

## **ABINGTON SD**

970 Highland Ave

Induction Plan (Chapter 49) | 2022 - 2025

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### **INDUCTION PLAN (CHAPTER 49)**

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

# PROFILE AND PLAN ESSENTIALS

School District  
123460302  
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## INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA’s Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

## STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Cassidy Adams	Teacher	Teacher	Teacher
Susanne Alfonso	Director of Human Resources	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Angelo Berrios	Senior High School Principal	Administrator	Administration Personnel
Toni Butz	Director of Teaching and Learning	Administrator	Administration Personnel
Marie Capitolo	Assistant Director of Student Services	Administrator	Administration Personnel
Shalon Doctor	Teacher	Teacher	Teacher
Simone Doctor	Teacher	Teacher	Teacher
Laura Enama	Assistant Director of Teaching and Learning	Administrator	Administration Personnel
James Eten	Elementary School Principal	Administrator	Administration Personnel
Jeffrey Fecher	Superintendent	Administrator	Administration Personnel
Daniel File	Junior High School Principal	Administrator	Administration Personnel
Bradley Palmer	Senior High School Assistant Principal	Administrator	Administration Personnel
Jaeson Han	Teacher	Teacher	Teacher
Michael Staszkiw	Teacher	Teacher	Teacher
Ryan Williams	Teacher	Teacher	Teacher
Brian Spencer	Teacher	Teacher	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
James Melchor	Assistant Superintendent	Administrator	Administration Personnel
Stephanie Viola	Assistant Director of Teaching and Learning	Administrator	Administration Personnel
Julianne Petersen	Supervisor of Teaching and Learning	Administrator	Administration Personnel
Yolanda Morris	Teacher	Teacher	Teacher
Fred Johnson	Guidance Counselor	Education Specialist	Education Specialist
Allison Renye	Supervisor of World Language	Administrator	Administration Personnel
Christopher Hamsher	Teacher	Teacher	Teacher
Andrew Hudson	Elementary Curriculum Specialist	Administrator	Administration Personnel
Giovanna Salas-Wert	Teacher	Teacher	Teacher
Jennifer Williams	Supervisor of Human Resources	Administrator	Administration Personnel
Janine Sack	Supervisor of Literacy	Administrator	Administration Personnel

## EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists identified and provided an induction experience? (22 Pa Code, 49.16 )	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16 )	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16 )	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16 )	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16 )	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes



## MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

## OTHER

**PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED**

## **CHARACTERISTICS.**

Teachers are selected as mentors based upon their previous evaluation history, their advance coursework and/or Master's Degree, their teaching responsibility is aligned to the new inductee's teaching responsibility, and their professional experience within the District.



## NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No

## **OTHER**

**BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:**

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

The Induction Program is a full year program with monthly meetings that include an emphasis on topics such as classroom management, lesson design and delivery, assessment development, instructional practice, cultural responsiveness, and technology integration. Additional topics such as parent and guardian engagement are also reviewed. In addition to workshops, the Induction Program reviews the District's policies and administrative regulations to ensure professionalism. Last, the Induction Program provides a multi-tiered system of supports through individual support with mentoring, building support through building teams, and District level support.

# EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

## CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally 4f: Showing Professionalism	Year 1 Fall

## ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1f: Designing Student Assessments	Year 1 Spring

## INSTRUCTIONAL PRACTICES

**Selected Danielson Framework(s)****Timeline**

3b: Using Questioning and Discussion  
Techniques  
1e: Designing Coherent Instruction  
1c: Setting Instructional Outcomes

Year 1 Winter, Year 1 Fall

## SAFE AND SUPPORTIVE SCHOOLS

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**Selected Danielson Framework(s)****Timeline**

2d: Managing Student Behavior  
1b: Demonstrating Knowledge of  
Students  
2c: Managing Classroom Procedures  
4c: Communicating with Families

Year 1 Spring, Year 1 Fall

## STANDARDS/CURRICULUM

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**Selected Danielson Framework(s)****Timeline**

1c: Setting Instructional Outcomes  
1a: Demonstrating Knowledge of

Year 1 Spring, Year 1 Fall

Selected Danielson Framework(s)	Timeline
Content and Pedagogy 1e: Designing Coherent Instruction	

## TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning	Year 1 Fall

## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records 4c: Communicating with Families	Year 1 Fall

## ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources	Year 1 Fall

## DATA INFORMED DECISION MAKING

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Selected Danielson Framework(s)	Timeline
4a: Reflecting on Teaching 3b: Using Questioning and Discussion Techniques	Year 1 Winter

## MATERIALS AND RESOURCES FOR INSTRUCTION

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Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space 4a: Reflecting on Teaching	Year 1 Fall, Year 1 Spring

**Selected Danielson Framework(s)****Timeline**

1d: Demonstrating Knowledge of  
Resources

## CLASSROOM AND STUDENT MANAGEMENT

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**Selected Danielson Framework(s)****Timeline**

1b: Demonstrating Knowledge of  
Students

Year 1 Fall, Year 1 Spring

3c: Engaging Students in Learning

2d: Managing Student Behavior

2c: Managing Classroom Procedures

## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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**Selected Danielson Framework(s)****Timeline**

4c: Communicating with Families

Year 1 Fall

4e: Growing and Developing  
Professionally

1b: Demonstrating Knowledge of  
Students

**Selected Danielson Framework(s)**

**Timeline**

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## OTHER

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**Selected Danielson Framework(s)**

**Timeline**

Year 1 Fall, Year 1 Spring

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## EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

## EVALUATION AND MONITORING

Needs Assessment and Evaluation of Program Surveys will be conducted in order to provide data and feedback to inform the content of programs or the level of differentiated activities. Data from the surveys or forms will be shared with building induction teams, building principals, and central office administrators when appropriate. The following surveys will be administered, and the results of the surveys will support continuous improvement processes and professional development focus. Inductee Survey and Professional Skills Survey o Pre-Assessment o Formative Assessment o End of Program Assessment Additional data sources that will help to shape and to inform the Induction experiences include but are not limited to the following: 1. State Assessment Results – PSSA and Keystone Assessment 2. Future Ready PA Index 3. District and Building Assessment Results 4. Curriculum-Based Assessments o IXL, i-Ready, Acadience, Link It! Assessments Knowledge and Skill Building: Goals and Competencies of Induction Program The following comprise the goals and competencies that are a part of the system of supports for the success of the educators' induction program. 1. Overview of professional practice that is aligned to the Danielson Framework for Teaching 2. Basic information and knowledge about the school, school district, and students in order to increase effectiveness 3. Training in topics such as o Classroom management o Data informed decision making o Curriculum and standards o Lesson planning o Instructional strategies o Resiliency o Student engagement practices o Developing relationships Inductees will provide feedback on the individual programs/topics following their completion.

## DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

**IF “NO” IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.**

## EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator

Date

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I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator

Date