
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Teacher Induction Report **Wednesday, March 12, 2008**

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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
David Hauck	SUN Area Career & Technology Center	Secondary School Teacher	Administration
Dennis Hain	SUN Area Career & Technology Center	Administrator	Administration
Donald Gunther	SUN Area Career & Technology Center	Ed Specialist - Instructional Technology	Administration
Geoffrey Schmitz	SUN Area Career & Technology Center	Ed Specialist - School Counselor	Administration
John Bohn	SUN Area Career & Technology Center	Administrator	Administration
Mark Shumaker	Yorktowne Cabinetry	Business Representative	Administration
Mary Brouse	Lewisburg Area School District	Board Member	Administration
Patricia Vanhorn	SUN Area Career & Technology Center	Community Representative	Administration
Wendy Chalmers	SUN Area Career & Technology Center	Special Education Representative	Administration

Goals and Competencies

1. To provide new employees with a supportive and educational transition program for their initial year of employment at SUN Tech. To inform them of School's policies, procedures and teaching techniques as needed. To help employees understand and fulfill their role in accomplishing the School's mission, goals and student learning outcomes.

2. To meet the District's obligation to provide Induction for new professional employees.

3. To help new teachers understand and fulfill their role in accomplishing the School's mission, goals and student learning outcomes by helping new teachers:

- improve teaching skills
- improve knowledge of teaching strategies based on effective teaching research
- improve classroom management skills
- improve curriculum development skills
- become acclimated to the School's policies, programs, services and procedures
- develop awareness of individual learning styles
- develop effective instruction and assessment techniques
- develop an effective safety program
- develop an understanding of the approved program evaluation

Assessment Processes

The educational needs of the Inductee will be determined by:

- informal observations of inductee by mentor, building administration and induction committee

- informal responses sought from inductee, mentor, building teachers and building administration
- written feedback from participants to plan induction experience for the subsequent year
- completion of the needs assessment pretest and posttest
- completion of the committee members evaluation forms

Mentor Selection

Mentors must be experienced teachers with no less than three years of successful teaching experience.

1. Mentors will be selected by the following steps:

- Applications will be distributed at the first in-service day at which time interested individuals may complete and submit their application.
- Applications should be screened and mentors selected by the Professional Development/Induction Committee for placement on a mentor list.
- The list will be reviewed at least every two years by the Professional Development/Induction Committee.
- The assignment of the mentor to an inductee will be made by the Professional Development/Induction Committee. Only one inductee will be assigned to a mentor.

2. Qualities of a mentor:

- Recognized as an excellent teacher
- Works well with students and adults
- Has good organizational skills
- Uses a variety of classroom management techniques
- Skilled in working with large and small groups
- Enthusiastic and has positive attitude
- Has positive relationship
- Has desire to serve
- Has knowledge of the following:
 - School's policies, procedures and curriculum
 - Problem solving skills
 - Decision making skills
 - Instructional techniques
 - Testing and measurement skills

3. Role of a mentor:

- Establish rapport as a helping person
- Help new teacher to identify most immediate and pressing needs
- Help with ways to organize and manage the classroom
- Suggest ways to plan for instruction
- Suggest group procedures for instruction
- Help with ways to teach curriculum
- Help with all aspects of the teaching process
- Suggest ways to communicate with parents
- Help inductee develop a student visitation presentation
- Help obtain available resources (material and support services)
- Make inductee aware and suggest possible classroom visitations
- Contacts or meets inductee at least monthly

Activities and Topics

Each member of the induction team will meet with the inductee long enough to cover the items on the appropriate checklist. The mentor will meet with the inductee a minimum of 27 hours. The mentor will meet with the inductee at least once a week during the inductee's first marking period, and will be assigned to the inductee prior to the inductee's first day of employment. Two release days will be made available, (1) for an inductee and mentor visitation to another vocational facility to observe inductee's program area, (2) for inductee and mentor to observe classroom and shop activities at SUN Tech. In circumstances where the inductee **is not new to the teaching profession**, but new to SUN Tech, the induction process may be customized to fit the individual needs of the inductee. However, the mentor and inductee will still meet at least once a week during the inductee's first marking period. Among the general topics to be covered by the Induction Plan is the Code of Professional Practice and Conduct for Education within the first 90 days of employment each year in which there is an inductee.

