

LOYALSOCK TOWNSHIP SD

1605 Four Mile Drive

Induction Plan (Chapter 49) | 2021 - 2024

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
117414203
1605 Four Mile Drive , Williamsport, PA 17701

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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
Gerald Mclaughlin	Superintendent	Administrator	Administration Personnel
Suzanne K. Foresman	Supervisor of Curriculum and Instruction	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Matthew Reitz	HS Principal	Administrator	Administration Personnel
Ashley Sekel	MS Principal	Administrator	Administration Personnel
Preston Shellenberger	Elementary Princpal	Administrator	Administration Personnel
Matthew Johnson	Elementary Principal	Administrator	Administration Personnel
Lisa Fisher	Supervisor of Special Education	Administrator	Administration Personnel
Melvin Wentzel	Board of Directors	Other	School Board of Directors
Mike Ziccello	Board of Directors	Other	School Board of Directors
Jamie Sortman	Parent	Other	Administration Personnel
Ben Lorson	Teacher	Teacher	Teacher
Savannah Cajka	Teacher	Teacher	Teacher
Kym Dunlap	Teacher	Teacher	Teacher
Rachelle Salvatori	Teacher	Teacher	Teacher
David Tini	Teacher	Teacher	Teacher

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 district advertises the mentor positions for all district employees, specifying the required characteristics for each opening. Once applications are received, the administrative team reviews the qualifications to ensure the candidate has outstanding work performance and similar certification areas. Highly qualified candidates are interviewed for the mentor position. The interview committee includes the Supervisor of Curriculum and Instruction and the Principal. These are stipend positions for our district; therefore, the expectation of mentor training and additional responsibilities are clearly defined.

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 Loyalsock Township School District, in partnership with its community, seeks to instill in students high standards for academic achievement, integrity, leadership, service, and responsible citizenship within a respectful, safe, and active learning environment. The Loyalsock Township School District prepares students for future challenges, engages students in holistic learning, and inspires students to reach their full potential. The district has developed the following Induction Plan for all new LTSD professional staff members to meet the mission and vision mentioned above. The inductee will participate fully in the District's Induction Plan. The inductee shall maintain open and direct communication with their mentor teacher and administrators. To complete the LTSD Induction process, the inductee will meet weekly with the mentor, discuss topics on the log/checklist, document meeting topics, and dates on their discussion journal. Their journal should document in-depth discussions of their lesson reflections and monthly meeting topics. Two classrooms observations should be completed throughout the school year, while documenting the observation using the observation tool, focusing on Domains 2 & 3. Along with the completion of the observation, thorough written reflections about the lessons observed should be completed. The inductee should write and discuss four reflections of lessons they taught and discuss with their mentor. (two of the lessons should include observations made by the mentor). Meet with the Supervisor of C & I and the Building Principal to review progress at the end of the first semester. And finally, submit their Induction Portfolio to the Supervisor of Curriculum and Instruction for review and sign-off completion of the Loyalsock Township Induction Program. The portfolio required for submission will include Induction Meeting and Discussion Log Sheet (dated and initialed by both mentor and inductee), four written reflections with documented discussions, two classroom observations documented using the observation tool, successful completion of assignments from book studies. There are three types of meetings that will occur throughout the school year;

Orientation, Weekly with a mentor, and Monthly with curriculum specialists. The content included during Orientation Training Day; Introductions of Key Staff Members, Business Items, District Technology, Code of Conduct, Lunch, Portfolio, Danielson Framework. The Weekly meeting between mentor and inductee should focus on building specific procedures, management, and processes at the beginning of the school year. Once the year is underway and peer observations have begun, the focus moves to individual needs focused on classroom instruction, management, and curriculum. During the Monthly meetings with the Supervisor of Curriculum and Instruction, as well as, appointed specialists for topic discussions will include: Safe Schools, Danielson Framework; Teacher Effectiveness, Instructional Teaching Practices, Classroom Management, Assessment and Grading, Accommodations and Adaptation for Diverse Learners, SAS (Curriculum and Standards, PVAAS and PA Future Ready Index. The monthly meetings will include two different book studies that will take place throughout the school year. The delivery format for the District Induction Program involves a variety of modes; large group, small group, and individual. Meetings use a variety of media for the delivery of content, programs, and discussions. The district has developed a modified mentor program for experienced teachers new to the district, including weekly meetings between mentor and inductee, observations, and needs-based professional learning opportunities.

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
2a: Creating and Environment of Respect and Rapport 3a: Communicating with Students 4f: Showing Professionalism	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

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

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)**Timeline**

1c: Setting Instructional Outcomes 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Fall, Year 1 Spring, Year 1 Winter
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SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**

2e: Organizing Physical Space 2a: Creating and Environment of Respect and Rapport	Year 1 Fall
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STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Year 1 Winter, Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness 4c: Communicating with Families 3d: Using Assessment in Instruction	Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
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2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	Year 1 Spring
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DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
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4b: Maintaining Accurate Records 1f: Designing Student Assessments 3d: Using Assessment in Instruction	Year 1 Winter
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MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
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Selected Danielson Framework(s)	Timeline
	Year 1 Fall, Year 1 Winter, Year 1 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space 2b: Establishing a Culture for Learning 3a: Communicating with Students 2c: Managing Classroom Procedures 3c: Engaging Students in Learning	Year 1 Winter, Year 1 Fall, Year 1 Spring

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4d: Participating in a Professional Community	Year 1 Winter, Year 1 Spring, Year 1 Fall

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

Achievement of the program goals and competencies is directly related to preparing new Loyalsock Township School District staff members. Therefore, the process used for monitoring the Educator Induction Program includes monthly reflections by the inductees and mentors related to discussion topics, a checklist of procedures and processes, satisfactory evaluations, and a portfolio. A survey of participants, new teachers, mentors, principals, and other members of the educator induction committee will evaluate the program's strengths and weaknesses. The various forms of data collected by the district provide the basis for program revisions and continuous improvement. The district will monitor the induction plan through mid-year and end-of-year evaluations. The new teacher and the mentor will document the tasks they have completed. New teachers will keep a portfolio and submit it to the Supervisor of Curriculum and Instruction for review and sign-off on their completion. This portfolio should demonstrate the growth they have made in each of the domains throughout their induction program. These domains include Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. Once documents are submitted and reviewed, the Supervisor of Curriculum and Instruction will notify the Superintendent of 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.

Suzanne K. Foresman
Educator Induction Plan Coordinator

08/31/2021
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](#).

Superintendent/Chief Executive Officer

Date