

APPALACHIA IU 8

4500 6th Avenue

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 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

Appalachia Intermediate Unit 8
108000000
4500 6th Ave , Altoona, PA 16602

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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
Jennifer Anderson	Director of Professional Learning & Organizational Development	Administrator	Administration Personnel
Lori Carrier	Speech & Language Therapist	Education Specialist	Education Specialist

Name	Title	Committee Role	Chosen/Appointed by
Barbara Cassel	Special Education Supervisor	Administrator	Administration Personnel
Brian Cessna	Special Education Teacher	Teacher	Teacher
Nickoi Ciciarelli	School Psychologist	Education Specialist	Education Specialist
Allena Davis	Teacher of the Deaf and Hearing Impaired	Teacher	Teacher
Julie Della	Assistant Director of Educational Programs & Services	Administrator	Administration Personnel
Karen Dillen	Special Education Teacher for Transition Services	Teacher	Teacher
Charlotte Ecklund	Supervisor of Speech & Language	Administrator	Administration Personnel
Troy Eppley	Special Education Supervisor	Administrator	Administration Personnel
Elissa Ferry	Special Education Teacher for Life Skills Support	Teacher	Teacher
Megan Hammer	Early Intervention Teacher	Teacher	Teacher
Lance Hudak	Teacher for Education at Alternate Sites	Teacher	Teacher
Janice Koenig	Early Intervention Teacher	Teacher	Teacher
Christine Lewis	Special Education Supervisor	Administrator	Administration Personnel
Dina McCarthy	Speech & Language Therapist	Education Specialist	Education Specialist

Name	Title	Committee Role	Chosen/Appointed by
Marissa O'Conner	School Counselor	Education Specialist	Education Specialist
Amy Peruso-Lytle	Special Education Teacher for Autistic Support	Teacher	Teacher
Megan Skillings	School Psychologist	Education Specialist	Education Specialist
Erin Stout	Reading Specialist	Education Specialist	Education Specialist
Brad Theys	Special Education Supervisor	Administrator	Administration Personnel
Melanie Trybus	Special Education Teacher for Life Skills Support	Teacher	Teacher
Jason Wasovich	Supervisor of Nonpublic Services	Administrator	Administration Personnel
Dr. Amy Woomer	Chief Education Officer	Administrator	School Board of Directors

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:	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.	No
Other, please specify below	Yes

OTHER

Due to the many locations, across a 4-county region where IU8 provides educational programs and services, IU8 does not require the mentor

to have compatible schedules for mentor and inductee. To ensure mentor and inductee pairs can regularly meet, pairs are given the opportunity, with support by the program supervisor, to plan meeting times within and outside the scheduled days to facilitate regular meetings. To encourage mentor/inductee connections and collaborative time, pairs are afforded technology options that will adequately support virtual meeting/conferencing, as well as systems to share materials/resources, as well as dialogue/chat or problem-solve through electronic methods.

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

To ensure each IU8 mentor assigned to an inductee meets the mentor standards/characteristics, Each IU8 professional staff member who may serve as a mentor must be able to affirm all of the following, as documented on the Mentor Record Form: 1. During the period of mentoring, the mentor is a regular professional employee with a minimum of three years of proficient/distinguished performance while employed by IU8. 2. Evidence of leadership capacity and interest in the work of serving as a mentor. 3. A positive and cooperative attitude toward the IU8 organization, its mission, vision, programs, and people. 4. The individual is voluntarily applying and has a recommendation from a program supervisor. The completed/submitted Mentor Record Mentor form is reviewed by the administrative team providing oversight and coordination of the induction program, including administrative team member(s) who provide direct supervision to the mentor, to ensure the individual meets all mentor characteristics. When selected: 1. Each mentor will receive a stipend as indicated in the Agreement or Plan. 2. First-time mentor applicants may be required to complete specific professional learning and development opportunities before and during the period of mentoring. 3. Mentors are encouraged to be part of the professional learning community that provides information and feedback on training and development needs for the current year's and next year's planning. If a mentor is not assigned a mentee for the year the Mentor form was submitted, reviewed, and approved, the individual's Mentor Form will remain active, and the individual will be part of a "mentor pool" for future mentor needs and assignments.

