

## **EAST LYCOMING SD**

349 Cemetery St

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

East Lycoming 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

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Name	Title	Committee Role	Chosen/Appointed by
Cori A. Cotner	Director of Curriculum and Instruction	Administrator	School Board of Directors
Laura Barondeau	Special Education Teacher	Teacher	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Rick Reichner	JH Principal	Administrator	Administration Personnel
April Paulhamus	Special Education Director	Education Specialist	Administration Personnel
Amy Wallis	Elementary Teacher	Teacher	Administration Personnel
Josh Fry	JH Teacher	Teacher	Administration Personnel
Jessica Tagliaferri	Teacher	Teacher	Teacher
Tom Coburn	SR Principal	Administrator	Administration Personnel
Angela Swartchick	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.**

Mentors must have taught in the district for a minimum of three years. Mentors must have satisfactory evaluations. Mentors are recommended by building principals based on their classroom performance, contributions to the educational community, and their ability/willingness to communicate in a positive manner with their colleagues.

## 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**

Inductees and mentors meet prior to the first day of the school year. Inductees and mentors are given the program guidelines and the structure of the program during this meeting. Requirements of both the Inductee and the mentor are reviewed during this meeting. Content included in the inductee plan includes but is not limited to: School District vision/goals, School Board policies, District services, Special Education services, technology, business office services, teacher observation/evaluation, curriculum/instruction/assessment, curriculum resources, parent/teacher conferences and relationships, District/Building handbooks/policies, PDE/District curriculum standards, Budget and purchasing procedures. Inductees and mentors are encouraged to meet weekly in the first semester and bi-weekly for the remainder of the first year. The first meeting is a face-to-face meeting with all Inductees and mentors. Weekly inductee/mentor meetings are face-to-face when possible. Meetings with the entire induction class throughout the year are a hybrid of face-to-face and virtual.

## 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

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

## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 3a: Communicating with Students	Year 1 Fall

## INSTRUCTIONAL PRACTICES

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**Selected Danielson Framework(s)**

**Timeline**

3c: Engaging Students in Learning

Year 1 Winter

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## **SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)**

**Timeline**

2a: Creating an Environment of Respect  
and Rapport

Year 1 Winter

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## **STANDARDS/CURRICULUM**

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**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction

Year 1 Fall

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## **TECHNOLOGY INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

**Selected Danielson Framework(s)**

**Timeline**

3c: Engaging Students in Learning

Year 1 Fall

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## **PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

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**Selected Danielson Framework(s)**

**Timeline**

3a: Communicating with Students

Year 1 Fall

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## **ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS**

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**Selected Danielson Framework(s)**

**Timeline**

1c: Setting Instructional Outcomes

Year 1 Fall

1b: Demonstrating Knowledge of  
Students

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## **DATA INFORMED DECISION MAKING**

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**Selected Danielson Framework(s)**

**Timeline**

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3d: Using Assessment in Instruction      Year 1 Fall

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## **MATERIALS AND RESOURCES FOR INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

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1e: Designing Coherent Instruction

Year 1 Fall

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## **CLASSROOM AND STUDENT MANAGEMENT**

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**Selected Danielson Framework(s)**

**Timeline**

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2d: Managing Student Behavior

Year 1 Fall

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## **PARENTAL AND/OR COMMUNITY INVOLVEMENT**

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**Selected Danielson Framework(s)**

**Timeline**

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4c: Communicating with Families

Year 1 Fall

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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**

Teachers will complete a needs assessment and a pre-induction survey of various topics at the start of the induction process. During the process teachers will meet with their mentor to discuss various topics, actions and provide comments. Upon completion of the induction activities teachers will complete a post induction survey including feedback on how well the induction plan accomplished various goals.

## 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.

Mark Stamm

09/02/2022

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](#).

Mark Stamm

09/02/2022

Chief School Administrator

Date