

COLONIAL SD

230 Flourtown 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

Colonial SD

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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
Joseph Pacitti	K-12 Curriculum Supervisor	Administrator	Administration Personnel
Rosemarie Gregitis	Director of Curriculum, Instruction, and Assessment	Administrator	School Board of Directors

Name	Title	Committee Role	Chosen/Appointed by
Maria Wileczek	K-12 Curriculum Supervisor	Administrator	Administration Personnel
Edward Merk	K-12 Curriculum Supervisor	Administrator	Administration Personnel
Joshua Rothstein	PD Committee Member	Teacher	Administration Personnel
Richard Madel	PD Committee Member	Teacher	Administration Personnel
Jennifer Ramsden	PD Committee Member	Education Specialist	Administration Personnel
Brooke Carpenter	PD Committee Member	Education Specialist	Administration Personnel
Thomas Ortlieb	PD Committee Member	Teacher	Administration Personnel
Erin Powers	PD Committee Member	Teacher	Administration Personnel
Jordan Kapel	PD Committee Member	Teacher	Administration Personnel
Susan Burns	PD Committee Member	Education Specialist	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

N/A

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

The Induction Team matches newly onboarded professional staff with mentors when those successful teachers and education specialists receive full approval from the Colonial School Board of Directors. The pool of mentors is created by reviewing all clinical and differentiated evaluation reports, anecdotal notes, and walkthrough data from PAETEP - targeted, outstanding educators who have attained tenure in the Commonwealth are selected from this pool as mentors for new teachers and education specialists. Typically, mentors have also engaged in district- and building-level committees and professional development initiatives in the past. The mentor-inductee relationship is matched by area of certification and, when possible and appropriate, building-level team. Mentors are expected to fill out monthly logs that describe their interactions and work with their assigned inductees; the information from these logs are then shared with the Curriculum Supervisor designated as the LEA point of contact for the Induction program, who tailors the content of future sessions based on continuous feedback. Ongoing monitoring of the mentor-inductee relationship throughout the induction experience safeguards against potential mismatches in pairings, which can be altered upon administrative review.

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

N/A

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**

CSD's Professional Induction Program, established by the Professional Development Induction Committee, is designed to enhance knowledge and skills by identifying needs and providing job-embedded professional development and support for teachers newly appointed to the district. Beginning in the 2022-23 school year, the LEA has approved a three-year induction program plan to support new teachers. All newly hired teachers in the district are required to complete year 1 induction program, regardless of experience; untenured teachers must complete 2 subsequent years, wherein they receive targeted support and establish professional growth goals with a designated mentor. The designations for each year are as follows: Year 1 - Induction Sessions Teachers in the following categories are required to attend Year 1 Induction programming per PDE guidance: TPE - new to profession and/or new to district PE - new to district (Year 1 required, subsequent years elective) Long-term substitutes who are hired for a position for 45 days or more in the same position, and educational specialists. Year 1 programming involves a mandatory 3-day summer workshop series, followed by 1-hour long meetings once a month through May of the same academic year. The total number of hours, per 22 Pa. Code §49.16 and §49.83, will be no fewer than 17 hours for the first full year. Year 2 -Induction Sessions and Job-Embedded Work Job-embedded work assignments, which are currently held as sessions 2-3 times during the academic year, would be moved into a second year as an extension of Year 1 goals. In doing so, inductees will work closely with mentors, building principals, and the Curriculum Team to complete job-embedded work throughout the year. Job-embedded work will align with the district's professional