1. Role of Inductee

- Meet with the mentor on a regular basis
- Interact with induction team members
- Make an effort to implement suggestions or recommendations made by induction team members
- Communicate needs to respective induction team members
- Participate in beginning teacher seminars and activities
- Aim for professionalism
- Participate in the evaluation of the teacher induction program
- Complete the teacher induction plan check lists

2. Recognition

- A meal at the end of the year (inductee, mentor, professional development/induction committee)
- Certificate upon completion
- Certificate in personnel file

3. Role of the Administrative Director

- Discuss and review "Code of Professional Conduct", etc.
- Discuss and review Quality Improvement System: ISO 9001 and Baldrige, etc.
- Participate in new teacher orientation
- Participate in mentor training
- Meet with induction team members at least three times a year
- Demonstrate induction program awareness
- Facilitate communication between administration and the inductee/mentor pairs
- Assist mentor/inductee pairs to facilitate visitation and information exchanges
- Support and encourage the support teachers
- In the event of a personality conflict between the mentor and the inductee, the Administrative Director shall be responsible to recommend to the professional development/induction committee that a replacement be assigned.

4. Responsibilities of the organizational structure

- Administrative Director:
 - Monitors and evaluates induction programs
 - Plans induction activities
 - Appoints professional development/induction committee chairperson
 - Implements induction plan for staff
- SUN Tech Professional Development/Induction Committee:
 - Develops induction plan
 - Recommends programs, activities and consultants for induction
 - Selects and assigns mentor
 - Plans induction time line
 - Evaluates the induction program

5. Training

- The mentor training will include:
 - Knowledge of the induction process
 - Relationship to program adopted student outcomes
 - Mentor process
 - Clinical observation
 - Interpersonal skills
 - Pennsylvania Code of Professional Conduct
 - Knowledge of adult learner
 - Testing and measurement skills
- New staff members/inductee training will include:
 - Participate in school's orientation day activities for new staff
 - Understanding of policies, procedures, forms and curriculum
 - Survival techniques for "Day 1"
 - Cooperate with mentor through individual and group meetings with other staff members
 - Participate in visitation to other classrooms to observe different teaching techniques
 - Participate in seminars/workshops as scheduled by professional development/induction committee
 - Student assessment
 - Classroom management
 - Interpersonal communication and confluence skills
 - Orientation to: SUN Tech's mission, goals and student learning outcomes
 - Family and Community
 - Technology
 - Resources available are:
 - PDE
 - CSIU
 - Bucknell, Susquehanna, Bloomsburg, PSU and Penn College
 - Assoc. for Supervision & Curriculum Development
 - Local businesses and industries

6. Teacher Induction Plan Mentor Guidelines

- Administers Pretest within the first 20 days of the inductee's employment
- Oversees and arranges inductee's meeting with members of induction team
- Provides guidance, explanations and procedures for the following:
 - Preparation of classroom/lab
 - Develop daily plan/orientation for first week of school
 - Teacher Handbook
 - School calendar

- Time schedules
- Policies
- Grading system
- Mid-quarter evaluations
- Attendance
- Health and safety (what to do in case of an accident)
- Community relations
- Administrative procedures
- Professional development
- Student Handbook
- Behavioral guidelines
- Student professional image guidelines
- Admittance slips
- Tardiness slips
- Makeup work
- Medications
- Tobacco
- Electronic devices
- Hall pass, sign-out sheets
- Fire drills
- First 30 Minutes Guidelines
- Competency based technical education
- Cooperative technical education
- Advisory committees
- Review professional contract
- Open House/Public Awareness
- Certificate Awards/Awards Assembly
- Teaching Skills:
 - Effective questioning
 - Planning skills
 - Learning styles
 - Planning and presenting demonstrations
 - Planning and presenting discussions/lectures
 - Factors effecting teaching and learning
 - Classroom discipline
 - Motivating students
 - Individual student differences
 - Accommodating the slow learner
 - Evaluating students
 - Effective interaction with parents
 - Organizing class work
 - General organization and record keeping
- Student organizations
- When possible, the mentor should serve as the advisor of the inductee's SkillsUSA/HOSA program for the first year.
- Administer posttest within the last 20 days of the inductee's first full year of employment.
- Have evaluations completed and returned to the committee chairperson within the last 20 days of the inductee's first full year of employment

