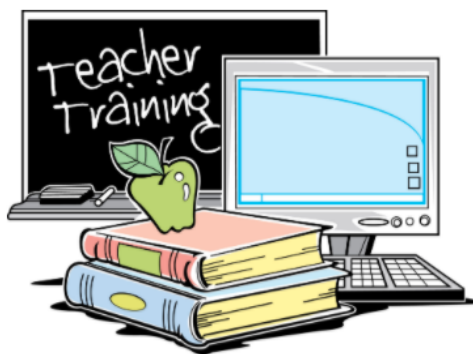


Upper Merion Area School District

New Teacher Induction Program

2021-2022



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Assistant Superintendent of Curriculum and Instruction

Upper Merion Area School District New Teacher Induction Program 2021-2022

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. Assistant Superintendent 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 a potential mentor agrees to the 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 meetings.
2. Meet with the 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:

Zoom meeting with the Assistant Superintendent will be scheduled for **September 2021**.

Program Description for teachers new to UMASD:

YEAR ONE: 36 hours

Summer (4 days = 24 hours):

Day 1: August 16th - In-person with social distancing protocol

- Welcome and Introductions -- Administrators
- Food Services presentation (10 minutes) - Penny Bartlett
- Overview of district initiatives and expectations - Dr. Silver, Mr. Mark Erb
- LUNCH with UMAEA
- Laptop/iPAD pick up and training - Mark Erb and Crew
 - Sapphire, web page design, Progress Reports, email, Aesop, etc. - Stephanie Myers
 - Smart Display and Schoology

Day 2: August 17th

- AM: Supervision of Teaching and Learning - Educator Effectiveness - Dr. Silver
- LUNCH
- PM: Growing with your Coach - Instructional Coaches

Day 3: August 18th

- AM: Supporting our Linguistically and Culturally Diverse Learners - Angela Della Valle
- LUNCH
- PM: D.E.I. - Literacy & STEM Across All Content - Dr. Kuhn, Dr. Gardiner, Heather Mahon

Day 4: - August 19th

- AM: Social and Emotional Learning - Dr. Gardiner
- LUNCH
- PM: Mindfulness for Educators - Joshua Gansky

First Year Monthly Meetings/Assignments

Session/Area of Focus	Date	Topic	Facilitator
Domain 1 – Planning and Preparation Domain 2 – Classroom Environment Domain 3 - Instruction	October 21, 2021 4:00PM-6:00PM	Diversity, Equity & Inclusion	Dr. Andrew Kuhn
Domain 2 – Classroom Environment Domain 3 - Instruction	Due: November 18, 2021	Embracing Diversity: Global Education	ASCD Activate
Domain 2 – Classroom Environment Domain 3 - Instruction	January 12, 2022 4:00PM-6:00PM	Technology	Mark Erb
Domain 1 - Planning and Preparation Domain 2 – Classroom Environment Domain 3 - Instruction	Due: February 23, 2022	Course of your Choice	ASCD Activate
Domain 3 – Instruction	March 17, 2022 4:00PM-6:00PM	STEM Integration Across Content Areas	Dr. Sean Gardiner
Domain 4 - Reflection	May 11, 2022 4:00PM-6:00PM	Collaborative Conversations: Reflecting on the year	Dr. Susan Silver

***Zoom link will be emailed before date of workshop**

Procedure for Mentor/Mentee Feedback:

Visit 1: Teacher-selected focus within Domain 2: Classroom Environment

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

Year - Two (12 hours)

Monthly Meetings/Assignments

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

Session/Area of Focus	Date	Topic	Facilitator
Domain 1 – Planning and Preparation Domain 3 - Instruction	October 21, 2021 4:00PM-6:00 PM	Diversity, Equity & Inclusion	Dr. Kuhn
Domain 2 – Classroom Environment Domain 3 - Instruction	January 12, 2022 4:00PM-6:00 PM	Technology	Mark Erb
Domain 1 - Planning and Preparation Domain 2 – Classroom Environment Domain 3 - Instruction	March 17, 2022 4:00PM-6:00 PM	STEM Integration Across Content Areas	Dr. Sean Gardiner
6. Domain 4 - Reflection Reflection	May 11, 2022 4:00PM-6:00 PM	Collaborative Conversations: Reflecting on the year	Dr. Susan Silver

***Zoom link will be emailed before date of workshop**

YEAR THREE: 8 hours

1. Teachers will attend a training meeting **September 23rd (4:00PM-6:00PM)** on portfolio development. The meeting will be facilitated by the Assistant Superintendent.
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 3rd 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 coursework, 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 Reassigned 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