

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

Peters Township School District
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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
Michael Fisher	Assistant Superintendent	Administrator	Administration Personnel
Jennifer Murphy	Deputy Superintendent	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Louise Woods	Human Resources Coordinator	Other	Administration Personnel
Julie Collins	Parent	Other	Administration Personnel
Samantha McVicker	Parent	Other	Administration Personnel
Nancy Hobbs	Teacher	Teacher	Administration Personnel
Harry Bushmire	Teacher	Teacher	Teacher
Caroline Abele	Teacher	Teacher	Teacher
Amanda Slagle	Teacher	Teacher	Administration Personnel
Jeff Sudol	Counselor	Education Specialist	Education Specialist
Minna Allison	Board Member	Other	School Board of Directors
Lisa Anderson	Board Member	Other	School Board of Directors
Jeannine French	Superintendent	Administrator	Administration Personnel
Patricia Kelly	Director of Pupil Services	Administrator	Administration Personnel
April Ragland	Assistant Director of Pupil Services	Administrator	Administration Personnel
Greg Marquis	Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Adam Sikorski	Principal	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.

The Peters Township School District Induction Program creates a collaborative learning environment for new and experienced teachers. It is designed to guide and inform the newly hired professional under the direction of District administrators and mentor teachers. Charlotte Danielson's *Implementing the Framework for Teaching in Enhancing Professional Practice* is the key text used to guide learners in this teaching/learning process. Newly hired staff members who haven't completed an induction process are provided a mentor upon their employment within the Peters Township School District. At Peters Township, mentor teachers must be Instructional II teachers who have taught in the district for at least three years. They are assigned based upon the following criteria: First, from the grade level/discipline in the building in which they are teaching. Second, from the same building or split between one building and the same subject discipline outside of the building. In the rare occasion in which an Instructional II teacher is not available under the above two circumstances, the mentor teacher is chosen based upon master teacher qualities as determined by the building principal, or the superintendent or his/her designee. The mentor teacher will also possess successful evaluations from the principal, recommendation and support of the supervisory staff and administration, and have the willingness to serve. The mentor will be paid a stipend per the collective bargaining agreement. Mentors will be provided with monthly topics, coinciding with Building/District activities. For example, mentors will be expected to discuss Open House procedures with the new teacher during the month of September when Peters Township School District typically hosts the event. This checklist of topics will be referenced in the mentor's monthly induction reports which are submitted to the Assistant Superintendent. The mentor teacher's role will include: Establishing an effective professional rapport with the new teacher. Assisting the new teacher in identifying strategies to communicate with supervisors, parents, and community members. Meeting with the teacher on a weekly basis. Providing written monthly documentation of support. Modeling engaging instructional practices and reflective practices. Participating in the Induction Program. Support the Inductee in the observation process. Demonstrating character qualities and providing ways in which Character Education can be integrated into the classroom. Support Inductee in learning about policies and procedures of the school district. The Peters Township School District Induction Program incorporates the SAS portal. SAS sessions provide inductees the opportunity to review resources the portal offers to influence instruction and assessment practices.

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.	No
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	No
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**

During the course of the two-year program, the New Teachers attend Induction meetings both after school and during the school day. The Year One teachers begin the first year of the program with a two-day orientation prior to the beginning of the school year. Throughout the school year additional 2 hour after school meeting occur to review Induction topics. Topics for this orientation and year one of the induction process are listed below, but are not limited to: Overview of the Induction Program based upon Charlotte Danielson's Implementing the Framework for Teaching in Enhancing Professional Practice Self-reflection on teaching through monthly note-taking with the Mentor Setting up the classroom for the first day of school The Observation Process The Level 1 to Level 2 Certification process Character Education A Community Field Trip Visitation to the Community library to learn about available resources for both students and teachers Technology Use Curriculum/Instruction/Assessment Professional Code of Conduct for Educators Pedagogy Training in Crisis Response In addition, upon hiring, the Business Office, per School Board Policy #333.1 (Orientation), conducts an orientation with the new employee on District procedures, employee benefits, and policies. Year two Induction meetings occur during 2 hour after school meetings throughout the school year. Topics covered in the second year fall under each of Danielson's four domains of Planning and Organization, Instruction, Classroom Environment, and Professionalism including, but not limited to: Creating an environment of respect and rapport Managing classroom procedures Organizing physical space Establishing a culture for learning Demonstrating knowledge of content and pedagogy Selecting instructional goals Designing coherent instruction Communicating with families Maintaining accurate records Managing student behavior Engaging students in learning Using questioning and discussion techniques Demonstrating knowledge of students Assessing student learning Providing feedback to students Growing and developing professionally Showing professionalism Segments on School Law, Lesson Design, Differentiation, Special

Education, and Portfolio Construction complete the two-year program. Master teachers with various expertise, as well as administrators and other experts in the fields, act as presenters in the program.

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
4c: Communicating with Families 4e: Growing and Developing Professionally 3a: Communicating with Students 4f: Showing Professionalism	Year 2 Spring, Year 1 Spring

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records 1f: Designing Student Assessments 3d: Using Assessment in Instruction	Year 1 Winter, Year 2 Fall

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 4c: Communicating with Families	

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3b: Using Questioning and Discussion Techniques 1f: Designing Student Assessments 3e: Demonstrating Flexibility and Responsiveness 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning	Year 2 Fall, Year 1 Spring, Year 1 Fall

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect	Year 1 Fall, Year 2 Winter

Selected Danielson Framework(s)	Timeline
and Rapport 2c: Managing Classroom Procedures 3a: Communicating with Students 2e: Organizing Physical Space 2d: Managing Student Behavior	

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction	Year 2 Fall, Year 1 Fall, Year 1 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 4b: Maintaining Accurate Records	Year 2 Winter, Year 1 Winter, Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4f: Showing Professionalism 1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records	Year 1 Fall, Year 2 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport 3d: Using Assessment in Instruction 4f: Showing Professionalism 2d: Managing Student Behavior 3e: Demonstrating Flexibility and Responsiveness	Year 2 Winter, Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1f: Designing Student Assessments	Year 2 Winter, Year 1 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of
Resources
1f: Designing Student Assessments
3d: Using Assessment in Instruction

Year 1 Fall, Year 1 Winter

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2b: Establishing a Culture for Learning
1b: Demonstrating Knowledge of
Students
2c: Managing Classroom Procedures
3c: Engaging Students in Learning
2d: Managing Student Behavior
4f: Showing Professionalism
2a: Creating an Environment of Respect
and Rapport
2e: Organizing Physical Space

Year 1 Fall, Year 2 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families

Year 1 Spring

4f: Showing Professionalism

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

Our induction program is evaluated regularly with a summative review occurring at the conclusion year two. During the last meeting in year two of the induction program, inductees meet with building administrators and the coordinator of the induction program to review the topics of the induction program and identify topics to add or remove from the program. Changes to topics are made based on inductee feedback.

Informal assessments include group discussions during induction meetings and information gathered in group notetaking documents.

Formative evaluations for Year One, Year Two, and Mentor Teachers include the monthly induction tracking, which includes the mentor's report on the new teacher's progress, Year One and Year Two teachers' question and answer segments about teaching, and feedback on the monthly induction topics.

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.

Michael W. Fisher

Educator Induction Plan Coordinator

11/17/2021

Date

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](#).

Jeannine French

Chief School Administrator

11/17/2021

Date