

EAST PENN SD

800 Pine Street

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

School District
121392303
800 Pine Street , Emmaus, Pennsylvania 18049-2100

Erin Murphy
emurphy@eastpennsd.org
610-966-8300 Ext.

Kristen Campbell
kcampbell@eastpennsd.org

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
Kristen Campbell	Administrator	Administrator	Administration Personnel
Allan Byrd	Board Member	Other	School Board of Directors

Name	Title	Committee Role	Chosen/Appointed by
Anna Chavolla Ramirez	Student	Other	Teacher
Aleshea Maurer	Teacher - Special Ed	Education Specialist	Administration Personnel
Doug Povilaitis	Administrator	Administrator	Administration Personnel
Drew Hinkel	Administrator	Administrator	Administration Personnel
Erin Murphy	Administrator	Administrator	Administration Personnel
Jacqueline Vogel	Administrator	Administrator	Administration Personnel
Jody Freed	Administrator	Administrator	Administration Personnel
Jeffrey Jankowski	Board Member	Other	School Board of Directors
Jennifer Thomas	Teacher	Teacher	Education Specialist
Julie Zappile	Teacher	Teacher	Administration Personnel
Kimberly Adams	Teacher	Teacher	Teacher
Kate Kieres	Administrator	Administrator	Administration Personnel
Kristen Grim	Counselor	Education Specialist	Administration Personnel
Laura Witman	Administrator	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Linda Pekarik	Administrator	Administrator	Administration Personnel
Lisa Manzo	Administrator	Administrator	Administration Personnel
Gregory Annoni	Administrator	Administrator	Administration Personnel
Meredith Frantz	Administrator	Administrator	Administration Personnel
Mike Mihalik	Administrator	Administrator	Administration Personnel
Peter Slay	Psychologist	Education Specialist	Education Specialist
Sara Burk	Counselor	Education Specialist	Administration Personnel
Laura Atwater	Teacher	Teacher	Administration Personnel
Tara Desiderio	Administrator	Administrator	Administration Personnel
Tricia Gutman	Administrator	Administrator	Administration Personnel
Thomas Mirabella	Administrator	Administrator	Administration Personnel
Olivia Pinocci-Wrightsman	Student	Other	Teacher
Shonta Ford	Community Member	Other	School Board of Directors
Jennifer Layton	Administrator	Administrator	Administration Personnel
Sydne Clarke	Student	Other	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Misty Armstrong	Administrator	Administrator	Administration Personnel
Sallie Yencho	Adminstrator	Administrator	Administration Personnel
Jessica Thacher	Administrator	Administrator	Administration Personnel
Melissa Moxley	Teacher	Teacher	Administration Personnel
Orly Marriaga	Staff	Other	Education Specialist
Thomas Ruhf	Administrator	Administrator	Administration Personnel
Allison Fisher	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:	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	Yes

OTHER

NA

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

All tenured professional staff members have the opportunity to apply to be a mentor. Principals and the Office of Teaching and Learning collaborate to pair new teachers with a mentor.

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	No
Review of written reports summarizing instructional activity	No
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**

DISTRICT GOAL To provide support, encouragement, and professional development for new professional staff members into the learning community committed to excellence for the East Penn School District. **OBJECTIVES** 1 To provide the new teacher or educational specialist with an understanding of effective teaching skills, as well as policies and procedures, required to meet district and building expectations. 2 To foster growth and development of the new teacher or educational specialist in mastering and refining effective skills. 3 To provide the assistance for professional development, exclusive of the district evaluation system, in a collaborative and supportive environment. 4 To provide an induction program that is structured to adapt to the needs of the new teacher or educational specialist. 5 To help build collegial relationships. 6 To provide training for mentors in topics and skills critical to the success of the new teacher of the educational specialist.

RESPONSIBILITIES OF THE NEW TEACHER The state of Pennsylvania defines a new teacher as any full or part time teacher engaged in their initial teaching experience in a PA public school. This includes, substitute teachers and other professional staff employed for 45 days or more. The New Teacher meets with their mentor a minimum of one class period per week after school hours and completes the "Mentorship Meeting Log" found in the Learning Management System (LMS). Please Note: If the new teacher is a specialist and no other teacher in that subject area is assigned to that building, arrangements for these observations should be made by contacting the Office of Teaching and Learning. The New Teacher completes two Extended Observations and two Quick Visits between October and April. Arrangements for these observations are made with the assistance of the mentor and the building administrator. Documentation for the observations will be posted in the LMS. The new teacher is observed by their mentor at least twice during the year. Documentation for the observations will be posted in the LMS. The new teacher completes all new teacher induction workshops/meetings. The new teacher completes the Summative Reflection form posted in

the LMS. It must include the signatures of the new teacher, mentor teacher and building principal ONLY, and must be submitted at the end-of-year evaluation session. **RESPONSIBILITIES OF THE MENTOR** The mentor attends the New Teacher Induction mentor training days in August. The mentor completes, with the new teacher, the New Teacher Induction Mentoring Topics Checklist during the first semester. This checklist is posted in the LMS. The mentor meets (a minimum of 40 minutes) after school every week to discuss issues relevant to the success of the new teacher. These meetings will be documented on the “Mentorship Meeting Log” found in the Learning Management System (LMS). The mentor observes their mentee during an instructional period at least twice during the school year. Documentation for the observations will be posted in the LMS. **PROFESSIONAL DEVELOPMENT TOPICS FOR NTI WILL INCLUDE** NTI will include a combination of in person sessions and asynchronous learning modules. While topics may change based on the needs of the group or the organization, the items below will remain a focus of our work: ? Social Emotional Learning ? Culturally responsive teaching practices ? Safe Schools ? Understanding MTSS ? English Language Learners ? Teacher Professional Evaluation Resources

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	Year 1 Winter, Year 1 Spring, Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 4b: Maintaining Accurate Records	Year 1 Winter, Year 2 Spring, Year 2 Fall, Year 1 Fall, Year 2 Winter, Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
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Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes	Year 1 Spring, Year 2 Fall, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 3a: Communicating with Students 2e: Organizing Physical Space 2d: Managing Student Behavior 4f: Showing Professionalism 2c: Managing Classroom Procedures 3b: Using Questioning and Discussion Techniques	Year 1 Spring, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter, Year 2 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes	Year 2 Fall, Year 1 Spring, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space 3c: Engaging Students in Learning	Year 1 Spring, Year 1 Winter, Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 1b: Demonstrating Knowledge of Students	Year 1 Fall, Year 1 Winter, Year 1 Spring

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction	Year 2 Fall, Year 1 Spring, Year 1 Fall, Year 2 Winter, Year 1 Winter, Year 2 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning	Year 1 Spring, Year 1 Winter, Year 2 Spring, Year 2 Fall, Year 1 Fall, Year 2 Winter

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2b: Establishing a Culture for Learning
2d: Managing Student Behavior
3a: Communicating with Students
2e: Organizing Physical Space

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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families

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

The East Penn Human Resources Office and Office of Teaching and Learning will formally survey New Teachers after the first and second year of services. In addition, mid and end of year reflection entries/discussions, and reflections during live sessions will be used as anecdotal notes. Together, the survey data and the notes will serve as our measure of effectiveness and inform our decision-making from year to year.

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.

Erin Murphy

Educator Induction Plan Coordinator

03/14/2022

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