
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Teacher Induction Report
Monday, January 26, 2009
(Approved Wednesday, October 15, 2008)

Entity: Avon Grove SD
Address: 375 S Jennersville Road
West Grove, PA 19390-8401

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Augustus Massaro	Avon Grove School District	Administrator	Board of Education
Bonnie McCloskey	Avon Grove High School	Secondary School Teacher	Assistant Superintendent
Bruce Griffin	Chester County YMCA	Business Representative	Board of Directors
Carol Bove	Avon Grove Intermediate School	Administrator	Superintendent
Chris Grove	Fred S. Engle Middle School	Parent	FSEMS Principal
Christy Gray	Avon Grove High School	Secondary School Teacher	Assistant Superintendent
Cindy Hoover	Avon Grove School District	Administrator	Superintendent
Dawn Atkinson	Penn London Elementary	Parent	PLE Principal
Deborah L'Heureux	Avon Grove School District	Board Member	Board of Education
Dianna Trainor	Avon Grove Intermediate School	Elementary School Teacher	Assistant Superintendent
Gail Peck	Penn London Elementary School	Administrator	Superintendent
George Allen	Fred S. Engle Middle School	Regular Education Teacher	FSEMS Principal
Holly Bergin	Fred S. Engle Middle School	Middle School Teacher	Assistant Superintendent
Janet Donegan	Fred S. Engle Middle School	Middle School Teacher	Assistant Superintendent
Jeanne Moore	Penn London Elementary School	Elementary School Teacher	PLE Principal
Jude Heiger	Avon Grove Intermediate School	Parent	AGIS Principal
Kathleen Boyle	Avon Grove Intermediate School	Elementary School Teacher	Assistant Superintendent
Kathy Gorman	Avon Grove High School	Parent	AGHS Principal
Margaret Sharp	Avon Grove School District	Administrator	Superintendent
Mary Teresa Maule Alft	Penn London Elementary School	Elementary School Teacher	Assistant Superintendent
Melissa McPartland	Avon Grove High School	Other	AGHS Principal
Michael Snopkowski	Avon Grove High School	Administrator	Superintendent
Nicholas Roberts	Avon Grove High School	Secondary School Teacher	AGHS Principal
Robert Fraser	Fred S. Engle Middle School	Administrator	Superintendent
Sean Murray	Avon Grove Intermediate School	Elementary School Teacher	AGI Principal
Stefan Szanto	Avon Grove High School	Other	AGHS Principal

Tim Parkinson	Avon Grove School District	Secondary School Teacher	Superintendent
Valerie Piccini	Avon Grove High School	Secondary School Teacher	Assistant Superintendent
Wendi Lee Foltz	Avon Grove School District	Administrator	Superintendent

Goals and Competencies

Purpose Statement

The Avon Grove School District acknowledges that research confirms that the quality of educators is the largest single factor influencing student learning. Recognizing the high correlation of quality education with the degree of competence of the educator, the Avon Grove School District believes that a high quality induction program is essential to facilitating successful entry into the District’s professional learning community. The Avon Grove School District’s *New Teacher Induction Program* provides a framework of differentiated support that will assist new district educators.

The Avon Grove School District has an established *New Teacher Induction Council* that includes both teacher and administrative representatives. *The New Teacher Induction Council* is responsible for (1) developing a plan and program that meets the state requirements, (2) developing goals, objectives and competencies for the induction program, (3) determining the needs of inductees, (4) planning and overseeing the program, and (5) evaluating and monitoring the program.

Competencies

The Avon Grove School District *New Teacher Induction Program* familiarizes the inductee with the teaching competencies that form the basis for teacher evaluation in the district. These competencies are listed below and are based upon the work of Charlotte Danielson as noted in the book *Enhancing Professional Practice: A Framework for Teaching* (2007).

Domain 1: Planning & Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Domain 2: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Behavior
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain 3: Instruction

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessments in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Assessment Processes

The Avon Grove School District's *New Teacher Induction Program* is designed based upon feedback and recommendations from the *New Teacher Induction Council* and the *Professional Development Committee* after analysis of pertinent data and relevant research on new teacher training programs.

