
Pennsylvania Department of Education



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

Teacher Induction Report **Monday, November 24, 2008**

Entity: Antietam SD
Address: 100 Antietam Rd Stony Ck Mills
Reading, PA 19606-1018
Phone:
Contact Name:

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Ann Sellers	ASD Board member	Board Member	ASD Board of Directors
Beverly Daniels	ASD Board member	Board Member	ASD Board of Directors
Brian Patton	Antietam School District	Ed Specialist - Instructional Technology	Dr. Larry Mayes
Brooke Romaniello	Antietam School District	Special Education Representative	Dr. Larry Mayes
Casey Smith	ASD professional staff - ESL services	Special Education Representative	ASD professional association
Dan Richards	ASD professional staff	Secondary School Teacher	ASD professional association
Dave Stauffer	ASD Board member	Board Member	ASD Board of Directors
Dawn Laub	ASD professional staff	Elementary School Teacher	ASD professional association
Donna Schell	ASD Community	Parent	ASD Board of Directors
Ginny Kelbish	ASD professional staff	Ed Specialist - School Psychologist	ASD professional association
Heather Wamsher	ASD professional staff	Special Education Teacher	ASD professional association
James Snyder, Ed.D	Antietam Middle-Senior High School	Administrator	Dr. Larry Mayes
Joanne Just	ASD Board member	Board Member	ASD Board of Directors
Julia Kleiman-Baer	ASD Board Member	Board Member	ASD Board of Directors
Kelly Koch	ASD Community	Parent	ASD Board of Directors
Kerry Hoffman	Mt. Penn Elementary School	Administrator	Dr. Larry Mayes
Larry W. Mayes, Ed.D	Antietam School District	Administrator	Dr. Larry Mayes
Linda Prussman	ASD Community	Community Representative	ASD Board of Directors
Lindsey Ott	ASD professional staff	Elementary School Teacher	ASD professional association
Lisa LaBute	ASD professional staff	Secondary School Teacher	ASD professional association
Mary Benischeck	ASD professional staff	Ed Specialist - School Counselor	ASD professional association
Matt Ahearn	ASD professional staff	Secondary School Teacher	ASD professional association
Melissa Sallade	ASD professional staff	Ed Specialist - School Nurse	ASD professional association

Michele Bleacher	Mt. Penn Elementary School	Administrator	Dr. Larry Mayes
Pam Janda	ASD Support Staff	Other	ASD Administration
Pat Murray	ASD Community	Parent	ASD Board of Directors
Sandra Breneiser	ASD Community	Community Representative	ASD Board of Directors
Scott Spatz	ASD professional staff	Elementary School Teacher	ASD professional association
Shirley Feyers	Mt. Penn Primary School	Administrator	Dr. Larry Mayes
Staci Fink	ASD professional staff	Middle School Teacher	ASD professional association
Sue Blatt	ASD professional staff	Special Education Teacher	ASD professional association
Susan O'Boyle	ASD Community	Parent	ASD Board of Directors
Suzanne Daigle-Karow	ASD Community	Parent	ASD Board of Directors
Suzanne Messner	ASD professional staff	Elementary School Teacher	ASD professional association
Tanya Hoffman	ASD professional staff	Elementary School Teacher	ASD professional association
James Reece	ASD community	Business Representative	Dr. Larry Mayes
Lisa Iezzi	ASD Community	Parent	Dr. Larry Mayes
Anthony Garipoli	ASD Community	Community Representative	Dr. Larry Mayes
Linda Orth	ASD Community	Business Representative	Dr. Larry Mayes

Goals and Competencies

Purpose: The induction plan of the Antietam School District is a program designed to develop patterns of classroom organization, planning, and management, facilitating a successful passage through the initial teaching period for the beginning professional.

Plan Requirements: Two days during the month of August; three after school meetings (district-wide); three building level meetings (October, November, December); three regular meetings during the spring of the year.

Goals:

- 1) To provide a series of planned experiences, activities, and studies designed to increase the beginning teacher's knowledge and improve his/her teaching skills
- 2) To accommodate teachers who are new to the district with the necessary information for orientation in an orderly manner

Objectives:

- To provide a formal structure through which the inductee may become familiar with district policies, procedures and resources
- To provide a support system for the inductees through the use of a mentor support teacher
- To provide a structure through which the inductee can objectively analyze the effectiveness of his/her teaching and have resources for self-improvement readily available
- To provide a formal structure for identifying and solving the problems common to inductees
- To provide a common entry point for ongoing staff development

Membership: District — Superintendent of Schools or designee, one elementary administrator, one secondary administrator, two elementary teachers, two middle-secondary teachers, association president or designee. Building - Principal, assistant principal, teachers.

