

## **PENNSBURY SD**

134 Yardley Ave

Induction Plan (Chapter 49) | 2023 - 2026

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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

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134 Yardley Avenue , Fallsington, PA 19054

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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
Cherrissa Gibson	Director of HR & Professional Development	Administrator	Administration Personnel
Maureen Gradel	Staff Developer	Education Specialist	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Lisa Follman	Elementary Principal	Administrator	Administration Personnel
Matt Levin	Special Education Supervisor	Education Specialist	Education Specialist
Nicole Peirce	Union Leader/ Elem. Teacher	Other	Administration Personnel
Reggie Meadows	High School Principal	Administrator	Administration Personnel
Rich Rebh	Elementary Principal	Administrator	Administration Personnel
Terri Salvucci	Elementary Principal	Administrator	Administration Personnel
Kristin Slota	Spark Teacher	Education Specialist	Teacher
James Strouss	High School Teacher Social Studies	Teacher	Teacher
Cali Tomko	Middle School Math	Teacher	Teacher
Nicole Mascione	Reading Specialist	Education Specialist	Teacher
Kelly Gerber	Math Specialist	Education Specialist	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
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:	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

**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.**

The LEA has designed a process where all veteran educators are notified of the Mentor Program expectations and requirements, and afforded the the opportunity to express interest in the Mentor program. Principals and School leaders review letters of interests and complete screening process before completing a recommendation form aligned to the criteria. The LEA provides annual Mentor trainings to ensure the criteria of the program are met.

## 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**

Year 1 Induction includes a 4 day summer orientation program, 16 hours of professional learning and coaching during the school year with mentors, and at least 2 peer coaching observation sessions. Year 2 Induction includes 16 hours of professional learning, book study, and coaching with mentors and other teacher leaders. Year 2 also includes at least one demonstration lesson in the inductee's classroom. Topics during the 2 year induction program include: MTSS & PBIS Instructional Design, Assessment & Practice Act 13 Evaluation and Educator Effectiveness Professionalism & Ethics Inclusive Practices & Special Education Culturally Responsive and Sustaining Educational Practices Social Emotional Learning & Relationship Building Skills Classroom Management Human Resources- PA Tenure & Instructional II Certification Instructional Technology

## 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
4f: Showing Professionalism 4a: Reflecting on Teaching	Year 1 Summer

## ASSESSMENTS AND PROGRESS MONITORING

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

## INSTRUCTIONAL PRACTICES

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

1e: Designing Coherent Instruction  
3c: Engaging Students in Learning

Year 2 Fall, Year 2 Winter, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 1 Winter, Year 2 Summer,  
Year 1 Summer

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## SAFE AND SUPPORTIVE SCHOOLS

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

2d: Managing Student Behavior  
2a: Creating an Environment of Respect  
and Rapport

Year 1 Summer, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 2 Fall, Year 2 Winter, Year 1 Winter

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## STANDARDS/CURRICULUM

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

1c: Setting Instructional Outcomes  
1a: Demonstrating Knowledge of  
Content and Pedagogy  
1d: Demonstrating Knowledge of  
Resources

Year 2 Winter, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 1 Spring, Year 1 Fall, Year 2 Spring,  
Year 1 Summer

## TECHNOLOGY INSTRUCTION

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Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources	Year 2 Fall, Year 2 Winter, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 1 Winter, Year 1 Summer

## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

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

## ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

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Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students	Year 1 Spring, Year 1 Summer, Year 1 Fall, Year 2 Fall, Year 1 Winter, Year 2 Winter

**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction

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**DATA INFORMED DECISION MAKING**

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**Selected Danielson Framework(s)**

**Timeline**

1b: Demonstrating Knowledge of Students

Year 1 Spring, Year 1 Summer, Year 1 Fall, Year 1 Winter

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

3c: Engaging Students in Learning

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**MATERIALS AND RESOURCES FOR INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy

Year 1 Fall, Year 1 Winter, Year 1 Spring

1d: Demonstrating Knowledge of Resources

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## CLASSROOM AND STUDENT MANAGEMENT

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Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2b: Establishing a Culture for Learning	Year 2 Winter, Year 2 Fall, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 1 Summer, Year 1 Spring

## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community 4c: Communicating with Families	Year 1 Summer, Year 1 Winter, Year 1 Spring, Year 1 Fall, Year 2 Spring, Year 2 Winter, 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**

The Teaching & Learning team will meet monthly to review progress of inductees. Instructional Coaches will observe and collect data on classroom practices and teacher growth. Inductees will complete an annual survey.

## 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.

Dr. Cherrissa Gibson  
Educator Induction Plan Coordinator

05/17/2023  
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](#).

Thomas A. Smith  
Chief School Administrator

06/30/2023  
Date