

**Upper Merion Area School District**

**New Teacher Induction Program**

**2016-2017**

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# **Upper Merion Area School District New Teacher Induction Program 2016-2017**

The primary mission of the UMASD Teacher Induction Program is to provide exemplary training, support and retention of teachers new to the district and teachers re-assigned within the district in order to increase student achievement.

The goal of the program is to facilitate teachers' professional development during their three-year induction period. As a result of this process, new teachers can better promote student achievement in a culturally diverse environment by successfully implementing the goals, objectives, policies, procedures, and research-based practices required by the school system. Through professional learning experiences that are results-driven, job embedded, and collaborative, teachers are offered the opportunity to become part of a community of learners committed to remaining in the district as professional educators and leaders.

## **Goals and Competencies**

**A successful support system is characterized by:**

- Understanding the district's mission, vision, and changing goals.
- To provide new teachers with the opportunity to become familiar with the district's employees, resources, and support services
- To provide new teachers with an introduction to the curriculum and instructional program for which they are responsible.
- To assist new teachers with lesson planning
- To assist new teachers in learning to utilize and manage data to improve instruction
- To assist new teachers in the integration of technology in instruction and assessment
- To assist new teachers in acquiring classroom organization and management skills
- To provide new teachers with an opportunity to build a network and support system.

## **Assessment Processes**

1. New Teacher (Inductees) will complete an assessment survey to determine their perceived strengths and needs during the first week of induction.
2. Inductees will complete a post-induction survey at the end of the first year of the induction program. Pre- and post- surveys will be used to determine the effectiveness of the induction/mentoring program.

## **Mentor Selection**

### **Criteria:**

1. One mentor teacher per inductee
2. Whenever possible, the mentor teacher should teach the same grade level and/or subject level as the inductee.
3. Whenever possible, the mentor teacher should be from the same building and from a classroom near that of the inductee.
4. Satisfactory end of year evaluation required for mentor teacher selection.
5. Mentor teachers are:
  - a) Committed to education
  - b) Willing to be good listeners
  - c) Demonstrate leadership skills
  - d) Understand the curriculum and subject matter being taught
  - e) Understand and are sensitive to the needs of the first time teachers
  - f) Have a PA level II certification and tenure

### **Selection Process**

1. Director of Curriculum and Instruction contacts building principals for recommendations based on assignment, expertise, and “best fit.”
2. The recommended potential mentors are contacted to see if they are willing to serve.
3. If potential mentor agrees to assignment, the names are submitted to the Superintendent for approval by the school board.
4. Annual compensation as per current contract.

### **Role and Responsibilities**

1. Attend mentor training sessions and orientation meeting.
2. Meet with inductee on a regular basis and plan for classroom observations. Maintain a log of meetings and topics discussed.
3. Promote the socialization of the inductee into the school setting and the community.
4. Orient inductee to classroom management strategies.
5. Guide and direct the inductee in the instructional process.
6. Complete program evaluation form at the end of year 1

## **Mentor Training**

Mentors will attend a training session on **Wednesday, September 14, 2016, 4:00 to 5:00PM**

### **Program description for teachers new to UMASD:**

#### **YEAR ONE: 36 hours**

##### **Summer (4 days = 24 hours):**

###### **Day 1: August 15th**

- Overview of district initiatives and expectations
  1. Orientation to District profile, mission statement, vision, and strategic plan
  2. PA Chapter 235. Code of Professional Practice and Conduct for Educators – implications for teaching and learning.
  3. Policies and regulations
- LUNCH with UMASD Veteran Staff and Mentors
- Afternoon will be spent with “orientation” activities
  1. Introduction to technology: My Learning Plan, Sapphire, web page design, Progress Reports, email, Aesop, etc. - Rose Gersten
  2. Laptop distribution

###### **Day 2: August 16th**

- Teaching the English language learner – ESL Workshop - Angela Della Valle\*
- LUNCH
- PM: STEM Workshop – Sean Gardiner

