

SHIPPENSBURG AREA SD

317 N Morris St

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.

PROFILE AND PLAN ESSENTIALS

Shippensburg Area School District

115218003

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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

Name	Title	Committee Role	Chosen/Appointed by
Marsha Schmus	Math Instructional Coach	Education Specialist	Administration Personnel
Sheri Woodall	Director of Curriculum, Instruction, and Assessment	Administrator	Administration Personnel

Name

Title

Committee Role

Chosen/Appointed by

Deborah Luffy

Secondary Principal

Administrator

Administration Personnel

Teri Mowery

Elementary Principal

Administrator

Administration Personnel

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?	
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.

The LEA maintains a pool of mentor teachers who have excellent pedagogical knowledge and performance that are chosen by building and district administration. In situations where there is not a preexisting mentor in a building, grade level, or subject area as the inductee, district and building administration will personally ask a teacher who has not previously volunteered but still has the qualifications necessary if they will mentor the new inductee to ensure the inductee is mentored by an individual with similar teaching assignments as the inductee.

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	No
Classroom assessment data (Formative & Summative)	No
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	No
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: in August of each year, a District-wide orientation will take place with all new teachers and educational specialists. This orientation will consist of an introduction by the Board of Director's president, Superintendent, Association President, and District and Building administration. New staff will receive training on access to district technology, evaluation process and Act 13, and information on the Shippensburg community. Following this meeting, a luncheon will be arranged to permit new faculty members the opportunity to meet informally with District representatives and mentors. Faculty members completing the first year of induction will attend an additional orientation session where they are introduced to the Danielson Framework, complete a Needs Assessment utilizing Danielson Components, create an annual SMART Goal that will be progress monitored through the year, and set up a digital portfolio that will be utilized to show competency in each component in the Danielson Framework for Level II application. After August Orientation, inductees and mentors will complete two reciprocal observations. The first observation will occur within the first 6 weeks of the school year, and will set base for formal monthly meetings with the mentor teacher. At the K-5 level, mentors will be supplied with Danielson Components and Critical Attributes as well as "What to Look For" for mathematics instruction. At the 6-12 level, mentors will be supplied with Danielson Components and Critical Attributes. When the mentor observes the inductee, they will highlight critical attributes and "look fors" they observed during the lesson. The inductee will then observe the mentor and highlight what they observe for future implementation in their classroom. In addition to this, mentors and inductees will meet monthly to discuss their book study on "The First Days of School" by Wong and Wong. Though an older book, this text aligns to the Danielson Framework and helps to set up new teachers for a successful and reflective career. The principal will conduct three formal observations of the inductee that involves reviewing lesson plans, pre-observation conference, observation, and post-observation

conference. Principals will set up monthly meetings with building level inductees to continue in depth learning of Danielson's Framework for instructional practices, focusing specific discussion based on classroom observations and walkthroughs providing the needs assessment. In addition to the orientation days, mentor meetings, and principal meetings, there will be five district-wide induction meetings. One meeting will be designated for each domain in the Danielson Framework, with the fifth additional meeting being focused on providing inductees with options for their continued growth as educators. In May of each year, inductees, mentors, and principals will all complete evaluations of the induction program to be reviewed by the induction committee to determine whether adjustments must be made to the induction plan for subsequent years.

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, Year 2 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

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

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

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

Selected Danielson Framework(s)

Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 1 Spring

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

Year 2 Fall, Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 2 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 1 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 2 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 1 Winter

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 1 Winter, Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

Year 2 Spring, Year 1 Fall

OTHER

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

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

The evaluation of the induction program will be conducted mid-year by the mentor teams and annually by the District Induction Council. Participants in the program will be asked to evaluate its effectiveness in achieving intended outcomes. The end-of-year induction reports submitted to the Office of the Director of Curriculum include evaluation forms completed by the principal, inductee, and mentor. Summaries of the responses to assessment instruments will be reviewed annually by the Induction Council as a means of revising the Teacher Induction Plan for program 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.

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](#).

Chief School Administrator

Date