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# Pennsylvania Department of Education

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

## **Teacher Induction Report**

**Tuesday, March 15, 2011**

**(Last Approved: Wednesday, October 10, 2007)**

**Entity:** Westmont Hilltop SD

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Johnstown, PA 15905-2348

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## Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Anderson, Dr. Susan	Westmont Hilltop School District	Administrator	Administrators
Benning, Mr. Edward	Westmont Hilltop School District	Administrator	Administrators
Brunatti, Mr. Samuel	Westmont Hilltop School District	Administrator	Administrators
Cowder, Mr. Roger	Westmont Hilltop School District	Other	Technology Staff
Kuzmiak, Mrs. Nicole	Westmont Hilltop School District	Administrator	Administrators
McGee, Mr. Steven	Westmont Hilltop School District	Administrator	Administrators
Mitchell, Mr. Thomas	Westmont Hilltop School District	Administrator	Administrators
Molnar, Mr. Joseph	Westmont Hilltop School District	Other	Technology Staff
Mourey, Mrs. Carrie	Westmont Hilltop School District	Elementary School Teacher	Teachers
Parrish, Mr. Brian	Westmont Hilltop School District	Middle School Teacher	Teachers
Poraczky, Mr. Jason	Westmont Hilltop School District	Secondary School Teacher	Teachers
Thomas, Mr. Matthew	Westmont Hilltop School District	Administrator	Administrators

## Goals and Competencies

The Westmont Hilltop School District utilizes two venues for implementation of a strategic teacher induction process:

1. Appalachia Intermediate Unit 8 Consortium **T**eacher **I**nduction **P**rogram (hereinafter referred to as **TIP**)
2. New **T**eacher **O**rientation **P**rogram (hereinafter referred to as **TOP**)

The acronyms of TIP and TOP reinforce and embellish the overall goal of the initiative, whereas all educators endeavor to function in "**TIP TOP**" condition.

**TIP (1)** is provided at locations throughout Appalachia Intermediate Unit 8. The program consists of five workshops scheduled throughout the school year; for all activities, participants will receive Act 48 hours. Each workshop is offered once for elementary beginning teachers and once for secondary beginning teachers (i.e., middle and high school). Seminar goals and objectives reflect the stages of teacher development identified in current literature on teacher effectiveness and are designed to meet the differentiated learning styles of participants.

The major goals of **TIP** align with the twelve high-leverage practices identified by the Pennsylvania Department of Education for preK-12. These goals, reflected in the specific trainings designed for elementary staff and middle/secondary teachers, are organized into four

major categories:

1. Quality Teaching
2. Quality Leadership
3. Artful Use of Infrastructure
4. Continuous Learning Ethic

**TOP (2)** is an intensive two-day training for all newly hired teachers in the Westmont Hilltop School District. The program is provided at multiple locations within the school district. Central office and building-level administrators serve as instructors and follow-up mentors within the program. The program consists of several workshops at the beginning of the school year; for all activities, participants will receive Act 48 hours. The following are presentation topics within this program:

1. Health Insurance Portability and Privacy Act (HIPPA) Compliance Training
2. An explanation of the WHSD Differentiated Supervision process
3. Technology Training that orients new users to network applications and resources
4. Crisis Management Planning//Need To Know
5. Curriculum Planning
6. PA System of School Assessment (PSSA) Data Analysis & eMetric
7. Orientation of Inclusion and Differentiated Instruction practices within the WHSD
8. Electronic Student Management Resources (electronic gradebook and student information systems)

## **Assessment Processes**

Assessments will be conducted at the end of each workshop session to determine if the goals and objectives of the individual activities were met. Teachers will be instructed to use the knowledge and skills gained from the trainings in their classrooms to demonstrate application within a school setting. They will collect evidence of their classroom applications and assemble these artifacts in a binder that may then be shared with central office administrators and building-level mentors.

Specific to **TIP**, participating educators will be presented with the PDE-427 "Instructional I to Instructional II Assessment Form." Each evaluation category will be reviewed as examples of evidence that will be collected for objective measurement of professional growth.

## **Mentor Selection**

In the Westmont Hilltop School District, building-level administrators serve as mentors for new teachers participating in both the TIP and TOP initiatives. Mentors receive documentation and training in order to effectively assist teachers in the first year of teaching, including strategies for classroom management, assisting in the instructional process, and communication techniques. In addition, mentors are supplied with information regarding the expectations of beginning teachers within the program and how the high-leverage practices align with the workshop activities. Finally, mentors are given instruction with handling of professional evaluation forms (PDE-427) as required by the state department.

