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

Midd-West School District

116555003

568 East Main Street , Middleburg, PA 17842

Dr. Thor R. Edmiston

edmiston.thor@mwsd.cc

5708370046 Ext. 1201

Mr. Joe Stroup

stroup.joe@mwsd.cc

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
Dr. Thor Edmiston	Director of Curriculum and Instruction	Administrator	Administration Personnel
Mrs. Julie Lohr	Principal Middleburg Elementary School	Member	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Mr. Jeremy Brown	Principal Midd-West Middle School	Member	Administration Personnel
Mrs. Angela Stebila	Learning Support Teacher	Education Specialist	Education Specialist
Mrs. Heidi Oldt	Biology Teacher	Teacher	Teacher
Mr. Ryan VanHorn	Middle School Art Teacher	Teacher	Teacher
Miss Paetyn Klinger	Middle School Learning Support Teacher	Teacher	Education Specialist
Mrs. Lindsay Dalius	Biology Teacher	Teacher	Education Specialist
Ms. Megan Snyder	Elementary School Art Teacher	Teacher	Education Specialist
Mr. Andrew Sassaman	Elementary Teacher	Teacher	Education Specialist

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: 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

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 are recommended by the building administrator of the new employee needing induction. The selection of these mentors for new teachers are based upon: 1) similarity of teaching assignment (grade level, subject matter, and building) 2) access to meet with the new teacher and a schedule that allows for those opportunities 3) experience within the school district and suitability for a mentor position - A Level II professional employee is preferred, while a teacher that will best model the district's mission and values is a necessity. Once a potential mentor is decided upon by the building administrator and an individual has agreed upon serving in this capacity, the school board is asked to approve the individual as the mentor in order to make it official.

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 LEA's Induction Program is structured to provide programming and three levels. The first level is at the district-wide level which would include training for all members of the induction program. The second level is at the building level where building level administrators lead meeting with their new staff members that are specific to their buildings. Finally, there is a level of the program designed between the individual new teacher and their mentor in providing support. In all, there are six district level meetings through out the school year. These district level meetings select programs based upon the initial survey responses of the new teachers. Areas identified as being need of the new teachers will be presented in a whole groups fashion at the district level. These meetings are typically held as in-person events after school hours. Three building level meetings exist specifically for first year teachers and their mentors. This is in addition to monthly faculty meetings and weekly grade level or team meetings. The building level induction meetings are designed to allow building administrators to prepare new staff members for events or processes specific to the individual building. These include things such as parent conferences, grading and report card procedures, and emergency procedures. Lastly, mentors meet and document meetings with new teachers for thirty minutes each week during the first semester. During the second semester, mentors document bi-weekly meetings of at least thirty minutes with their new teacher. The topics of conversation include how to access district resources and curriculum, detail district programs for reading, writing, and social studies, etc., and provide suggestions for effective instructional and grading practices.

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
4f: Showing Professionalism 4e: Growing and Developing Professionally	Year 1 Fall, Year 1 Winter, Year 1 Spring

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records 3d: Using Assessment in Instruction	Year 1 Fall, Year 1 Winter, Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 1a: Demonstrating Knowledge of Content and Pedagogy 2c: Managing Classroom Procedures 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 3a: Communicating with Students	Year 1 Spring, Year 1 Fall, Year 1 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 4c: Communicating with Families 2e: Organizing Physical Space 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Year 1 Spring, Year 1 Fall, Year 1 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 4b: Maintaining Accurate Records 1c: Setting Instructional Outcomes 4a: Reflecting on Teaching	Year 1 Spring, Year 1 Winter, Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources 3a: Communicating with Students 3e: Demonstrating Flexibility and	Year 1 Spring, Year 1 Winter, Year 1 Fall

Selected Danielson Framework(s)	Timeline
Responsiveness	
1c: Setting Instructional Outcomes	
2e: Organizing Physical Space	
3d: Using Assessment in Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
1f: Designing Student Assessments	
3c: Engaging Students in Learning	

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport	Year 1 Spring, Year 1 Winter, Year 1 Fall
1b: Demonstrating Knowledge of Students	
4b: Maintaining Accurate Records	
1f: Designing Student Assessments	
1c: Setting Instructional Outcomes	
4c: Communicating with Families	

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness 1c: Setting Instructional Outcomes 3b: Using Questioning and Discussion Techniques 1f: Designing Student Assessments 4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students 3a: Communicating with Students	Year 1 Winter, Year 1 Fall, Year 1 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 1e: Designing Coherent Instruction 4b: Maintaining Accurate Records 1f: Designing Student Assessments	Year 1 Winter, Year 1 Spring, Year 1 Fall

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally	
1c: Setting Instructional Outcomes	
3d: Using Assessment in Instruction	

MATERIALS AND RESOURCES FOR INSTRUCTION

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	
2c: Managing Classroom Procedures	
2e: Organizing Physical Space	

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning	Year 1 Spring, Year 1 Fall, Year 1 Winter
2d: Managing Student Behavior	

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport	

PARENTAL AND/OR COMMUNITY INVOLVEMENT

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

OTHER

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally	Year 1 Fall, Year 1 Spring, Year 1 Winter

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

All new teachers, mentors, principals, and other members of the Educator Induction Program will complete a post-induction survey to determine levels of satisfaction and to understand the strengths and weakness of the Induction Program. As part of the survey, committee members will be asked to analyze the induction activities and resources utilized throughout the year-long Induction process. Members will also meet in person on multiple occasions throughout a school year to review survey data, share observations, and discuss changes/improvements to the Induction process.

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.