

MOON AREA SD

8353 University Boulevard

Induction Plan (Chapter 49) | 2021 - 2024

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

Moon Area School District

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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
Michelle Zinsser	Parent	Other	School Board of Directors
Julie Moore	Elementary Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Susan Kazmierczak	Elementary Principal	Administrator	Administration Personnel
Joseph Johnson	Elementary Principal	Administrator	Administration Personnel
Jeff Beltz	Assistant Superintendent	Administrator	Administration Personnel
Jenn Daugherty	Community Member	Other	School Board of Directors
Joe Martonik	Community Member	Other	School Board of Directors
Kellie Crago	Local Business Representative	Other	School Board of Directors
Allan Bross	Local Business Representative	Other	School Board of Directors
Caryn Glassbrenner	Elementary Teacher	Teacher	Teacher
Tiffany Broderick	Middle School Teacher	Teacher	Teacher
Julie Briggs	High School Teacher	Teacher	Teacher
Mike Haslett	Director of Pupil Services	Administrator	Administration Personnel
Jason D'Alesio	Middle School Assistant Principal	Administrator	Administration Personnel
Diane Corsi	Educational Specialist	Education Specialist	Education Specialist
Sarah Durham	Educational Specialist	Education Specialist	Education Specialist

Name	Title	Committee Role	Chosen/Appointed by
Barry Balaski	Superintendent	Administrator	Administration Personnel
David Gallup	High School Principal	Administrator	Administration Personnel
Kimberly Prevost	Director of Data and Analysis	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:	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.

All tenured teachers have the opportunity to apply to become a mentor on an annual basis. From the list of teachers who have applied, the principal will select and recommend mentor teachers to the Assistant Superintendent. The Moon Education Association (MEA) and the Assistant Superintendent will mutually agree on the mentor assignment. The desirable qualities of the mentor are used as a guide during the selection process. One mentor is assigned for each inductee. Every attempt is made to match inductees with mentor teachers in the same content area and building. In cases where that may not be possible, principals work together to provide time for the mentor and inductee to meet regularly. All mentor teachers are trained internally by the school district with support from local colleges, universities, and/or intermediate units through workshops as needed.

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**

The induction program provides support for the new teacher/professional employee and to help ensure a successful transition into the Moon Area School District. Inductees will have a mentor who will assist the administration to ensure that inductees develop effective working relationships with colleagues, administrators, parents, and the community. Inductees will develop opportunities to participate in professional growth opportunities. Inductees and mentors meet informally on a regular basis to support the ongoing needs of the inductee. Formal meetings of all mentors and inductees occur monthly to provide professional development in key content areas that are pertinent to the inductee. Content for the monthly meetings includes the following: Induction handbook, Standards Aligned System and PA Standards, Assessment & Data Analysis, Technology resources, School Safety, Special Education, Finance, Human Resources, and Public Relations. The monthly meetings are typically held in person, but they have been conducted virtually through Microsoft Teams during the COVID-19 pandemic.

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, Year 2 Fall, Year 3 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments	Year 1 Fall, Year 3 Fall, Year 2 Fall
1d: Demonstrating Knowledge of Resources	
3d: Using Assessment in Instruction	

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

3e: Demonstrating Flexibility and Responsiveness

2c: Managing Classroom Procedures

2a: Creating and Environment of Respect and Rapport

Year 3 Winter, Year 2 Winter, Year 1 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

Year 3 Winter, Year 1 Winter, Year 2 Winter

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of

Year 2 Winter, Year 3 Winter, Year 1 Winter

Selected Danielson Framework(s)

Timeline

Resources

3c: Engaging Students in Learning

4b: Maintaining Accurate Records

3a: Communicating with Students

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 3 Winter, Year 2 Winter, Year 1 Winter

4b: Maintaining Accurate Records

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning

Year 3 Spring, Year 1 Spring, Year 2 Spring

1b: Demonstrating Knowledge of
Students

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

4b: Maintaining Accurate Records

Selected Danielson Framework(s)

Timeline

2a: Creating and Environment of
Respect and Rapport
4c: Communicating with Families

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of
Students
4a: Reflecting on Teaching
1d: Demonstrating Knowledge of
Resources
3e: Demonstrating Flexibility and
Responsiveness
1f: Designing Student Assessments
4b: Maintaining Accurate Records

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of
Content and Pedagogy

1d: Demonstrating Knowledge of
Resources

1e: Designing Coherent Instruction

Year 1 Fall, Year 2 Fall, Year 3 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families

Year 3 Spring, Year 2 Spring, Year 1 Spring

OTHER

Selected Danielson Framework(s)**Timeline**

4f: Showing Professionalism

4e: Growing and Developing
Professionally

3e: Demonstrating Flexibility and
Responsiveness

Year 3 Spring, Year 1 Spring, Year 2 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

Inductees and their mentors in years 1 and 2 write a reflection at the end of each year to summarize what they have learned through the year's induction program and how it has helped them grow as a professional. They also have the opportunity to provide suggestions to strengthen the induction program in the future. Inductees in year 3 of the program, submit a writing assignment each month that relates to their growth as a professional through a book study. Administrators review all teacher reflection and writing assignments to monitor professional growth of teachers involved in the induction program. They look for phrases that align with the Danielson Framework as indicators of growth within the four domains. Future programming may be adjusted to strengthen any areas within the framework that need to be addressed to a greater extent.

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](#).

Superintendent/Chief Executive Officer

Date