7. Teacher Induction Plan Curriculum & Instruction Supervisor Guidelines

- Provides guidance explanations and procedures for the following:
 - Instruction in the Right-to-Know Law
 - Academic standards

- Lesson plan construction
- Chapter 339 requirements
- PDE 320 program approval requirements
- Schedule asbestos, Right-to-Know and volatile storage training
- Schedule blood born pathogens training
- Professional quality plan, form (AD 1982)
- Program quality plan, form (AD 1984)
- Curriculum design control, form (AD 1911)
- Insure that item J (Special Resources) has been addressed within the first 10 days

8. Teacher Induction Plan Office Manager Guidelines

- Explanation for completion and submission of the following forms:
 - Absence request
 - Conference request
 - Prior course approval
 - Credit reimbursement
 - Personal expense
 - Use of vehicles
 - Field trip request
 - Office supply request
 - Professional development
 - Time sheets
 - Equipment repair
 - Fire extinguisher reports
 - Maintenance procedures
 - Purchase request and authorization
 - Student accident report
 - Work order
 - Tardy slip
 - Admittance slip
 - Make-up work
- Directions and procedures for use of the following:
 - copying machine
 - typing/copy request for office
 - signing out computer equipment
 - office personnel duties

9. Teacher Induction Plan Business Manager Guidelines

- Explanation for completion and submission of the following:
 - Health insurance
 - Life insurance
 - Payroll schedule
 - Payroll savings plans
 - Direct deposit
 - Miscellaneous benefits
 - Retirement benefits
 - Student account

10. Teacher Induction Plan Adult Education & Purchasing Guidelines

- Explanations and procedures for the following:

- Adult education, prime time adults (PTA) and evening programs
- Consumable Supplies and Equipment Bid Specifications
- Inventory
- Supplies and equipment

11. Teacher Induction Plan Resource Specialist Guidelines

- Explanation for development and use of:
 - IEP
 - Behavior plan
 - FAPE
 - Request for paraprofessional

12. Teacher Induction Plan LAN Administrator Guidelines

- Explanations and procedures for the following:
 - Instructor/staff PC
 - Student PC
 - Internet access & filtering
 - Network security
 - Ordering computer hardware/software
 - Requesting computer related support
 - Outlook

13. Teacher Induction Plan First Aid Safety Officer Guidelines

- Explanation and procedures for the following:
 - First aid procedures (call 120)
 - Accident reports
 - Eye wash
 - Fire extinguisher reports
 - First aid procedures for field trips
 - Distribution of medications
 - Student medical history reports
 - Emergency information forms

14. Teacher Induction Plan Administrative Director Guidelines

- Explain expectations and areas that will be critiqued throughout the school year including but not limited to:
 - School code
 - Formal and informal evaluations
 - Board policies
 - Collective bargaining agreement
 - Teachers' handbook
 - Student handbook
- Personality:
 - Exercises (prudent) judgment
 - Maintains personal hygiene and appropriate dress
 - Maintains poise and composure
 - Maintains professional attitudes
- Preparation:
 - Communicates with parents about student's progress
 - Demonstrates appropriate language usage