###### **Day 3: August 17th**

- AM: Effective Instruction Strategies & Balanced Literacy in all Content - Dr. Susan Silver
- LUNCH
- PM: History of Upper Merion - Dave Montalvo\*

###### **Day 4: - August 18th**

- AM: Mindfulness for Educators - Joshua Gansky\*
- LUNCH
- PM: Special Education Workshop – Staci Futrick

**First Year Monthly Meetings: 2 hours per meeting – 4-6:00PM**

<b>Session/Area of Focus</b>	<b>Date</b>	<b>Topic</b>	<b>Facilitator</b>
1. Domain 1 – Planning and Preparation Domain 3 - Instruction	October 19	Effective Instruction Strategies & Balanced Literacy in all Content	Susan Silver
2. Domain 2 – Classroom Environment Domain 3 - Instruction	November 16	ESL Workshop #2	Angela Della Valle*
3. Domain 3 - Instruction	January 18	Integrating Technology	Mark Erb
4. Domain 1 - Planning and Preparation Domain 2 – Classroom Environment Domain 3 - Instruction	February 15	Special Education Workshop	John Moody
5. Domain 3 – Instruction	March 15	STEM Workshop #2	Sean Gardiner
6. Domain 3 – Instruction	May 17	Reflective Practices	Susan Silver

**Procedure for Classroom Visits:**

(Follow a similar procedure for each mentor visit. Mentor should keep visitation log, share with new teacher, and new teacher should respond. Logs will be part of on-going portfolio for new teacher.)

Visit 1:                      Teacher-selected focus within Domain 3: Instruction

Visit 2:                      Teacher-selected focus within Domain 3: Instruction

## **YEAR TWO: 12 hours - 4 hours face to face and 8 hours online**

### **During the Year:**

- Teachers must participate in at least 3 building-level data meetings and summarize those meetings in the portfolio.
  - Teachers will create and maintain a Data Portfolio, submit it at the end of the year to include:
    - Analysis of data for their classes
    - Responses to articles provided and workshop/meeting information
    - Samples of teacher-created assessments, rubrics, and analysis
  - **Teachers will attend monthly meetings as well as completing work online: 2 hours per meeting (4-6:00PM)**

Domain 4 – Professional Responsibilities	October 19	Effective Instruction Strategies & Balanced Literacy in all Content	Susan Silver
Domain 2 – The Classroom Environment/ Domain 3 - Instruction	November 16	Topic: Collaboration Strategies for ELLs  Online Learning	Susan Silver
Domain 3 - Instruction	March 15	STEM Workshop #2	Sean Gardiner
Domain 3 - Instruction	May 17	Reflective Practices	Susan Silver

## **YEAR THREE: 12 hours**

1. Teachers will attend a training meeting on **September 21st (4:00PM-6:00PM)** on portfolio development. The meeting will be facilitated by the Director of Curriculum and Instruction.
2. During this final year of the induction program, teachers will reflect on their practice by assessing their development in content knowledge and pedagogical skills. Using the forms provided, (See Delaware, Cycle 4 materials) they will first analyze their current development, then select an area for growth for the remainder of the year.

This independent study requirement may take the form of a book study, a series of lesson studies, action research, or other means. Teachers will submit their 3<sup>rd</sup> year plans to the Director of Curriculum and Instruction and will meet twice during the year with the Director of Curriculum and Instruction to review progress.

Teachers are not required to select paths, such as course work, that would require them to pay for the experience. However, teachers are required to submit 10 hours of documented work in the area selected. A portfolio, which will include a final reflection and a three-year plan for growth, will be submitted at the end of the year.

### **Program Description for Re-Assigned Teachers:**

- Review of Instructional Expectations
  - UBD, RA, DI
  - Curriculum Document Review: Discussion of EU, EQ, Integration, Reading/Writing opportunities in course, and vertical articulation.
- Work with grade/course-level colleague to review delivery of curriculum and grade-level data

### **During the Year:**

Two meetings after school to check progress in curriculum, review data, discuss any concerns.