

INDUCTION PLAN (CHAPTER 49)

2021 - 2027

INDUCTION PLAN

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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 IU 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

Intermediate Unit
117000000
2400 Reach Rd PO Box 3609, Williamsport, PA 17701

Dr. Christina Steinbacher-Reed
creed@iu17.org
5703238561 Ext. 1071

INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the IU'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 IU.

STEERING COMMITTEE

NAME	TITLE	COMMITTEE ROLE	CHOSEN/APPOINTED BY
Dr. Brooke Beiter	Director of Educational Planning	Administrator	Administration Personnel
Rebecca Gibboney	Professional Learning Coordinator	Administrator	Administration Personnel
Dr. Amy Martell	Assistant Executive Director/Director of Student Services	Administrator	Administration Personnel
Maria Pierce	Supervisor	Administrator	Administration Personnel
Jim Rinehimer	Educational Consultant	Education Specialist	Education Specialist
Andra Sauers	Supervisor	Administrator	Administration Personnel
Tiffany Putnam	Teacher	Teacher	Teacher
Corrie Roadarmel	Teacher	Teacher	Teacher
Ashley Rupert	Teacher	Teacher	Teacher
Dana Vermilya	Educational Consultant	Education Specialist	Education Specialist
Sheena Hindman	Teacher	Teacher	Teacher

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the IU 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)

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 Intermediate Unit (IU) use to select mentors?

CHARACTERISTICS USED BY IU

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 IU 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 IU'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED CHARACTERISTICS.

Mentors will be tenured teachers in good standing with work performance evaluations. Mentor teachers will complete a half-day training focused on roles and responsibilities of mentors, expectations for communicating with inductees, active listening skills, coaching conversations, problem-solving, and non-evaluative observation practices.

NEEDS ASSESSMENT

Which of the following characteristics does the Intermediate Unit (IU) use to select mentors?

CHARACTERISTICS USED BY IU

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

INDUCTION PROGRAM

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE IU'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- PROGRAM STRUCTURE
- MEETING FREQUENCY
- CONTENT INCLUDED
- DELIVERY FORMAT

The BLaST IU 17 Induction process takes place over a two-year period.

Pre-service induction training sessions (Three full days for all 1st year teachers):

Intermediate Unit staff will conduct three full days of training for new teachers. The topics covered during the first three training dates include: an overview of BLaST Intermediate Unit 17 policies and procedures, professional code of conduct and ethics, IEP development, Data and Report Tracking System (DaRTS) orientation, child accounting, ACT 13, professional interactions/dealing with contentious situations, and building relationships with students and caregivers. These three days will be scheduled in the month of August.

Topics covered during days four and five include the following: strategies to support all learners, especially vulnerable populations, classroom and behavior management, des-escalation strategies, trauma-informed care, social-emotional learning strategies, and IEP 1:1 coaching services. One workshop will occur in the first semester and one during the second semester. Assignments from the pre-service induction training sessions will be reviewed during these workshops.

Year 2 Inductees will also complete an asynchronous choice board that is a variety of group and program-specific professional development that is selected by Program Supervisors. This selection includes, but is not limited to: organization/scheduling/time management, classroom and behavior management, student engagement, explicit instruction, SAS portal, restorative practices, state assess-

ments, Act 13, etc. Inductees will have the opportunity to meet their mentors as mentors, receive building/district specific information, including potential safety issues that new teachers must be aware of prior to beginning the school year to support students. This will be covered in initial mentor meetings.

Mentors will receive onboarding mentor training once every three years. This half-day training will focus on topics such as roles and responsibilities of the mentor, expectations for communicating with inductees, active listening, coaching, problem-solving, and non-evaluative observations.

PEER OBSERVATIONS BY MENTORS:

It is the expectation that the mentor will visit their inductee in their classroom/program environment up to one full day within the inductee's first year of teaching. These observations will be non-evaluative in nature.

PEER OBSERVATIONS OF MENTOR AND/OR OTHER INSTRUCTIONAL STAFF:

In the fall and spring of their first year of teaching, inductees will be required to spend .5-1 full day observing an experienced teacher. This could be the inductee's mentor, or another teacher identified with the assistance of the supervisor. This will be a targeted visitation, with the inductee identifying specific behaviors or activities they would like to see during the observation.

INDUCTION PROGRAM

AUGUST INDUCTION SESSION (YEAR TWO INDUCTEES):

All second year inductees will participate in one .5 day training session in August. Topics addressed will include the following: reflective practice and professional goal setting. Second year inductees will review their Supervisor ratings from the previous year using the Danielson Framework to identify individual strengths and needs. They will set goals for their second year of teaching based upon their area(s) of need. Second year inductees will complete a year two project with support of their mentor, Supervisor and other IU 17 employees, focused on their area of need. Inductees will need to provide align actions steps at least 3 artifacts for their goal. This project will be their Professional Growth Goal for the year and be entered into PAETEP. Inductees will be assessed using the Danielson framework.

AFTER SCHOOL TRAINING FOR YEAR TWO INDUCTEES (8 HOURS):

Inductees will be required to attend four (4) two hour after school training sessions throughout the course of their second year of teaching. Training sessions will typically be scheduled in September, December, March and May and will be held virtually. During these sessions, there will be time provided for year two project reflection and collaboration among inductees. General Topics such as: IEP re-evals, Universal Design for Learning Deeper Dive, Equity, etc. Additional topics to be discussed during these meetings will be determined based upon inductee survey results at the end of year one. Level one to level two certificate conversion will be discussed at the May meeting.