- Demonstrates a willingness to cooperate toward district goals
- Evidences planning which reflects objectives and activities
- Keeps abreast of subject matter and special practices
- Provides appropriate instructional material to meet the student's needs
- Technique:
 - Demonstrates ability to organize for instruction
 - Encourages students with appropriate reinforcement
 - Provides an educational atmosphere consistent with instructional goals
 - Provides for individual student differences
 - Utilizes appropriate strategies
- Pupil Reaction: (student response to activities over which the professional employee has control)
 - Demonstrates work/study habits
 - Evidences communication skills
 - Exhibits behaviors conducive to learning
 - Participates in learning activities
- Classroom Management Skills:
 - Student discipline
 - Discipline reports
 - Incident reports
 - Student attendance
 - Make-up work
 - Tardiness
 - Early dismissal
 - Close of school
 - Quality System, ISO 9001 Standards & Baldrige
 - Code of Professional Practice and Conduct
 - Attendance
 - Length of the work day
 - Leaving shop unattended
 - Recruitment process
 - Program visitations, districts' students
 - Program curriculum/career objectives
 - Grading
 - Student obligations/responsibilities
 - Tobacco products
- The Family and Community:
 - Promote public trust
 - Technician's 21st century curricula
 - Making winners out of ordinary people
 - ISO 9001 registration
 - Professional image
 - Young professionals
 - Performance benchmarks
- Professional Knowledge:
 - Promote learning
 - Promote safety
 - School code
 - Collective bargaining agreement
 - Evaluation, bi-annual or annual
- Teacher/Student Handbook:
 - Fair but firm
 - Grading
 - Vending machines
 - Drugs/weapons policies
 - Locker regulations

- Unsatisfactory Behavior and Actions:
 - (References — assigned mentor, Administrative Director, School Law, Board Policy, Collective Bargaining Agreement)
- Unsatisfactory Instructional Delivery Skills:
 - No support/consensus for initiatives center wide
 - Denial personal/professional responsibility
 - Failure to follow directives
 - Do your own thing
 - Overdue deadlines
 - Overdue grades
 - Publicly gossip/complain
 - Ignore policy
 - Sexual harassment
 - Student friends/favoritism
 - Your time — not teaching
 - Skipping curriculum
 - Ignore discipline
 - Discipline in public
 - Verbal abuse
 - Vulgar comments

Evaluation and Monitoring

Evaluation and monitoring of the program will be conducted by the Professional Development/Induction Committee at the end of the school year with input from the mentor, inductees, committee members and the administrator using evaluation forms provided. The School's Professional Development/Induction Committee will consist of the Administrative Director or designee, the Curriculum and Instruction Supervisor or designee, two teachers, and one support staff member. This Committee will be responsible for the development, implementation, evaluation, monitoring and periodic revision of this plan. Induction committee members are also members of the Professional Development Committee. Teachers and support staff members are selected by the Association for two-year terms, from September 1st through August 31st. The same procedure will be used to fill unexpired terms. The Professional Development/Induction Committee will meet periodically to monitor/evaluate this plan.

Participation and Completion

Newly employed as well as new teachers will participate in the Teacher Induction Plan. In circumstances where the inductee is not new to the teaching profession, but new to SUN Tech, the induction process may be customized to fit the individual needs of the inductee.

ADMINISTRATIVE STRUCTURE

The Administrative Director or designee will coordinate the school's induction program.

- Professional Development/Induction Committee:
 - Administrative Director or designee (serves as chairperson)
 - Two teachers
 - One member from support staff personnel
 - Curriculum and Instruction Supervisor or designee
- Induction Team:
 - Inductee
 - Mentor
 - Curriculum and Instruction Supervisor
 - Office Manager

- Business Manager
- Adult Education-& Purchasing Coordinator
- LAN Administrator
- Administrator
- Resource Specialist
- First Aid Safety Officer

COMPLETION:

In recognition of the inductee's successful completion of the requirements of SUN Tech's Teacher Induction Program:

- A meal will be attended at the end of the year by the; inductee, mentor, and professional development and induction committee members.
- A certification of successful completion of the requirements of SUN Tech's Teacher Induction Program will be awarded to the inductee.
- The Office Manager will keep a copy of the following records:
 - Inductee's certificate
 - Mentor's application
 - Pretest
 - Posttest
 - Committee member's evaluation sheets
 - Guideline checklists