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

OTHER

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

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

OVERARCHING GOAL The Intermediate Unit 8's Induction Plan aims to provide a comprehensive and meaningful first-year induction experience to ensure every inductee has a solid foundation in which to build a successful and purposeful professional career. The focus of the year is to contribute to the growth of the inductee's knowledge and skills to maximize the inductee's instructional effectiveness with learners, positively influence his/her daily work satisfaction, and develop the inductee's individual leadership skills. The Induction program's value will be realized when every inductee reports the experience offered: 1. A sense of belonging and connectedness to the people and the organization. 2. A greater capacity to engage in and maintain the work. 3. A personal/professional benefit from the learning and development opportunities. 4. An impact whereby each professional completing induction continues to seek learning opportunities throughout his/her professional career, adopting a "life-long" learner mindset. **PROGRAM STRUCTURE** IU8 is an educational service organization meeting the diverse needs of learners ages 3-21. As such, our team of professionals has distinct certifications inviting an equally distinct induction experience. Our induction program blends tailored opportunities for professional growth and learning, with mentorship, and instructional leadership/supervision so every inductee will: 1. Know, understand and implement effective instructional practices with evidence of impact on learner achievement and inclusivity. 2. Plan and design challenging work for the diverse population of learners the inductee serves. 3. Know the basic details and professional expectations related to IU-wide initiatives, practices, policies, and procedures. 4. Be able to access state curriculum frameworks and construct lessons designed to guide learners toward mastery of state academic standards. 5. Be able to locate and navigate valid and quality systems offering collections of resources and information that support the inductee's professional practice, including the Pennsylvania Standards Aligned System. 6. Expand professional knowledge and application of effective classroom management and

positive behavior intervention strategies, including methods for de-escalation and crisis intervention. 7. Develop a professional network. 8. Know professional expectations as established by the 1992 Code of Professional Practice and Conduct for Educators (22 PA Code 235). 9. Know the Educator Effectiveness Observation & Practice, Framework for Evaluation for either Classroom Teacher or Other Non-Teaching Professionals (Pennsylvania Department of Education, 2021). 10. Be informed of all PA state assessments, including PSSA, PASA, and Keystone Exams, and how each applies to the inductee's job assignment.

INDUCTEE NEEDS The following at the planned Actions, Designated Leads, Established Frequency, and Defined Methods for assessing the needs of the inductee:

ACTION: Multiple observations of practice; **LEAD:** Program supervisor; **FREQUENCY:** Informal, 1x per semester, Formal, 1x per semester, Walkthroughs, 2-4x per semester; **METHOD:** in-person

ACTION: Observations of practice; **LEAD:** Mentor; **FREQUENCY:** 1x per semester; **METHOD:** In-person or virtual

ACTION: Meetings with a mentor; **LEAD:** Mentor; **FREQUENCY:** 2x per semester; **METHOD:** In-person or virtual

ACTION: Standardized student assessment data; **LEAD:** Program supervisor; **FREQUENCY:** Based on the availability of data; **METHOD:** In-person or virtual

ACTION: Classroom assessment data; **LEAD:** Program supervisor; **FREQUENCY:** Classroom level data reviewed during every informal, formal, and walkthrough facilitated; **METHOD:** In-person

ACTION: Inductee survey; **LEAD:** Inductee; **FREQUENCY:** Mid and end-of-year; **METHOD:** Electronic

ACTION: Review of inductee lesson plans; **LEAD:** Program supervisor; **FREQUENCY:** Weekly; **METHOD:** Electronic

ACTION: Review of written reports summarizing instructional activity; **LEAD:** Program supervisor; **FREQUENCY:** Review based on the schedule of submission and as part of all informal and formal observation; **METHOD:** Electronic

ACTION: Submission of inductee portfolio; **LEAD:** Program supervisor and administrators for induction oversight and verification; **FREQUENCY:** Program supervisor, mid-year review. Program supervisor and administrators for induction, end-of-year; **METHOD:** Electronic

ACTION: Knowledge of successful research-based instructional models; **LEAD:** Program supervisor and the inductee; **FREQUENCY:** Review of the inductee's completed personal needs assessment aligned with the PA Educator Effectiveness Observation & Practice; Framework for Evaluation (PDE, 2021), first quarter and last quarter

ACTION: Information from previous induction programs; **LEAD:** Program supervisors, administrators, and mentors; **FREQUENCY:** Annually; **METHOD:** Electronic summary of evaluation and feedback from mentors, inductees, and program supervisors

CONTENT, FREQUENCY & FORMAT Every inductee is afforded varying methods and modalities for content to provide flexible and fluid options to meet the needs of our working professionals who are new to both the field and to IU8. The first year for the professional is overwhelming and demanding. The goal of our induction plan is to assist and support the inductee through the year of induction in-person, blended, and virtual (both synchronous and asynchronous) paths to meet the induction requirements and adding value to the inductee's experience.