Year 2 Inductees will also complete an asynchronous choice board that is a variety of group and program-specific professional development that is selected by Program Supervisors. This selection includes, but is not limited to: organization/scheduling/time management, classroom and behavior management, student engagement, explicit instruction, SAS portal, restorative practices, state assessments, Act 13, etc

Any professional staff hired following BLaST Intermediate

Unit 17's annual in-service in August will be assigned a mentor (depending on the Program Supervisor) at the time of hire and required to watch recorded webinars located in the Onboarding Schoology Course. The new hire will watch these asynchronously and complete follow-up discussions with mentors. New hires will then join the rest of the year one inductees wherever the group is within the induction timeline of activities/events. If a new hire is onboarded after the fall Induction professional development, the new hire participate in the Induction process the next year.

EVALUATION & MONITORING:

All inductees will complete an evaluation at the end of their first year of teaching and an end of program assessment at the conclusion of the two year induction program. Inductees will showcase their individualized professional growth goals at the end of year 2 at an IU Board of Directors meeting. Inductees will have an individual meeting with the Director of Student Services, Induction Coordinator, and Program Supervisor at the end of each year to discuss professional growth plans. Mentors will complete an evaluation of the mentor training provided. The evaluation process will be utilized to revise induction program components, mentor training components, and enhance both the second year of the induction program as well as the overall induction experience.

PARTICIPATION AND COMPLETION:

Inductees and mentors will document their meetings using the mentor/inductee meeting checklist, regardless of whether or not the contact was face to face or by other means. Inductees participating in induction meetings and activities will be required to sign the sign in sheet for each meeting/activity. The sign in sheets will be kept on file with other professional development records. Inductees who have completed all required induction plan components will receive written verification of such from the office of the Executive Director of BLaST Intermediate Unit 17.

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)

4f: Showing Professionalism

Timeline

Year 1 Fall, Year 2 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

3a: Communicating with Students

Timeline

Year 1 Spring, Year 2 Spring, Year 3 Spring,
Year 1 Summer, Year 2 Summer,
Year 3 Summer

2d: Managing Student Behavior

Year 1 Fall, Year 2 Fall, Year 3 Fall,

3b: Using Questioning and Discussion
Techniques

Year 1 Winter, Year 2 Winter, Year 3 Winter

2c: Managing Classroom Procedures

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

EDUCATOR INDUCTION PLAN TOPIC AREAS

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

2d: Managing Student Behavior
4c: Communicating with Families
2a: Creating and Environment of
Respect and Rapport
2c: Managing Classroom Procedures
2e: Organizing Physical Space
4a: Reflecting on Teaching
2b: Establishing a Culture for Learning
3e: Demonstrating Flexibility and
Responsiveness

Timeline

Year 2 Spring, Year 1 Fall, Year 2 Fall,
Year 1 Spring

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

1a: Demonstrating Knowledge of Content
and Pedagogy
1c: Setting Instructional Outcomes
1f: Designing Student Assessments
1e: Designing Coherent Instruction

Timeline

Year 2 Winter, Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

1e: Designing Coherent Instruction
3a: Communicating with Students
3c: Engaging Students in Learning
1a: Demonstrating Knowledge of
Content and Pedagogy
2b: Establishing a Culture for Learning

Timeline

Year 2 Winter

EDUCATOR INDUCTION PLAN TOPIC AREAS

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

4b: Maintaining Accurate Records
3a: Communicating with Students
4c: Communicating with Families

Timeline

Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

2a: Creating and Environment of
Respect and Rapport
1c: Setting Instructional Outcomes
4a: Reflecting on Teaching
1e: Designing Coherent Instruction
3d: Using Assessment in Instruction
1b: Demonstrating Knowledge of Students

Timeline

Year 2 Winter, Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

1f: Designing Student Assessments
3d: Using Assessment in Instruction
4b: Maintaining Accurate Records

Timeline

Year 2 Spring, Year 1 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction

Timeline

Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Summer,
Year 2 Summer, Year 3 Summer, Year 1 Winter, Year 2 Winter,
Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall

EDUCATOR INDUCTION PLAN TOPIC AREAS

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

2b: Establishing a Culture for Learning
2e: Organizing Physical Space
2a: Creating and Environment of
Respect and Rapport
3a: Communicating with Students
2c: Managing Classroom Procedures
2d: Managing Student Behavior

Timeline

Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

4c: Communicating with Families
2b: Establishing a Culture for Learning

Timeline

Year 1 Fall

OTHER

Selected Danielson Framework(s)

2b: Establishing a Culture for Learning
4f: Showing Professionalism
4e: Growing and Developing Professionally
3a: Communicating with Students
2a: Creating and Environment of
Respect and Rapport

Timeline

Year 2 Spring, 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 IUs 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

Upon hire, all new teachers will complete an inductee needs assessment. All inductees will complete an evaluation at the end of their first year of teaching and an end-of-program assessment at the conclusion of the two-year induction program. Inductees will showcase their individualized professional development projects at the end of year two at an IU Board of Directors meeting. Inductees will have an individual meeting with the Director of Student Services, Induction Coordinator, and Program Supervisor at the end of each year to discuss professional growth plans. Mentors will complete an evaluation of the mentor training provided. The evaluation process will be utilized to revise induction program components, mentor training components, and enhance both the second year of the induction program as well as the overall induction experience.

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

IU 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 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

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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.

Executive Director

DATE

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