

## **LOWER MERION SD**

301 E Montgomery Ave

Induction Plan (Chapter 49) | 2022 - 2025

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### **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?	
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 Lower Merion School District has established procedures for the selection of mentor teachers to support the induction program. Teachers who volunteer to mentor new professional staff are required to first submit an application to their building principal. Volunteer teachers complete an application to be a mentor and submit that information to their building principal for approval. The principal or designee of each school compiles a list of mentor teachers from the applications received, reviews the applications, and submits a list of nominees to the Superintendent or his/her designee. The Superintendent or his/her designee, in consultation with the principal or designee, shall select and, as closely as possible, “match” the mentor teacher with the new teacher based upon the background, needs, and teaching assignment of the new teacher. Assignments are made either in the same school or with a professional with the same or similar responsibilities within the district whenever possible. The mentors are chosen based on the following:

Criteria – Mentor Teacher

- Instructional II certificate or permanent certification with a minimum of three years of experience within the Lower Merion School District
- Received satisfactory evaluation rating over the past two school years
- Currently teaching in the same building as the inductee when at all possible
- Received mentor training focused on the following;
  - o Purpose of the Induction Program and role of a mentor
  - o Communication skills
  - o Listening skills
  - o Coaching and conferencing skills
  - o Effective teaching/specialist skills
  - o Problem solving
  - o Knowledge of adult learning and development
  - o Understand Danielson’s frameworks components

Qualities and Characteristics – Mentor Teacher

- Uses data-driven decision making when planning instruction
- Incorporates formative and summative data (assessments FOR learning/assessments OF learning) to guide instruction, planning, and for evaluating student progress
- Excellent organizational skills
- Exhibits enthusiasm and a positive attitude
- Has a desire and willingness to serve as a mentor teacher

Competencies – Mentor Teacher

- Competence with differentiating instruction to meet the needs of all students
- Understands the purposes and goals of assessment
- Understand the importance and sequence of curriculum
- Knowledge of policies and procedures of the District and school community
- Understands key components of planning, instruction, and classroom management
- Knowledgeable on how to observe, coach, and give constructive feedback to a colleague
- Ability to prioritize information to be communicated and displays good time management skills
- Comfortable working collaboratively and cooperatively with teachers, principals, supervisors and other members of the School District team
- Knowledge of mentor and mentee professional rights and responsibilities

Responsibilities of Mentor Teacher

- Facilitate a good start to the year
- Meet with inductee regularly
- Model sound instructional practices
- Observe the inductee
- Provide feedback and other professional support
- Serve as a liaison
- Attend Mentor orientation
- Attend Induction Program session(s) designated for mentors/mentees (determined by the district)

Recommendations

- Establish a District Induction Team to help support goals, competencies and mentor selection and training
- Establish District-wide and building level procedures that are coordinated for

dissemination of information, application forms, collection of databases of potential candidates' information, and develop training opportunities for potential mentors

**Method of Selection**

- The principal or designee of each school shall compile a list of mentor teachers from the applications of volunteers (see Appendix 1).
- The principal or designee shall review those applications and submit a list of approved nominees to the Superintendent or his/her assigned designee.
- The Superintendent or his/her designee, in consultation with the principal or designee, shall select and “match” the mentor teacher with the new teacher based upon the background, needs, and teaching assignment of the new teacher.
- Teaching assignments will be made either in the same school or with a professional with the same/similar responsibilities.

**Orientation**

The orientation of mentor teachers will be done by designees of the Superintendent, who will meet with the mentors at least once prior to the opening of school. The following topics will be covered:

- An explanation of the Induction Program with emphasis on the role of the mentor teacher. The confidentiality of the mentor teacher-new teacher relationship will be stressed.
- A review of the following:
  - Effective instructional strategies and practices
  - Efficient use of time
  - Classroom management
  - Communication
  - Evaluation of pupil progress relative to intellectual growth, social growth, emotional well-being, and physical well-being
  - Principles of discipline

## 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**

Our induction program utilizes mentors, face to face professional learning experiences and other opportunities for growth and learning. Learning experiences occur frequently and there are monthly responsibilities of the mentee and the mentor. We utilize pre and post evaluations to measure growth as well as collect feedback on monthly sessions. We focus our time on several district initiatives as well as state mandates including ensuring that our new educators understand the Code of Professional Practice and Conduct for Educators, assessment literacy, instructional design, and making data informed decisions.



## 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

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Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism	Year 1 Fall

## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness	Year 1 Fall, Year 1 Spring, Year 1 Winter

## INSTRUCTIONAL PRACTICES

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

1a: Demonstrating Knowledge of  
Content and Pedagogy

1d: Demonstrating Knowledge of  
Resources

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

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Year 1 Fall, Year 1 Spring, Year 1 Winter, Year 1 Summer

## **SAFE AND SUPPORTIVE SCHOOLS**

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

1b: Demonstrating Knowledge of  
Students

2a: Creating an Environment of Respect  
and Rapport

2b: Establishing a Culture for Learning

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Year 1 Summer, Year 1 Fall, Year 1 Winter, Year 1 Spring

## **STANDARDS/CURRICULUM**

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**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction  
3c: Engaging Students in Learning  
1a: Demonstrating Knowledge of Content and Pedagogy  
1d: Demonstrating Knowledge of Resources

Year 1 Spring, Year 1 Summer, Year 1 Fall, Year 1 Winter

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## **TECHNOLOGY INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

3c: Engaging Students in Learning  
1d: Demonstrating Knowledge of Resources  
1e: Designing Coherent Instruction

Year 1 Summer, Year 1 Spring, Year 1 Fall, Year 1 Winter

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## **PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

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**Selected Danielson Framework(s)**

**Timeline**

4c: Communicating with Families  
4b: Maintaining Accurate Records

Year 1 Fall

**Selected Danielson Framework(s)**

**Timeline**

3a: Communicating with Students

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## **ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS**

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**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction  
1b: Demonstrating Knowledge of Students  
2b: Establishing a Culture for Learning  
1a: Demonstrating Knowledge of Content and Pedagogy  
2a: Creating an Environment of Respect and Rapport

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## **DATA INFORMED DECISION MAKING**

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**Selected Danielson Framework(s)**

**Timeline**

1c: Setting Instructional Outcomes  
1e: Designing Coherent Instruction  
1b: Demonstrating Knowledge of

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

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Students

3d: Using Assessment in Instruction

1f: Designing Student Assessments

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## MATERIALS AND RESOURCES FOR INSTRUCTION

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

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1a: Demonstrating Knowledge of  
Content and Pedagogy

1d: Demonstrating Knowledge of  
Resources

1b: Demonstrating Knowledge of  
Students

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Year 1 Winter, Year 1 Fall, Year 1 Spring

## CLASSROOM AND STUDENT MANAGEMENT

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

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1e: Designing Coherent Instruction

2c: Managing Classroom Procedures

1b: Demonstrating Knowledge of

Year 1 Fall

**Selected Danielson Framework(s)**

**Timeline**

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Students

2d: Managing Student Behavior

2a: Creating an Environment of Respect  
and Rapport

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**PARENTAL AND/OR COMMUNITY INVOLVEMENT**

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**Selected Danielson Framework(s)**

**Timeline**

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Year 1 Fall

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## **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 Lower Merion School District, under the supervision of the Assistant Superintendent, Director of Elementary Education and K-12 Professional Development, Curriculum Supervisors, plan, implement, and monitor the induction program throughout the year. The participants in the induction program complete pre and post evaluations during the induction program, at the end of the induction program and at the end of the school year. The data provided in these surveys are used to evaluate and inform future induction programs.

## 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

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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