

GENERAL MCLANE SD

11771 Edinboro 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.

PROFILE AND PLAN ESSENTIALS

School District

105253903

11771 Edinboro Rd. , Edinboro, PA 16412

Steven Karns

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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
Steven Karns	Director of Curriculum, Instruction, and Assessment	Administrator	Administration Personnel
Stephanie Hargest	Parent/Business Owner	Other	School Board of Directors

Name	Title	Committee Role	Chosen/Appointed by
Tom Lytle	Parent/Owner of Growing & Learning Center	Other	School Board of Directors
Mary Anne Cousins	Teacher	Teacher	Teacher
Murray Lohr	Teacher	Teacher	Teacher
Sarah Grabski	Director of Communications and Administrative Services	Other	Administration Personnel
Michael Cannata	Director of Pupil Services	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.

As outlined in the plan, building administrators will work with the Director of Curriculum to identify mentors who fit the characteristics selected above. If those mentors are interested, they will be paired with the inductee. If they are not interested, another appropriate mentor will be selected that fits the stated criteria.

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**

DESIGN: An initial inservice is held prior to the beginning of the school year in order to address information and programs which are adopted district-wide and which provide the basis for future development. The agenda includes topics such as: (1) an overview of district facts, (2) supervision/evaluation, (3) discipline philosophy and procedures, (4) procedures for dealing with student injuries/emergencies, (5) curriculum, (6) district goals for the coming school year, (7) general administrative policies and procedures, (8) the mentoring process, and (9) the Code of Professional Practice and Conduct for Educators. During those initial inservice days, mentors and inductees are given time to meet and discuss topics relevant to the inductee as he/she plans for the start of the school year. Prior to the end of September, a meeting will be held by the curriculum director with each mentor and inductee pair to determine any general areas of need. The curriculum director can facilitate additional support as is necessary. Inductees and mentors will participate in regularly scheduled meetings to reflect upon instructional practices and identify needs. During this time, the inductee and the mentor can review assessment data, classroom assessment data, the inductee's lesson plans, and successful research-based instructional models. The district is committed to providing professional development experiences based on current research. Teachers new to General McLane and new to the profession will be given the opportunity to participate in professional development. Additional professional development opportunities will be coordinated with individual inductees on an as needed basis. CONTENT: Programs and or activities to increase beginning teacher's knowledge and improve teaching skills conducted by the district are as follows: A series of activities are held which relate to the district's definition of excellent teaching. The basic introduction is provided at the initial induction meeting prior to the teachers' first day. Assistance and support in the building and at the district level continue through the year. All teachers involved in the induction process, including long-term substitutes who are hired for more than 45 days,

are required to visit and observe at least three other teachers. They also are afforded the opportunity to work with the building administrators and any other teacher in the district who might be helpful. Information and guidance is provided to inductees regarding classroom management and parent/guardian communication. Assistance in this area is also provided by the mentor teacher, by the building administration, and by other teachers in the department or at their respective grade level. New teachers are included in all ongoing activities dealing with professional study or decision-making. Such committees and activities include planned course revision, textbook selection, and/or study of special areas. Special programs and/or resources are made available to beginning personnel as needs are apparent. This effort is afforded to the total staff. In-class assistance is provided as needed. New teachers must complete a 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. This training can be completed online through the SAS Portal.

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 Fall

ASSESSMENTS AND PROGRESS MONITORING

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

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
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Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction

Year 1 Fall, Year 1 Winter, Year 1 Spring

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2a: Creating an Environment of Respect
and Rapport

Year 1 Spring, Year 1 Winter, Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments
1e: Designing Coherent Instruction
1c: Setting Instructional Outcomes

Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring,
Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning
2e: Organizing Physical Space

Year 1 Fall, Year 1 Winter

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction

Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Winter, Year 1 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of
Resources

Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior
2c: Managing Classroom Procedures

Year 1 Spring, Year 1 Winter, Year 1 Fall

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

Mentor teachers and inductees will be asked to evaluate the effectiveness of the program on an annual basis. Their recommendations for improvement will be incorporated into the process. Building principals will also be surveyed as their role is critical in working with the inductee and the mentor teacher in order to ensure the program is individualized and effective. Overall comments on the program are also included on the induction checklist.

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.

Steven Karns

05/27/2022

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](#).

Matthew Lane

06/02/2022

Chief School Administrator

Date