

Wilson Area School District

Teacher Induction Program

I. Goal of the Teacher Evaluation Program

The goal of the Wilson Area School District Induction Plan is to provide a variety of professional support services to newly employed teachers under the guidance of professional personnel to facilitate entry into the teaching profession.

II. Objectives

- A. To provide a formal structure through which the inductee may become familiar with district policies, procedures, and resources.
- B. To provide training for the inductee in the district's Instructional Skills Program.
- C. To provide a support system for the inductee through the use of a model support teacher.

III. Teacher Induction Organization Structure

District Induction Council

Assistant Superintendent
High School Principal
Middle School Principal
Elementary Principal
President of Wilson Area Education Association or Designee

Teacher Induction Team

Assistant Superintendent
Building Principal or Designee
Support Teacher
Professional Colleague and/or a team of professionals
working in a support relationship
Inductee

IV. Responsibilities of Each Component of the Teacher Induction Program

District Induction Council

- 1. To develop goals/objectives
- 2. To plan, oversee, and implement a supportive induction program for each inductee
- 3. To modify, as needed, the district's teacher induction plan
- 4. To evaluate and improve the overall district program for the induction of educational professionals

Teacher Induction Team

1. To insure the overall administration of the induction process in individual buildings
2. To help select and train support teachers
3. To orient faculty to induction process
4. To orient first year teachers to building level management functions and support services
5. To provide two full days of training in the district's Instructional Skills Program
6. To provide appropriate informal classroom feedback by the following members of the Teacher Induction Team
 - a. Assistant Superintendent
 - b. Support Teacher and/or other appropriate teachers
7. To oversee the implementation of the formal observation procedures as prescribed by the Instructional Improvement Program
8. To notify District Induction Council of successful completion of program by inductee

V. Roles of Each Member of the Teacher Induction Program

Superintendent

1. Select support teachers after consultation with building principals
2. Certify those persons successfully completing the Induction Program to the Pennsylvania Department of Education

Assistant Superintendent

1. Coordinate Induction Program for the Wilson Area School District
2. Chair district level Induction Council
3. Conduct workshops for inductees as part of the district's Instructional Skills Program
4. Certify to the superintendent those persons successfully completing the Induction Program
5. Evaluate the program and make recommendations for revision as needed

Building Administrators

1. Provide orientation session for inductees and support teachers in building
2. Meet with support teachers and inductees for purpose of monitoring Induction Program and providing assistance as needed
3. Coordinate the building induction team and help develop inservice programs (i.e. meeting with librarian, guidance counselor, etc.)
4. Certify to the Assistant Superintendent those persons

successfully completing the Induction Program

5. Evaluate the program and make recommendations for revision as needed

Role of the Inductee

1. Work cooperatively with the induction team and support teacher
2. Participate in workshops as scheduled by the induction team
3. Communicate concerns and needs to the support teacher
4. Complete evaluation of the program at the end of the year

Support Teacher

1. To assist inductee in implementing district and school policies and procedures
2. To assist inductee in organizing classroom
3. To visit inductee's classroom for informal observation at least once per semester
4. To meet with the inductee to provide assistance and direction as may be needed
5. To invite inductee to observe in support teacher's classroom or other appropriate classrooms
6. To assist inductee in obtaining available resources as needed

The support teacher/inductee relationship will be confidential. Each support teacher will receive a stipend of \$300.00 for each inductee.

The support teachers will be selected by the superintendent after consultation with the building principals and the District Induction Council.

Criteria for Selection of Support Teachers

1. An experienced teacher with no less than three years of successful teaching experience
2. A volunteer from a pool of experienced teachers
3. From the same building as the inductee, if at all possible
4. One support teacher per inductee
5. Have attended Instructional Skills Workshops

Qualities of Support Teachers

1. Recognized as excellent teachers
2. Have good communication and interpersonal skills
3. Have a positive attitude toward children and teaching

VI. Inductee Training

Orientation Day

1. Orientation to district policies
2. Individual building orientation

A half day workshop will be held during the week prior to the opening of school. The three hour session will be followed by a luncheon at which inductees will be able to meet those support teachers who are able to attend.

Instructional Skills Workshop (2 full days)

1. Essential Elements of Instruction
2. Motivation Theory
3. Reinforcement Theory

Other Meetings as Needed During the School Year

VII. Topics/Activities to be Used for Inductees

- A. Instructional Improvement Plan
- B. Instructional Skills Program
- C. Classroom organization/discipline
- D. Pupil grading/evaluation/retention policy
- E. Recordkeeping
- F. Special Education Ramifications
- G. Materials Acquisition
- H. Contractual Obligations
- I. Pupil Support Services
- J. District Counseling Program
- K. Parent/Teacher Relationships
 1. Communication
 2. Conferencing
 3. Reciprocal Support
- L. Professional Obligations
 1. Inservice
 2. Professional Organizations
 3. Certification and Induction
- M. Planned Course Documents
- N. Federal Programs
- O. Field Trip Procedures
- P. Library Services
- Q. Community Resources

VIII. Evaluation and Recordkeeping of the Teacher Induction Program

- A. Evaluation of program by inductees, support teachers and other induction team members will take place at the end of each school year.
- B. The Assistant Superintendent will collect evaluative data and make recommendations for revision as needed.
- C. The district will keep on file names of those who have com-

pleted the induction program and provide written verification to the inductee.

- D. The superintendent will verify completion of the induction program to the PDE on the Application for Professional Personnel Certificate (Form PDE-4511). This form will be submitted at the time the professional school employee applies for permanent certification.