

UNIONVILLE-CHADDS FORD SD

740 Unionville 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

Unionville-Chadds Ford 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
Tim Hoffman	Assistant Superintendent	Administrator	Administration Personnel
Michael Audevard	Director of Curriculum and Instruction	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Jess Mattei	Teacher	Teacher	Teacher
Maggie Hunt	Asst. Principal - High School	Administrator	Administration Personnel
Trish DiFilippo	ELL Teacher	Education Specialist	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

Mentors are selected based on similar job assignments, past job performance, and leadership characteristics as observed by building and

district administrators.

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

The Director of Curriculum and Instruction reaches out to building and district administration to solicit mentors that have shown exemplary performance and that have similar certifications. We strive to have mentors/mentees in the same building or office space, but on occasion, we match staff in different locations based on need and certification areas.

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	No
Classroom assessment data (Formative & Summative)	No
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**

All professional staff in the Unionville-Chadds Ford School District will be involved in the Beginning Professional Program during the first three years of employment. Exceptions may be made by the principal and administrative team who may choose to place qualified, Pennsylvania-tenured staff into the Professional Growth Program after the first year. Exceptions may be made by the principal and administrative team to place staff into Intensive Assistance at any time. Purposes: To provide training and support for staff as they transition to the district To instill the value of professional development and reflection To provide information to new staff concerning district programs, procedures and policies To support Inductees as they complete their evaluation activities (Track One Activities) so they can be prepared to meet the criteria established by the UCFSD Evaluation and Professional Development System. Procedures: This appraisal cycle consists of a number of data collection sources/strategies of equal importance as appropriate to the various staff roles and responsibilities. The purpose of these strategies is to provide a comprehensive portrait of the professional. The beginning professional is required to actively participate in this data collection, analysis, and reflective process. The data collection strategies include the following: Formal observations Video observations Informal observations Unit Plan Peer observations Portfolio Data Collection: Formal Observations The principal will conduct two formal observations of the beginning professional, at least one of these occurring before the mid-year summative conference. The second observation will be unannounced. A central office administrator will conduct a formal observation during the professional's first year. The formal observation process shall consist of: Pre-Observation Conference (Not necessary with an unannounced observation) The staff member should submit the Pre-Observation Conference form two days before the conference which reflects planning, Domain 1, and professional practice, Domain 4. The Pre-Observation Conference will be held prior to the scheduled observation. Observation: Utilizing the Charlotte Danielson 4 domain rubric

tied to the UCFSD Core Standards. Post-Observation Conference will be held to discuss the observation within five working days when possible. An observation summary will be completed by the administrator to share with the inductee. Informal Observations/Walk Throughs Information from informal observations/walk throughs will be used for evaluations Video Observations: The beginning professional will be videotaped during the first year of employment. The arrangements for the videotaping will be the responsibility of the beginning professional. The beginning professional will be responsible for videotaping a lesson prior to the year-end summative conference. This session should be a minimum of 30 minutes in length. The beginning professional will review the videotape prior to the conference with the building principal. The beginning professional will be responsible for completing the Observation Form and for being prepared to discuss the experience during the conference. The video remains the property of the district, and if returned to the professional, should be kept in the portfolio until the professional is placed on Track II. Professional Reflection Many of the job-embedded activities require the inductee to complete a reflection and to place this in his/her portfolio. Peer Observation With the help of the mentor, the beginning professional will observe another teacher(s) two times during the first year of employment. The professional will informally meet with the observed teacher before the observation to determine a focus. The beginning professional will informally meet with the teacher after the observation to analyze and reflect on the lesson. The mentor will participate in the observation and the meetings. The beginning professional's reflections will be placed in the portfolio. The mentor will informally observe the beginning professional during the first semester. The mentor will follow the procedures outlined in section 8 of this course. This should be completed early in the school year, before the principal's formal observation if possible. Unit Plan-Personalized for your students The beginning professional will modify/improve an existing unit. This could include adding more formative assessments and/or pre-assessments, identifying additional resources for student learning, improving communication with parents and students, improving the unit layout and structure, etc. The unit plan is reviewed by the mentor and then submitted to the principal before the end of the year summative evaluation conference. Portfolio The beginning professional in the Unionville-Chadds Ford School District will maintain a portfolio that is to be reviewed at the end-of-the-year summative conference. Portfolios will be the property of the school district until the professional is placed on Track II. The portfolio must contain the minimum portfolio contents as described in Section 3 of this course. Summative Evaluation There will be a mid-year and end-of-year summative evaluation report and Conference. Both formal and informal data gathered are used to complete the summative evaluation report. State-Mandated Induction Course A Pennsylvania-mandated induction course, structured as a series of required monthly meetings, has been established for all professionals new to the district. The Induction Course (Supporting the First-Year Teacher through Evaluation and Professional Development) provides support for professional growth and helps to develop an understanding of the complexities of the job responsibilities of the entire professional staff. Topics for these 2 hour, in-person, monthly sessions include English Language Learners (ELL) Classroom Management Parent Communication IST/SAP Learner Strategies Gifted IDEA/504

Standards Aligned System & Data Driven Instruction Differentiated Instruction Grading Issues Staff must complete 24 hours of induction. They can also complete 30 hours of induction for 2 graduate credits.

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 Summer

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning

Year 1 Spring, Year 1 Fall

Selected Danielson Framework(s)

Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

3e: Demonstrating Flexibility and
Responsiveness

Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of
Content and Pedagogy

Year 1 Winter, Year 1 Summer

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

Year 1 Summer

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

1b: Demonstrating Knowledge of Students

Year 1 Winter, Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Winter

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

Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Fall

OTHER

Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community	Year 1 Summer

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

We will conduct an end of year participant survey in June to assess the effectiveness of the Induction program. Administration reviews these activities and makes any adjustments over the summer. We also solicit individual feedback from participants and evaluate their work products that are submitted during the year. Inductees turn in a portfolio of collected evidence and induction activities related to the Danielson rubric to building principals to help inform their end of year evaluation.

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.

Tim Hoffman

Date

Educator Induction Plan Coordinator

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