
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
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Teacher Induction Report **Thursday, September 17, 2009** **(Last Last Approved: Friday, November 14, 2008)**

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Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Benita Draper-Terry	BASD	Administrator	Mr. Washington
Doris Correll	BASD	Administrator	Mr. Washington
Dr. Dean Donaher	BASD	Administrator	Mrs. Katona
Dr. Joanne LoFaso	BASD	Administrator	Mrs. Katona
Dr. Joseph A. Lewis	Superintendent of Schools	Administrator	PDE
Faye North	BASD	Parent	Mr. Washington
Ken Force	BASD	Middle School Teacher	Mr. Washington
Mary Colon	BASD	Administrator	Mr. Washington
Michele Fragnito	BASD	Administrator	Mr. Washington
Thomas Washington	BASD	Administrator	Mr. Gross

Goals and Competencies

GOAL STATEMENT: The goal of the Bethlehem Area School District (BASD) teacher induction program is to provide planned experiences and programs in order to increase the inductee's knowledge and improve teaching skills.

Strategies:

To provide planned experiences and programs to increase the inductee's knowledge and improve teaching skills. This process is supportive and instructive rather than evaluative in nature. It facilitates an orderly and successful passage through the initial teaching experience.

The major objective of the teacher induction program is to offer inductees opportunities to acquire knowledge about:

- effective classroom management techniques
- effective research-based instructional strategies
- implementation of the standards-based curriculum
- the community, district, and building expectations
- building, district, state, and federal policies and procedures as they relate to their assignment, e.g. PSSA, NCLB, certification
- understanding the district's supervision/evaluation process
- building professional attitudes and positive self-esteem by establishing a relationship with a mentor
- locating resources within the building, district, and intermediate unit
- use of technology in the classroom
- sensitivity and understanding of existing multicultural issues in the Bethlehem Area School District

Assessment Processes

The Assistant Superintendent for Curriculum and Instruction is responsible for presenting an evaluation report to the Act 48 Committee annually. This report will summarize the inductee evaluations of the district seminars, the inductee evaluations of the overall program, and the

support teacher/administrator evaluations of the overall program. Based upon this report, the Act 48 Committee will modify the program, when necessary.

Mentor Selection

Building Induction Team Composition:

The members of the building induction team include an administrator, a support teacher (mentor), and the inductee.

Teachers who serve on the building induction team will be selected by the principal.

The principal selects support teachers (mentors) from those who have expressed an interest to serve. The following selection criteria are used. The mentor should:

- be tenured and have been assigned to the same building as the inductee for at least the previous year.
- teach at the same grade level where possible and/or in the same subject area as the inductee.
- have a schedule that coincides with that of the inductee and share similar experiences, such as an itinerant teacher.
- be skilled in working with people.
- be respected by the school community.
- have the ability to motivate, set high expectations, and foster excellence in student performance.
- use a variety of instructional methods, classroom organization techniques, and classroom management strategies.

Building Induction Team Responsibilities

The responsibilities of the building induction team are as follows:

- meet monthly
- participate in the building orientation process
- aid the inductee in meeting the objectives of the program
- plan appropriate staff development programs to meet the educational development needs of each inductee
- evaluate the effectiveness of the building level implementation and report to the district staff development council

The responsibilities of the support teacher are as follows:

- establish a supportive relationship with the inductee
- participate in training and other staff development programs related to the induction program, whenever possible
- meet with the inductee at least weekly during the first semester and biweekly during the second semester
- attend the monthly building induction meeting
- aid the inductee to identify the most immediate and pressing needs
- encourage the inductee to make peer visitations, which will help the inductee with identified areas of need

The responsibilities of the inductee are as follows:

- participate actively in all district seminar programs

- participate actively in all monthly building induction team meetings
- complete at least two half-day peer visitations
- participate in other professional/social activities which enhance their relationships with colleagues and support personnel
- evaluate each district seminar and the entire teacher induction program.

Activities and Topics

During late August and early September, the following activities will occur:

- Inductees are identified.
- Inductees receive an orientation to their new assignments by building administrators and/or support teachers.
- Administrators and support teachers are selected for the building induction team.
- Inductees meet with the Assistant Superintendent for Curriculum for an explanation of the induction program.
- The Assistant Superintendent for Curriculum provides orientation on the induction program for building administrators and support teachers.

From August through June, district-level seminars will be conducted on the following topics:

- Orientation to Act 48 professional development requirements and the District Technology Plan
- CPETracker/Inductee Handbook
- Teaching with Technology
- BASD Code of Conduct
- Special Education Strategies
- Multicultural/Diversity Training
- Effective Classroom Instructional Strategies
- Focus on ESOL
- Student Services Function

In addition, a meeting between the inductees and the superintendent and his/her cabinet is held to facilitate a sharing of information about the first-year experience and the induction program itself.

When the inductee holds a non-classroom position, some of the district seminar topics are modified to meet the inductee's specific position needs. These modifications are planned cooperatively with the inductee, the support teacher, and the district induction coordinator.

The building induction team will address the following topics with inductees during monthly meetings or at other times as appropriate such as grade level meetings or department meetings:

- demographic and social structure of the community
- district policies and procedures, such as,
 - district philosophy
 - grading and retention policy
 - curriculum planning
 - attendance policy
 - pupil support services
 - intervention programs
 - teacher evaluation process
- building policies and procedures, such as,
 - use of communication systems
 - attendance procedures
 - discipline policy

extracurricular activities
record keeping
child study team/instructional support team/SAP
schedule
planned courses/curriculum expectations
• professional development
classroom management/organization
time management
effective instructional techniques
peer visitation/observation techniques
home/school communication
parent/teacher conferences
accommodations for ESOL and special education students
use of technology in the classroom

Evaluation and Monitoring

The Assistant Superintendent for Curriculum and Instruction is responsible for presenting an evaluation report to the Act 48 Committee annually. This report will summarize the inductee evaluations of the district seminars, the inductee evaluations of the overall program, and the support teacher/administrator evaluations of the overall program. Based upon this report, the Act 48 Committee will modify the program, when necessary.

Participation and Completion

Participation, Completion and in late May through early June, the following activities occur:

- Inductees submit their completed program checklist to the Assistant Superintendent for Curriculum.
- Inductees, support teachers, and administrators complete and submit their program evaluation forms to the Assistant Superintendent for Curriculum.
- Inductees receive an induction program completion certificate signed by the superintendent.
- Inductees are honored at a reception.
- A record of the inductee's participation and completion of the induction program is placed and maintained in the individual's personnel file.