CONTENT: Code of Professional Practice and Conduct; **FREQUENCY:** Fall session; **FORMAT:** in-person or virtual/synchronous PD session or virtual/asynchronous learning path/course

CONTENT: Assessment and Progress Monitoring; **FREQUENCY:** Fall, Winter, and Spring; **FORMAT:** blended professional learning opportunities to include staff training; job-

embedded activities; in-person or virtual/synchronous PD session or virtual/asynchronous learning path/course CONTENT: Instructional Practices; FREQUENCY: Fall, Winter, and Spring; FORMAT: blended professional learning opportunities to include staff training; job-embedded activities; in-person or virtual/synchronous PD session or virtual/asynchronous learning path/course CONTENT: Safe and Supportive Schools; FREQUENCY: Fall, Winter, and Spring; FORMAT: blended professional learning opportunities to include staff training; job-embedded activities; in-person or virtual/synchronous PD session or virtual/asynchronous learning path/course CONTENT: Standards and Curriculum; FREQUENCY: Fall and Winter; FORMAT: blended professional learning opportunities to include staff training; job-embedded activities; in-person or virtual/synchronous PD session CONTENT: Technology Instruction; FREQUENCY: Fall and Spring; FORMAT: blended professional learning opportunities to include staff training; job-embedded activities; in-person or virtual/synchronous PD session or virtual/asynchronous learning path/course CONTENT: Progress Reports and Parent-Teacher Conferencing; FREQUENCY: Fall; FORMAT: blended professional learning opportunities to include staff training and job-embedded activities CONTENT: Accommodations and Modifications for Diverse Learners; FREQUENCY: Fall, Winter, Spring; FORMAT: blended professional learning opportunities to include staff training; job-embedded activities; in-person or virtual/synchronous PD session or virtual/asynchronous learning path/course CONTENT: Data-Informed Decision Making; FREQUENCY: Winter and Spring; FORMAT: blended professional learning opportunities to include staff training; job-embedded activities; in-person or virtual/synchronous PD session CONTENT: Materials and Resources for Instruction; FREQUENCY: Fall, Winter, and Spring; FORMAT: blended professional learning opportunities to include staff training; job-embedded activities CONTENT: Classroom/Student Management - Positive Behavior Support and Crisis Intervention; FREQUENCY: Fall, Winter, and Spring; FORMAT: blended professional learning opportunities to include staff training; job-embedded activities; in-person or virtual/synchronous PD session CONTENT: Parental and/or Community Involvement; FREQUENCY: Winter and Spring; FORMAT: blended professional learning opportunities to include staff training and job-embedded activities

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
4d: Participating in a Professional Community 4f: Showing Professionalism 4e: Growing and Developing Professionally	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion	Year 1 Fall, Year 1 Winter

Selected Danielson Framework(s)	Timeline
Techniques 1e: Designing Coherent Instruction 4a: Reflecting on Teaching 1f: Designing Student Assessments 4b: Maintaining Accurate Records	

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources 2c: Managing Classroom Procedures 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of	Year 1 Winter, Year 1 Fall, Year 1 Spring

Selected Danielson Framework(s)	Timeline
Content and Pedagogy 1e: Designing Coherent Instruction 2e: Organizing Physical Space 4e: Growing and Developing Professionally	

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 2d: Managing Student Behavior 2b: Establishing a Culture for Learning 3a: Communicating with Students 2a: Creating and Environment of Respect and Rapport 2e: Organizing Physical Space 1b: Demonstrating Knowledge of Students 2c: Managing Classroom Procedures	Year 1 Spring, Year 1 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Winter, Year 1 Fall
2b: Establishing a Culture for Learning	
1c: Setting Instructional Outcomes	
3b: Using Questioning and Discussion Techniques	
1f: Designing Student Assessments	
3d: Using Assessment in Instruction	
1e: Designing Coherent Instruction	
3c: Engaging Students in Learning	

