALUATED?

A. Program Evaluations:

The mentor and inductee will submit all checklists, activities, and evaluation forms and review with the principal. The principal will submit all completed program evaluation forms and checklists and submit them to the district's Induction Coordinator by May 20th.

B. Induction Coordinator (Assistant to the Superintendent) and Act 48 Committee:

The Induction Coordinator will review the program annually and if necessary, recommend any adaptations to the Act 48 Committee for their review and approval.

C. The Act 48 Guidelines and Continuous Education Program:

The district program and evaluation will adhere to the guidelines and evaluation of the Act 48 Plan.

Participation and Completion

3. Mentor Role and Responsibility

- Agree to participate in mentor training program (1/2 day in August).
- Share the staff, administration, building, district and community culture with the inductee.
- Establish a positive rapport with the new inductee.
- Meet and/or communicate with the inductee a minimum of once a week during the Induction year..
- Familiarize and review as appropriate the district's policies and procedures on a priority immediate needs basis.
- Review the major goals and expectations of the district's Strategic Plan, State Standards, Instructional Framework, Curriculum Cycle, and Staff Development programs.
- Participate in monthly building team meetings. (Sept. – May)
- Support and guide the inductee through the Act 48 Plan for continuous staff development.
- Observe the inductee at least two times per semester in a collaborative peer coaching model and provide appropriate dialogue and feedback.
- Coordinate and seek approve from the principal for any classroom mentoring observations with the inductee.
- Complete documentation on the Mentor Checklist verifying the above expectations were delivered.

D. INDUCTEE ROLE AND RESPONSIBILITY

1. Definition of an Inductee can be as follows:

- a. New to the profession (1st year)
- b. New to the district (but already completed Induction elsewhere)
- c. Long Term Substitute (LTS).

Note: The above may receive a modified Induction Plan, depending on circumstances, with approval of the principal and district Induction Coordinator.

2. Inductee Responsibilities

- a. Participate in two Inductee Orientation Day Agendas prior to the opening of school.
- b. Actively participate in all district induction staff development programs.
- c. Communicate as appropriate with the mentor any concerns or required resources.
- d. Utilize the best practices in the Critical Knowledge and Skills for Teachers of the Future text.
- e. Meet with your mentor at least once per week during the first semester.
- f. Submit your completed Induction Verification Packet by the deadline.
- g. Exchange classroom visits under the guidance of your mentor and principal.
- h. Become visible and active within the Brandywine Heights Area School District community as a positive professional role model.