Assessment Processes

- A. The District Teacher Induction Committee will evaluate the progress of induction plan.
- B. In October and January, the Teacher Induction Progress Survey will be used.
- C. In May, the Teacher Induction Plan Survey will be used to assess the perceived value of the Induction Plan for the current year's mentors and inductees.
- D. Inductees must maintain a portfolio for submission at the conclusion of the Induction year containing the following elements:
 - 1) Teacher Induction Explorations with attachments
 - 2) Checklist of Discussion Topics/Final Program Evaluation
 - 3) Dates of an list of activities/meetings with mentor
 - 4) Parent Contact Log

Mentor Selection

Criteria to be eligible for a mentorship — An experienced teacher with no less than three years of successful teaching experience. A paid volunteer from a pool of experienced teachers from the same building as the inductee (preferably with the same content-specific assignment or grade-level).

Qualities of teachers to be considered as mentors — Is recognized as an excellent teacher, works well with children, colleagues, and parents, has good organizational skills, has knowledge and awareness of instructional skills, has knowledge about and use of a variety of classroom organization and management techniques, is enthusiastic, has a positive attitude, and has a desire to serve.

Selection — The principal of the building where the inductee will serve as a teacher will identify the pool of mentor candidates; the building principal will seek mentors by soliciting interest and then select mentors accordingly.

Responsibility — Establish rapport with the inductee as a helping person, aid the inductees in meeting the goals and objectives of the program, serve as first contact for inductee's needs and direct inductee to other school resources as needed, help inductee to identify the most immediate and pressing needs and determine training needs of the inductee on an on-going basis, attend all required meetings/events for mentors as part of the Teacher Induction plan, certify the completion of the inductee's teacher induction plan that includes all supporting paperwork, establish a weekly

meeting schedule to allow for coverage of listed discussion topics and those that arise over the course of the school year, other suggested mentor activities to attend co-curricular events, activities, and sporting events with inductee.

Activities and Topics

August New Teacher/Inductee Orientation Day(s)

Topics:

Orientation to State & District Policies, Procedures, and Documents

Professional Rights and Responsibilities

Curriculum and Instruction

Classroom management/Student Discipline

Technical/Building Support

Student Services

Positive/Productive Communications and Interactions within and outside the school environment

August Inductee — Mentor Teacher Orientation Day

September Individual Meetings
New Teacher Meetings with Principal
District Meeting (After School Workshop)

October Individual Meetings
New Teacher Meetings with Principal
District Meeting (After School Workshop)

November Individual Meetings
New Teacher Meetings with Principal
District Meeting (After School Workshop)

December Inductee & Mentor Meetings (As required by building administrator)

January Inductee & Mentor Meetings (As required by building administrator)

February Inductee & Mentor Meetings (As required by building administrator)

March Inductee & Mentor Meetings (As required by building administrator)

April Inductee & Mentor Meetings (As required by building administrator)

May

Inductee & Mentor Meetings (As required by building administrator)

Other Requirements

- Parent Contact Log
- Attendance at two activities:
 - Conference/workshop
 - School Board Meeting
 - Co-curricular events, activities, sporting events
- Program evaluation & record keeping

Topics of Discussion

- Orientation to state & district policies, procedures, and documents
- Professional rights and responsibilities
- Curriculum and Instruction
- Classroom Management/Student Discipline
- Technical/Building Support
- Student Services
- Communications and Interactions

Evaluation and Monitoring

Mentor Role and Responsibility

1. Establish rapport with inductee as a helping person
2. Aid the inductees in the meeting the goals and objectives of the program
3. Serve as first contact for inductee's needs and direct inductee to other school resources as needed
4. Help inductee to identify the most immediate and pressing needs and determine training needs of the inductee on an on-going basis
5. Attend all required meetings/events for mentors as part of plan
6. Certify the completion of the inductee's teacher induction plan that includes all supporting paperwork
7. Establish a weekly meeting schedule to allow coverage of listed discussion topics and those that arise over the course of the year

Inductee Role and Responsibility

1. Participate in Inductee Orientation Day activities prior to the opening of school
2. Actively participate in all district induction staff development programs
3. Communicate as appropriate with the mentor any concerns or required resources
4. Meet with your mentor at least once per week during the first semester
5. Submit completed paperwork by the deadlines established in plan
6. Become visible and active within the Antietam School District community as a positive, professional role model

Participation and Completion

Program Evaluation and Completion

1. Complete the required Teacher Induction Progress Survey in October and January
2. Complete the required Teacher Induction Plan Survey used to assess the perceived value of the Induction Plan for the current year's mentors and inductees
3. Maintain a portfolio for submission at the conclusion of the Induction year including:
 - a. Teacher Induction Explorations with attachments
 - b. Dates and list of activities/meetings with mentor
 - c. Checklist of Discussion Topics/Final Program Evaluation
 - d. Parent Contact Log