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Fall, Year 1 Spring
1e: Designing Coherent Instruction	
3b: Using Questioning and Discussion Techniques	
1c: Setting Instructional Outcomes	
2b: Establishing a Culture for Learning	

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning	

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1f: Designing Student Assessments 4b: Maintaining Accurate Records 3a: Communicating with Students 4f: Showing Professionalism 2b: Establishing a Culture for Learning 4c: Communicating with Families	Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students
1f: Designing Student Assessments
3c: Engaging Students in Learning
1c: Setting Instructional Outcomes
2a: Creating and Environment of Respect and Rapport
3d: Using Assessment in Instruction
1a: Demonstrating Knowledge of Content and Pedagogy
1e: Designing Coherent Instruction
3b: Using Questioning and Discussion Techniques
4a: Reflecting on Teaching
1d: Demonstrating Knowledge of Resources
2b: Establishing a Culture for Learning
3e: Demonstrating Flexibility and Responsiveness

Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 1f: Designing Student Assessments	Year 1 Winter, Year 1 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness	Year 1 Spring, Year 1 Winter

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	
3c: Engaging Students in Learning	

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2a: Creating and Environment of Respect and Rapport	Year 1 Fall
2e: Organizing Physical Space	
3e: Demonstrating Flexibility and Responsiveness	
1d: Demonstrating Knowledge of Resources	
2d: Managing Student Behavior	
3c: Engaging Students in Learning	
2b: Establishing a Culture for Learning	
3a: Communicating with Students	
1b: Demonstrating Knowledge of Students	
2c: Managing Classroom Procedures	
3b: Using Questioning and Discussion Techniques	

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
2a: Creating and Environment of Respect and Rapport 4c: Communicating with Families 2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 3a: Communicating with Students 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness	Year 1 Winter, Year 1 Spring

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

EVALUATION AND MONITORING

IU8's processes and methods to monitor and evaluate the Educator Induction Program are varied to afford the Administrative team responsible for oversight and implementation of the induction program with multiple sources of evidence as part of the feedback loop used to gauge the plan's effectiveness in meeting its stated goals, to monitor the fidelity of implementation, evaluate for the achievement of desired outcomes, and inform any needed adjustments for its current and future participants. The following sources are used as evidence to gauge the plan's effectiveness in meeting its stated goals, the fidelity of the plan's implementation, and meeting desired outcomes: MENTORS: 1. Every Mentor documents time and effort, including method/mode, with the inductee across the annual program using IU8's designated system of reporting. The system used for reporting and validating the mentor's activities is determined annually by the program's administration and supervisors to ensure methods are fluid and flexible to ensure timely access and accessibility by the mentor, supervisor, and administrative team. 2. Each Mentor provides annual feedback and evaluation of the induction program from the point of view and experience of the mentor. The annual evaluation/feedback is reported using the designated system to collect and compile multiple methods of data (ratings/scales and narrative) to evaluate the induction program. INDUCTEES 3. Each Inductee submits a comprehensive Induction Portfolio as evidence of induction activities completed across the induction year. 4. Each Inductee also provides feedback and evaluation of the induction program from the point of view and experience of the inductee. The summative evaluation and feedback from the inductee is collected as part of the summative portfolio. Inductee feedback includes multiple methods of reporting (rating scales, narratives, and reflections) for varied sources of data and evidence.

SUPERVISORS 5. Each supervisor maintains information and evidence to support the supervisor's actions as defined in Inductee Needs. Supervisors submit evidence of observation by designated dates each semester, Winter and Spring. There is also evidence of walk-throughs, staff meetings and training, etc. that align and are reflected in the inductee's reporting/recording methods. 6. The supervisors also review and validate the mentor documents of activities required for the mentor to be paid the stipend as indicated in the Agreement or Plan.

ADMINISTRATORS 7. All information and evidence completed and submitted by both the mentors and inductees is reviewed and approved by the administrators with responsibility for the oversight of the induction program. 8. Administrators take part in the review of the inductee portfolio. 9. Administrators summarize mentor and inductee feedback, annually, to inform adjustments needed to the Program for the following induction year. 10. Administrator issues notice to the Chief Administrator/Executive Director of the inductee's successful completion of the Induction Program and maintains all induction records. **CHIEF ADMINISTRATOR** 11. The Chief Administrator verifies completion of induction for all IU professionals seeking Level 2 Certification.

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

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