

# TURKEYFOOT VALLEY AREA SCHOOL DISTRICT

SECTION: PROFESSIONAL EMPLOYEE  
TITLE FIRST YEAR TEACHERS  
INDUCTION PROGRAM  
ADOPTED: December 7, 2015  
REVISED: FORMERLY 3920

## 452. FIRST YEAR TEACHERS INDUCTION PROGRAM

1. The induction process of the Turkeyfoot Valley Area School District is a program in which teachers participate at the time they are first employed as temporary professional or professional employees. The purpose of the process is to assist beginning teachers with the transition into teaching and to provide opportunity for each new teacher to best develop his/her instructional style within the philosophical framework and expectations of the District. This process may be a collaborative effort between the District and I.U. 8
2. The most important period in the life of a teacher is that time when the teacher first faces and is full responsible for teaching a class. What happens to the teacher on that day and for that initial year of teaching will be a strong influence on how that teacher will perform during the ensuing years of his career. Our objectives are:
  - To provide a structure through which the new teacher can objectively analyze the effectiveness of his/her teaching and have resources for self-improvement readily available.
  - To provide a formal structure for identifying and solving the problems common to new teachers.
  - To structure and implement a practical on-going orientation program to help the new teacher have a successful start.
  - To provide peer support and the model of a successful and experienced professional for the new teacher.
3. The Induction Team shall consist of the first year teachers, his/her Principal, mentors, and the Superintendent. These persons shall constitute the permanent members of the team. Other professional personnel will be involved as needed. A first-year teacher is defined as a person first employed by the District as a temporary professional or professional employee.
4. Responsibilities:
  - A. **Principal**- It shall be the responsibility of the Principal to :
    - Insure the over-all administration of the induction process in their building.
    - Submit progress reports to the Superintendent.
    - Select and train support teachers.
    - Orient faculty to induction process.

- Orient first year teachers to building level management functions and support services.
- Formerly assure that orientation to building level management functions and support services has been carried out.

B. **Mentors**- It shall be the responsibility of the mentors to:

- Promote the socialization of the first year teacher into the school setting and the community at large.
- Orient first year teachers to classroom level management functions.
- Guide and direct the first year teachers in the instructional process.
- Formally assure that the above responsibilities have been carried out.
- Seek the aid of their supervisors should serious conflicts arise between mentor teachers and first year teachers.

C. **First Year Teachers** – It shall be the responsibility of the first year teacher to :

- Attend all scheduled meetings.
- Keep a journal detailing their experiences during the induction process.
- Formally fulfill all the requirements for induction, seek the aid of their supervisor should serious conflicts arise between the first year teachers and the mentor.

D. **Superintendent** – It shall be the responsibility of the Superintendent to:

- See that the District-wide induction process is complete.
- Orient first year teachers to District-wide management functions and facilities.
- Submit reports to the Pennsylvania Department of Education as required.
- Evaluate the induction process each May.

5. The mentors shall undergo orientation so that they are well versed in District philosophy and curriculum. Mastery philosophy and teaching techniques, effective instructional processes, classroom management procedures and effective consulting skills.

6. The process of induction shall insure that the first year teacher is familiar with:

A. **Support Services**

- Guidance services and personnel.
- Librarians and libraries.
- Health services and personnel
- Special services and special services personnel – special education services (IU), psychologist, child welfare services and available technology resources.

B. Management Functions

- District level – philosophy, policies and regulations, District goals, District employee benefits and long-range planning documents and procedures.
- Building level – facility use, building regulations, requisition procedures, parent/teacher relationships, and faculty advisory committee, departmentalization, scheduling, substitute teachers, standardized testing, student grading, teacher evaluation, building level discipline code, and the educator effectiveness process to include observation and evaluations.
- Class room level – discipline, time management, appearance/atmosphere and scheduling for self-contained classes.

C. Instructional Process

- Curriculum
- Planning skills – Assessment
- Lesson presentation – Lesson Reflection
- Factors that influence – voice/tone, appearance, questioning skills, attitude, mannerisms, and observation of other teachers, reinforcement cooperative learning, motivation and discipline.

D. Socialization Process

- Faculty – introduction of first year teacher to faculty and support staff.
- Faculty – attendance at departmental/building functions throughout the year.
- Community – acquaint the first year teacher with housing, churches, hospital, businesses, industries and recreational facilities.
- Community – provide background on community and organizations.

7. Administration reserves the right to extend the induction process beyond 2 years.

Reviewed 3/12/01, 2/20/06