Data sources included:

- Avon Grove School District's Strategic Plan including the Mission, Vision, Shared Values and Goals
- Student achievement data
- New Teacher Induction Program Evaluation completed by inductees and mentors
- Annual district professional development survey
- On-going teacher retention statistics
- Demographic and professional profile of educator work force

Research included:

- Santa Cruz model
- Surrounding Pennsylvania School Districts' New Teacher Induction Programs
- New Teacher Induction Program Models from other states

Avon Grove School District provides a three year induction program for entering educators.

Year One — All educators new to the district will participate in the *New Teacher Induction Program*

Year Two — All educators with less than two years teaching experience in the district will participate in the *New Teacher Induction Program*

Year Three — All educators with less than three years teaching experience will participate in the *New Teacher Induction Program*

Mentor Selection

Requirements:

Instructional II Teaching Certificate issued by the Commonwealth of Pennsylvania

Process:

All qualified and interested educators submit an application to serve as a mentor on an annual basis in the Spring. Applications are screened by the *New Teacher Induction Council*. The Council will use the *Mentor Selection Rubric* as a guide to review the applications. Recommendations on mentors are provided to building principals for review and selection.

Principal mentor selections are submitted to the Office of Curriculum & Instruction for final approval and recommendation for approval by the Board of Education.

Mentor Selection Scoring Rubric

	3 points	2 points	1 point
Teaching Experience	Minimum of five years successful teaching experience in the district	Minimum of four years successful teaching experience in the district	Minimum of three years successful teaching experience in the district
Leadership	Three years service in a leadership position <i>Examples include but are not limited to Lead Teacher, SAT, Professional Development, Curriculum Committees, Grade Level Chair, etc.</i>	Two years service in a leadership position <i>Examples include but are not limited to Lead Teacher, SAT, Professional Development, Curriculum Committees, Grade Level Chair, etc.</i>	One year service in a leadership position <i>Examples include but are not limited to Lead Teacher, SAT, Professional Development, Curriculum Committees, Grade Level Chair, etc.</i>
Mentor Experience	Two or more years experience as a mentor	One year experience as a mentor	Zero years experience as a mentor
Certification & Assignment	Same certification and assignment in building	Same certification or same assignment in building	Same certification or same assignment in district
Professional Development	Evidence of participation in continuing professional development activities over the past five years	Evidence of participation in continuing professional development activities over the past four years	Evidence of participation in continuing professional development activities over the past three years

Mentor Responsibilities:

The mentors are required to:

- Attend the designated day during the New Teacher Induction Program Orientation days scheduled prior to the start of the school year. *Half of this day consists of mentor training that includes: overview of New Teacher Induction Program; roles and responsibilities of mentor; collaboration techniques; peer observation strategies; and topics to be addressed during the weekly mentor/inductee sessions. The second half of the day is spent with the inductee in his/her assigned building orienting them to the physical plant, resources/materials, personnel, and first day/week activities.*
- Conduct weekly mentoring collaboration sessions with inductee throughout the school year for which they will accrue Act 48 hours
- Maintain *Mentor Log* outlining collaboration activities with inductee on a weekly basis
- Submit *Mentor Logs* weekly using *My Learning Plan* throughout the school year

Activities and Topics

The Avon Grove School District will implement the *New Teacher Induction Program* beginning in the 2008-2009 school year for teachers new to the district. During the 2008-2009 school year,

year 2 and 3 teachers will be invited to participate in the *New Teacher Induction Program* activities. The New Teacher Induction Program will begin full implementation beginning in the 2010-2011 school year.

Year One Program Description

- All educators new to the Avon Grove School District are assigned a mentor for their first year
- New educators are provided with *New Teacher Induction Information* electronically
- Two days of orientation/professional development prior to the start of the school year
- Seven one hour after school workshops spread across the school year
- Participate in weekly mentoring collaboration sessions (approximately 45 minutes to an hour) with mentor throughout the school year
- One and a half days of release time for required professional development activities during the school year
- One half day release time for peer observation coordinated with the Instructional Coach and Mentor and documented in the *New Teacher Log*
- Maintain *New Teacher Log* outlining collaboration activities with mentor on a weekly basis
- Submit *New Teacher Log* through *My Learning Plan* throughout the school year

When educators join the Avon Grove School District, they attend a two-hour orientation session provided by the Personnel Office. Topics addressed in this session include: the history of Avon Grove, employee benefits, district policies and procedures, Professional Code of Conduct, and professional certification. Particular emphasis is placed on board policies regarding universal precautions, acceptable use for computer systems and the Internet, diversity/affirmative action, and unlawful harassment. Educators leave the session with a new hire CD which includes but is not limited to all benefit plan documents, Workers' Compensation information, the Pennsylvania Right-To-Know Notice and Training Manual and the Collective Bargaining Agreement between the Avon Grove Educational Association and the Avon Grove Board of School Directors.

