Upper Merion Area School District

New Teacher Induction Program

2025-2026



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Assistant Superintendent

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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.

Teacher Types & Requirements

- Teachers new to teaching - first three years of teaching experience
    - Three (3 year) year Induction Program with Mentor
    - Flex will be granted
- Non Tenured teachers new to District with 3 or more years of teaching experience
    - Two (2) year Induction Program with Mentor
    - Flex will be granted
- Tenured teachers new to District with 3 or more years of teaching experience
    - Two (2) year Induction Program with Mentor
    - Flex will be granted
- Reassigned Teachers
    - Mentor assigned, if needed
    - Flex will be granted
- Mentors
    - Act 48 hours will be granted

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.

*Psychological Sense of School Membership (PSSM)

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.
5. Assigned mentor attends mentor training workshop

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: Mentors will attend a training session via Zoom on **Wednesday, September 25, 2025, 4:00 to 5:00PM** **Share new teacher survey**

Add checklist for mentors and mentees

YEAR ONE: New Teacher Induction - Summer Program (36 Hours)

This summer program offers **36 hours** of professional development over **4 days (24 in-person hours)**, designed to equip our new teachers for a successful start.

Day 1: Monday, August 11, 2025 (MS Library)

Morning Session:

- **7:30 AM - 8:00 AM:** Coffee and Donuts
- **8:00 AM - 8:15 AM:** Welcome and Introductions – *Administrators & UMAEA President*
- **8:15 AM - 8:45 AM:** HR FAQs – *Caitlin Navaro*
- **8:45 AM - 11:15 AM: Technology Introduction Part 1** (Sapphire, Schoology, Smart Displays, Schoolwires Teacher Page Design, Progress Reports, Google Suite tools, and more) – *Laura Ebersole*
- **11:30 AM: UMAEA Lunch** @ Pepper's by Amedeo's Restaurant (175 Town Center Road, King of Prussia, PA 19406)

Afternoon Session:

- **12:30 PM - 2:30 PM: Technology Introduction Part 2**
- **2:30 PM:** Meeting with UMAEA Representatives

Day 2: Tuesday, August 12, 2025

Morning Session: *(MS C117)*

- **8:00 AM:** Kade Margolis 403(b) Orientation, followed by:
- **Supporting our Linguistically and Culturally Diverse Learners** – *Jocelyn Evans*
- **LUNCH on your Own**

Afternoon Session: *(MS Library)*

- **School/Community Engagement - Module #1** – *Ashia Philippe*

Day 3: Wednesday, August 13, 2025 (MS Library)

Morning Session:

- **8:00 AM: Co-Teaching** – *Meghan Dreyfus*
- **LUNCH on your Own**

Afternoon Session:

- **12:00 PM: Special Ed. Department Overview (IEPs, Supporting Students) -** *Meghan Dreyfus*

Day 4: Thursday, August 14, 2025

Morning Session: (MS Library) - ***Wear comfortable clothes and shoes!***

- **8:00 AM History of Upper Merion & Bus Tour of the Community** – *Dave Montalvo*
- **LUNCH on your Own**

Afternoon Session:

- **12:00 PM: Mindfulness for Educators** – *Joshua Gansky (MS Choral Room)*

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

Session-Danielson Area of Focus	Common Ground Competencies	Date	Topic	Facilitator
1. Domain 1 – Planning and Preparation Domain 3 - Instruction	Trauma-Aware Mental Health and Wellness Competencies Competency 3: Support Student Resiliency Development and Growth	10/16/2025	PLP Science of Learning for Induction October: Foundations - via Zoom Science of Learning	Julia Skolnik
2. Domain 2 – Classroom Environment Domain 3 - Instruction	Cultural Awareness Competency #1 Reflect on One's Cultural Lens	11/13/2025	Reflect on One's Cultural Lens	Dr. BMW
3. Domain 2 – Classroom Environment Domain 3 - Instruction	Trauma-Aware Mental Health and Wellness Competencies Competency 3: Support Student Resiliency Development and Growth	1/15/2026	PLP Science of Learning for Induction October: Foundations - via Zoom Science of Learning	Julia Skolnik
4. Domain 2 – Classroom Environment Domain 3 - Instruction	Cultural Awareness Competency #2 Identify, Understand, and Take Steps to Address Cultural Bias in the System	2/12/2026	Identify, Understand, and Take Steps to Address Cultural Bias in the System	Dr. BMW
5. Domain 2 – Classroom Environment Domain 3 - Instruction	Trauma-Aware Mental Health and Wellness Competencies Competency 3: Support Student Resiliency Development and Growth	3/19/2026	PLP Science of Learning for Induction October: Foundations - via Zoom Science of Learning	Julia Skolnik
6. Domain 4 – Professional Responsibilities	Cultural Awareness Competency #3 Design and Facilitate Cultural Awareness that Brings Experiences into Educational Spaces	5/7/2026	Design and Facilitate Cultural Awareness that Brings Experiences into Educational Spaces	Dr. BMW

Procedure for Classroom Visits/Video:

(Follow a similar procedure for each mentor visit. The mentor should keep a visitation log, share with the new teacher, and the 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 - 6 hours face to face and 6 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: 2 hours per meeting (4-6:00PM)**

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Domain 1 – Planning and Preparation Domain 3 - Instruction	Cultural Awareness Competency #1 Reflect on One's Cultural Lens	11/13/2025	Reflect on One's Cultural Lens	Dr. BMW
Domain 2 – Classroom Environment Domain 3 - Instruction	Cultural Awareness Competency #2 Identify, Understand, and Take Steps to Address Cultural Bias in the System	2/12/2026	Identify, Understand, and Take Steps to Address Cultural Bias in the System	Dr. BMW
Domain 2 – Classroom Environment Domain 3 - Instruction	Technological and Virtual Engagement Competency #3 Teaching & Learning	March	Technological and Virtual Engagement	Brian Merrill
Domain 4 – Professional Responsibilities	Cultural Awareness Competency #3 Design and Facilitate Cultural Awareness that Brings Experiences into Educational Spaces	5/7/2026	Design and Facilitate Cultural Awareness that Brings Experiences into	Dr. BMW

			Educational Spaces	

YEAR THREE: 12 hours

1. Teachers will attend a training meeting on **September 18, 2025** **(4:00PM-6:00PM)** on portfolio development. The meeting will be facilitated by the Assistant Superintendent 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 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
Mentors will be assigned, if needed.

During the Year:

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