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

Public

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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
Jessica Keim	HS Teacher	Teacher	Teacher
Jenna Parks	MS Teacher	Teacher	Teacher

| Name	Title	Committee Role	Chosen/Appointed by
Scott Lake	HS Teacher	Teacher	Teacher
Monica Cerett	Special Education Teacher	Teacher	Teacher
Christina Cavanaugh	Elementary Teacher	Teacher	Teacher
Sarah Griest	Title 1 Coordinator/Teacher	Teacher	Teacher
Autumn Woodward	MS Teacher	Teacher	Teacher
Dwayne Northcraft	Superintendent	Administrator	Administration Personnel
Kathy Cutchall	Elementary Principal	Administrator	Administration Personnel
Sean Cummins	HS/MS Principal	Administrator	Administration Personnel
Alisa Scott	Director of Special Education	Administrator	Administration Personnel
Jordan Yarwood	Curriculum Coordinator	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
Will 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 be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (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 for the duration of the induction program? (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: a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

Plan requirements   **Yes/No**
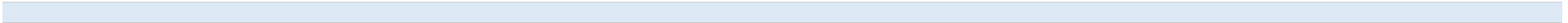
MENTORS

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.

Because we are a small district, sometimes we are not able to have a mentor for the inductee with the same certification; however, this is the goal. When possible, we will pair inductee with job a-like mentors. When selecting a mentor, the administration looks at a pool of possible mentors with outstanding work performance who are knowledgeable with district policies. The mentor is asked if they are willing to support a new teacher prior to final approval.

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 SHCSD competencies include: to build a professional relationship between the inductee and the mentor teacher; to familiarize teachers with Pennsylvania, intermediate unit, school district and building policies, procedures and expectations; to assist the inductee to assess his/her professional development and provide ready access to resources for self-improvement; to provide peer support and the model of a successful and experienced professional for the new teacher; and to provide information, training and ongoing technical assistance to teacher inductees. The content that SHCSD will use for the mentoring program is as follows: identification of instructional needs, review of standardized assessment data, classroom assessment procedures, developing lesson plans, research-based instructional strategies, PA Code of Conduct and policies and procedures. Inductees and mentors will meet weekly or bi-weekly for the first two months and then meet monthly for the remainder of the school year. The inductee and mentor may meet more often as necessary. Delivery for the meeting will be held face-to face at the beginning of the year however mentor will be available by email and Zoom as necessary.

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 4a: Reflecting on Teaching 4d: Participating in a Professional Community	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1f: Designing Student Assessments 3d: Using Assessment in Instruction 3b: Using Questioning and Discussion	Year 2 Spring, Year 2 Fall, Year 1 Spring, Year 1 Fall

Selected Danielson Framework(s)	Timeline
Techniques	

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
4a: Reflecting on Teaching 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 1a: Demonstrating Knowledge of Content and Pedagogy	Year 2 Spring, Year 2 Fall, Year 1 Winter, Year 1 Spring, Year 1 Fall, Year 2 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 2c: Managing Classroom Procedures	Year 2 Fall, Year 1 Fall, Year 1 Spring, Year 2 Spring

Selected Danielson Framework(s)	Timeline

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Year 2 Spring, Year 2 Fall, Year 1 Fall, Year 1 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
	Year 1 Spring, Year 2 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline

4b: Maintaining Accurate Records	Year 1 Spring, Year 1 Fall
4f: Showing Professionalism	
4c: Communicating with Families	

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students	Year 2 Fall, Year 2 Spring, Year 1 Spring, Year 1 Fall
1a: Demonstrating Knowledge of Content and Pedagogy	
3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning	

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
4a: Reflecting on Teaching	Year 1 Spring, Year 2 Fall
3d: Using Assessment in Instruction	
1e: Designing Coherent Instruction	

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning	

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning	Year 2 Fall, Year 2 Spring, Year 1 Spring, Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 2e: Organizing Physical Space 2d: Managing Student Behavior	Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 1 Winter, Year 1 Spring, Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4f: Showing Professionalism	Year 1 Fall, Year 1 Spring

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)	Timeline
	Year 1 Fall

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	Year 2 Fall

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes	

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community 4b: Maintaining Accurate Records 4e: Growing and Developing Professionally	Year 1 Fall, Year 2 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

New teachers have to document activities, trainings, and completion of work packets. Mentors will be required to sign-off on the documentation to ensure that all goals were met. Administration supervises and monitors the mentoring process. An annual review of the process is done. School/LEA administration will maintain accurate records of program completion and provide a certificate of completion to each inductee who has completed the program.

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

- -

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