New Teacher Induction Orientation prior to the beginning of the year includes information such as: Avon Grove Education Association, school policies and procedures, district and school instructional and technology resources, district curriculum and assessment overviews, special programs, district and school personnel, and building and community overviews.

District sponsored workshops are developed based upon priorities identified by the *New Teacher Induction Council*, the *Professional Development Committee*, and administrators. Examples of workshops include but are not limited to: classroom management; effective instructional delivery; parent conferencing and communication; teacher observation and evaluation; planning, grading and reporting; engaging all students in active learning; assessment; content specific training; and special program.

Instructional Coaches provide professional development and support to the new teachers in the following ways: *New Teacher Induction Program* workshops; collaboration; co-planning; professional support; curriculum and instruction expertise; demonstration lessons; co-teaching; and professional relationship building.

Year Two Program Description

- One hour of the professional development as scheduled prior to the first day of school for year two teachers
- One and a half days of release time for required district professional development activities during the school year

- Two hours of after school workshops during the school year
- One half day release time for peer observation coordinated with the Instructional Coach
- Participate in on-line discussions, sponsored by AGSD, reflecting upon classroom practices on a regular basis
- Attend an *End of Year Celebration* for participants in the *Year Two and Three New Teacher Induction Program*

Teachers with less than two years of teaching in the district will continue to participate in the *New Teacher Induction Program*. A one hour session held on the designated professional day scheduled prior to the first day of school provides an overview of the *Year Two Induction Program*. Professional development activities scheduled for four half days throughout the school year will provide training on content specific topics/resources and instructional strategies. Teachers in the *Year Two Induction Program* select two after school workshops to attend from the menu of available workshops.

Instructional Coaches provide professional development and support to the new teachers in the following ways: *New Teacher Induction Program* workshops; collaboration; co-planning; professional support; curriculum and instruction expertise; demonstration lessons; co-teaching; and professional relationship building.

Year Three Program Description

- One hour of professional development as scheduled prior to the first day of school for year three teachers
- Three half days of release time for either district professional development activities or peer observation coordinated with the Instructional Coach during the school year
- Participate in on-line discussions, sponsored by AGSD, reflecting upon classroom practices on a regular basis
- Attend an *End of Year Celebration* for participants in the *Year Two and Three New Teacher Induction Program*

Teachers with less than three years of teaching experience continue to participate in the *New Teacher Induction Program*. A one hour session held on the designated professional day scheduled prior to the first day of school provides an overview of the *Year Three Induction Program*. Professional development activities scheduled for two half days throughout the school year will provide training on content specific topics/resources and instructional strategies.

Instructional Coaches provide professional development and support to the new teachers in the following ways: *New Teacher Induction Program* workshops; collaboration; co-planning; professional support; curriculum and instruction expertise; demonstration lessons; co-teaching; and professional relationship building.

Evaluation and Monitoring

The Avon Grove School District *New Teacher Induction Program* is evaluated annually and revised as needed. The evaluation includes input from all participants related to the achievement of the program goals, objectives, and competencies. Monitoring and evaluation tools include:

- Individual workshop feedback and evaluation
- *Mentor Logs*
- *Year Two and Three On-line Discussions*
- *End of Year Program Evaluation Survey*

Program evaluation data is compiled and reviewed by the *New Teacher Induction Council* and Professional Development Committee towards the end of the school year. The information gathered is utilized to revise and improve the *New Teacher Induction Program* on an annual basis.

Participation and Completion

Verification of program participation includes:

- Attendance records from workshops and peer observations
- *New Teacher Log*
- *Year Two and Three Teacher On-line Discussions*
- *End of year Program Evaluation Survey*

Verification of program completion occurs each year of program participation. The *New Teacher Induction Council* reviews records and verifies completion. The verification summary document is maintained by the Office of Curriculum and Instruction. Each participant is awarded a certificate of completion at the end of each program.