



**Comprehensive Plan for 2022-2025:
Induction Plan
(Chapter 49)**

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SOUDERTON AREA SD

760 Lower Road

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

123467103

760 Lower Road , Souderton , PA 18964

Kathleen Kennedy-Reilly

kkennedyreilly@soudertonsd.org

215-723-6061 Ext. 10229

Frank Gallagher

fgallagher@soudertonsd.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

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Name	Title	Committee Role	Chosen/Appointed by
Kathleen Kennedy-	Director of Curriculum, Instruction, Assessment, and Technology	Administrator	School Board of

Name	Title	Committee Role	Chosen/Appointed by
Reilly			Directors
Todd Burns	Supervisor of Curriculum, Instruction, Assessment, and Technology	Administrator	Administration Personnel
John Franzen	Supervisor of Curriculum, Instruction, Assessment, and Technology	Administrator	Administration Personnel
Susan Van Saun	Staff Developer	Teacher	Administration Personnel
Carolyn Rosenberger	Staff Developer	Teacher	Administration Personnel
Megan Van Wart	Staff Developer	Teacher	Administration Personnel
Carol Luciani	MTSS Facilitator	Teacher	Teacher
Robert Reitz	Special Education Teacher	Teacher	Teacher
Danielle Breaux	Administrative Assistant	Other	Administration Personnel
Megan Zweiback	Director of Pupil Services	Administrator	Administration Personnel

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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

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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.

To ensure mentors have the characteristics listed above, multiple measures are used to select them for these positions. Mentors must have attained tenure, served at least two years in Souderton Area School District, and completed mentor training and support with district staff developers. Principals, working in collaboration with professional development staff, assign mentors taking into consideration accessibility, teaching assignment and/or grade level, and overall compatibility. Mentors also have professional development meetings to attend that provide opportunities to collaborate and expand on areas of growth as identified by the district to support new teachers. Mentor Teacher Responsibilities:

- Mentor teachers will provide guidance to new teachers, ensuring that they are equipped to offer quality education to students. This involves supporting the curriculum, developing teaching skills, and offering assistance in understanding the district's policies.
- Mentor teachers will attend one of the Souderton Area School District's August Induction Days with their new teacher prior to the beginning of the school year.
- Mentor teachers will meet regularly throughout the school year (a minimum of 30 minutes a week) with their assigned new teacher.
- Mentor teachers will complete and submit an electronic mentor log on My Learning Plan once a month, summarizing the meetings with their inductee.
- Mentor teachers will help their inductee with their Induction Portfolio requirements.
- Mentor teachers will observe their new teacher during the first semester of the school year, offering constructive feedback.
- Mentor teachers will invite the new teacher into their classrooms (or the classrooms of other master teachers) to observe their practice.

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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 is overseen by the Director of Curriculum, Instruction, Assessment, and Technology. Based on feedback from the district professional development committee members, inductees, mentors, staff developers, and principals, the induction plan for new teachers is revised each year. In addition, the district considers the need to include new knowledge about teaching and learning in our Induction Program (i.e. The Educator Effectiveness model, Danielson Framework for Teaching, Act 13). Inductees begin the school year early and continue to meet throughout the year. During year two, inductees again have days throughout the school year where they attend professional development to deepen their understanding of teaching and learning. Additionally, building-level support is provided by the building principal and team. A sample calendar is attached with the Induction Plan.

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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
4e: Growing and Developing Professionally 4f: Showing Professionalism	Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 2 Winter, Year 1 Fall, Year 2 Fall

ASSESSMENTS AND PROGRESS MONITORING

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

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
1b: Demonstrating Knowledge of Students

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

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning
2a: Creating an Environment of Respect and Rapport

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

STANDARDS/CURRICULUM

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Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning
1a: Demonstrating Knowledge of

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

Selected Danielson Framework(s)

Timeline

Content and Pedagogy

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

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

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

4b: Maintaining Accurate Records

3d: Using Assessment in Instruction

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

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

1c: Setting Instructional Outcomes

3b: Using Questioning and Discussion
Techniques

3a: Communicating with Students

3c: Engaging Students in Learning

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of
Students

4b: Maintaining Accurate Records

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of

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

Selected Danielson Framework(s)

Timeline

Resources

3e: Demonstrating Flexibility and Responsiveness

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

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

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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families
4d: Participating in a Professional Community

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

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OTHER

Selected Danielson Framework(s)

Timeline

4a: Reflecting on Teaching

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

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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

Our induction program is evaluated annually and revised as needed. We gather and assess participant (inductee and mentor) feedback to determine revisions and plan for continuous improvement. In addition, we consider the need to include new knowledge about teaching and learning in our Induction Program (i.e.: The Educator Effectiveness model, Danielson Framework for Teaching).

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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.

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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

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