

SAUCON VALLEY SD

2097 Polk Valley Rd

Induction Plan (Chapter 49) | 2022 - 2025

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.

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?	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 and Inductees are provided a handbook of scheduled activities, goals of the program, responsibilities, documentation required timelines, and processes and procedures. Mentors and inductees are provided information on the online documentation system for forms and formats called Frontline. Inductees are required to answer a monthly survey housed within the Frontline platform as a means to monitor his/her comfort level and progress adjusting to his/her new assignment. Inductees are also provided a copy of the Saucon Valley School District Emergency Management Plan. Inductees must complete a needs assessment/self-assessment twice yearly - by September 1st and by January 31st in order to evaluate the needs of the individual and for the District to provide support, guidance and resources where needed. Inductees are encouraged to take advantage of peer coaching. Peer coaching is the process in which two or more professional colleagues work together for a specific, predetermined purpose in order that the teaching performance can be improved as well as validated. Peer coaching focuses on the collaborative development, refinement and sharing of professional knowledge and skills. Two books/resources are available to the inductees: Better Learning through Structured Teaching by: Douglas Fisher and Nancy Frey and Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson. Finally, the mentor and inductee must complete and Induction Program End of the Year Evaluation. These evaluations are reviewed by Central Office Administrators to determine strengths and areas of improvement regarding the Induction Program for future programming.

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.	No
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	No
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**

Program Structure: Day for Inductees - August - Meet and Greet of all Administrators, PSEA Presentation, ALICE training, Induction Paperwork/MyLearning Plan, Technology Orientation, Lunch, Principals and Mentor/Inductee Meeting, Mentor/Inductee Meeting Content Included: Review of Mentor/Inductee Handbooks/Resources Introduction of Administrative/Building Staff Building Tour Organization Framework/Overview Curriculum/Assessment Discipline/Classroom Management Technology Students Relationships Parents/Community Relationships Meeting Frequency - Monthly with Mentors, Faculty Meetings, Professional Development Plan Activities in addition to additional meeting, as needed or requested. Delivery Format - In person, Virtual, Email Communication, etc.

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

Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 1 Fall, Year 1 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

Year 1 Winter

Selected Danielson Framework(s)

Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

Year 1 Spring

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Fall, 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 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

Mentors and inductees are provided information on the online documentation system for forms and formats called Frontline. Inductees are required to answer a monthly survey housed within the Frontline platform as a means to monitor his/her comfort level and progress adjusting to his/her new assignment as well as the support and guidance provided by the mentor/District. Inductees must complete a needs assessment/self-assessment twice yearly - by September 1st and by January 31st - in order to evaluate the needs of the individual and for the District to provide support, guidance and resources where needed. Inductees are encouraged to take advantage of peer coaching. Peer coaching is the process in which two or more professional colleagues work together for a specific, predetermined purpose in order that the teaching performance can be improved as well as validated. Peer coaching focuses on the collaborative development, refinement and sharing of professional knowledge and skills. Finally, the mentor and inductee must complete and Induction Program End of the Year Evaluation. These evaluations are reviewed by Central Office Administrators to determine strengths and areas of need regarding the Induction Program for future programming and continuous improvement.

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.