As a component of the supervisory process, a menu of observational techniques are utilized to provide authentic and immediate instructional feedback to new teachers. A first observation is prepared for the new teacher as a global scan of all activities within the classroom. Follow-up methodologies used are: transactional analysis, verbal flow, and analysis of classroom traffic patterns.

Technical support is provided on an as-needed basis, especially when efficiency mandates the use of technology for a specific task. Technology support is available to all district professional staff throughout the entire school year.

## Activities and Topics

For both TIP and TOP initiatives, the following tables identify a correlation of activities to High-Leverage Practices identified by PDE.

### *Quality Teaching*

<b>PRACTICES</b>	<b>WORKSHOP TITLE</b>
1.1 A qualified, effective teacher	- Professional Development Certification and Code of Ethics (TIP) - Inclusion/Differentiated Instruction (TOP)
1.2 Rigorous curriculum, reliable assessments, and standards-aligned instructional materials	- Reading in the Secondary Content Areas (TIP) - Reading Strategies Across the Curriculum (TIP) - Differentiated Instruction for Mixed-Ability Groups (TIP) - Curriculum Planning (TOP) - PSSA Data Analysis (TOP)
1.3 Evidence-based instruction for all, with targeted assistance for struggling students, subgroups, and staff	- Differentiated Instruction for Mixed-Ability Groups (TIP) - Supportive Teams in our School (TIP)

### *Quality Leadership*

<b>PRACTICES</b>	<b>WORKSHOP TITLE</b>
2.1 Strong and capable instructional leadership team	- Differentiated Supervision (TOP) - Code of Ethics and Certification Imperatives (TOP)
2.2 Unrelenting focus on evidence-based teaching and learning	- Reading in the Secondary Content Areas (TIP) - Reading Strategies Across the Curriculum (TIP) - Differentiated Supervision (TOP)
2.3 Culture of trust, continuous improvement and accountability for performance	- Classroom Assessment and Data-Driven Decision Making (TOP) - Differentiated Supervision (TOP)

### *Artful Use of Infrastructure*

<b>PRACTICES</b>	<b>WORKSHOP TITLE</b>
3.1 Authentic relationships with families, community, business and higher education	- Privacy and Confidentiality Obligations, HIPAA and FERPA (TIP) - Electronic Student Management Resources (TOP)
3.2 Strategic alignment and utilization of staff, facilities, time, fiscal resources, and technology	- Classroom Management (TIP) - Crisis Management (TOP) - Technology Training (TOP) - Electronic Student Management Resources (TOP)

3.3 Intensive supports for 'struggling' districts, schools and teams	<i>Not applicable</i>
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*Continuous Learning Ethic*

<b>PRACTICES</b>	<b>WORKSHOP TITLE</b>
4.1 Culture of evidence-based collaborative practice	- Teaching Strategies for Motivating Students (TOP) - Differentiated Supervision (TOP)
4.2 Culture of continuous professional learning	<i>Note: Embedded throughout the whole program</i>
4.3 Culture of collective professional accountability	- Information and Obligations Regarding Certification and the Professional Code of Ethics (TIP) - HIPPA Training (TOP)

## Evaluation and Monitoring

Participants will evaluate the effectiveness of each workshop based upon the extent to which the intended objectives were achieved. Facilitators of both TIP and TOP initiatives will review these evaluation summaries annually in order to make recommendations for program improvement. For TIP only, the Intermediate Unit 08 Consortium Committee will meet each year to modify the program based upon teacher and district needs, as well as best practices gleaned from current research. Revisions of goals and activities will be made as necessary.

## Participation and Completion

Each beginning teacher is expected to attend all workshops and maintain an anecdotal log of induction activities, which will provide documentation for entries on the PDE-427 "Instructional I to Instructional II Assessment Form." Teachers will supply evidence for each category on the form. Please note, the sufficiency of evidence in each category will be a collaborative decision between the building level mentor, and the new inductee.

For **TIP** only, a "Criteria for Completion Form" will indicate that evidence has been provided by the beginning teacher. Upon completion of the **TIP** initiative, participants will receive a certificate of completion.

In concert with the **TIP** initiative, completion of **TOP** is required for finalizing teacher induction requirements.

Second year teachers will participate in the second year of **TIP** and will also be instructed to collect evidence that correlates with PDE's twelve high-leverage practices and the PDE-427. Act 48 hours will be provided and evaluations conducted at the end of each workshop.