development planned sessions. Towards the end of Year 2, inductees will develop an instructional focus plan to pursue in Year 3. Mentor hours would be reduced to no more than 15 total for the academic year. Year 3 - Guided Instructional Plan Instructional focus plans will be built upon goals promulgated by the inductee and their mentor. Curriculum team will assist with resources, templates, and program evaluation. The instructional focus modules should be grounded in the professional development goals of the district and PDE Educator Effectiveness Guidelines. The focus of the Plan will be chosen from a list of options as promulgated by the building principal and Curriculum Team using walkthrough, observation, and anecdotal notes as a foundation. Mentor hours would be reduced to no more than 7 hours for the academic year. Program goals: To support newly appointed educators through an organized system of collegiality and collaboration To promote the personal and professional well-being of teachers To provide training to foster competence with building-level and district-level initiatives Roles and responsibilities of the inductee: Attend district and building in-service programs Work cooperatively with the Professional Induction Team and Mentor Teacher Communicate concerns and needs to the Professional Induction Team, and Mentor Teacher Maintain accurate records of meetings Complete surveys, evaluations and provide feedback to the Professional Induction Team Become familiar with Pennsylvania's Code of Professional Practice and Conduct for Educators Prior to the beginning of the academic year, inductees engage in a 3-day summer workshop focused on the following: Introductions and Welcome— Introductions to members of the CSD administrative team. The Superintendent will present an overview of the vision and goals of the CSD. CSD Induction Program Overview — Members of the Professional Induction Team provide an overview of the Induction Program along with expectations for inductees. Public Relations Policies and Opportunities— The Community Relations Team illustrates ways to highlight your students. Safety —Our District Safety Officer will provide a comprehensive overview of the CSD Safety Policies & Procedures. Human Resources — The HR Team will ensure that you are comfortable with Aesop and Skyward. Technology—You will receive information about the many technology tools used in CSD and how to access these tools. The district's technology policies and procedures will also be reviewed. Throughout the year, teachers engage in monthly induction sessions in accordance with PDE guidelines at both the district and building levels: September: Danielson Framework, PAETEP, LinkIt Data Warehousing October: Special Education - compliance, IEPs, 504s, confidentiality November: Job embedded cooperative learning strategies (Kagan, EduProtocols) December: Building-led meeting with mentor/inductee/principal January: Lesson plans - creation, critique, and reflection February: Building-led meeting with mentor/inductee/principal March: Job embedded literacy components across curricular areas April: Building-lea meeting with mentor/inductee/principal May: District office - goal review and reflection, planning for next year The delivery format for each session varies based on inductee/mentor feedback on individual program goals and success metrics. For example, the literacy session as a job-embedded component of induction involves pairing elementary teachers with reading specialists that aren't formally assigned as mentors to encourage cross-curricular integration of reading, writing, speaking, and listening strategies. Additionally, members of the

professional development committee, master teachers, and pupil services supervisors are involved in content delivery for identified sessions throughout the year. In order to meet the needs of each inductee and their designated goals/plans, differentiation is key strategy in ensuring the success of each planned session throughout the year.

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
1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction	Year 1 Spring

INSTRUCTIONAL PRACTICES

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

3c: Engaging Students in Learning
2c: Managing Classroom Procedures

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

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**

2d: Managing Student Behavior
2a: Creating an Environment of Respect
and Rapport

Year 1 Summer, Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

1e: Designing Coherent Instruction
1f: Designing Student Assessments
1d: Demonstrating Knowledge of
Resources
1c: Setting Instructional Outcomes
1a: Demonstrating Knowledge of
Content and Pedagogy

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

Selected Danielson Framework(s)

Timeline

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Spring, Year 1 Summer

2e: Organizing Physical Space

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Summer

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

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

Selected Danielson Framework(s)

Timeline

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction
1f: Designing Student Assessments
4a: Reflecting on Teaching
4b: Maintaining Accurate Records

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students
1d: Demonstrating Knowledge of Resources

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 2d: Managing Student Behavior	Year 1 Spring, Year 1 Summer, Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4d: Participating in a Professional Community	Year 1 Fall, 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

In addition to planned programming for Induction to satisfy PDE requirements, programming and participants are routinely audited to ensure that delivery of content and modules are consistent with professional best practices. Survey of participants: inductees establish a beginning of year goals that they revisit throughout the induction program. After each session, inductees are asked through a series of questions on a Google Form the extent to which a given session met their needs in a targeted goal area; in this way, participants are providing the PD Committee tasked with Induction a rationale for how a session speaks directly to an area of professional practice as defined by the parameters of the Danielson Framework. In addition to surveying inductees, mentors and principals are also asked for feedback at the end of each month and/or session to establish a needs assessment and plan for future growth relative to each new inductee. The PD Committee convenes three times throughout the academic year to review data from these feedback forms and make adjustments to induction programming as necessary. Analysis of activities and resources used in the program: throughout the year, the induction programming is matched with the content and structure of the longitudinal professional development plan for the district. In this way, the goals for induction are designed to dovetail with the strategic goals established by the district and the resources/content cultivated for district-wide and building-based professional learning opportunities. Aligned program evaluation instruments that determine the impact of participating teachers and their students: a process-based evaluation model is leveraged throughout the year and is based on the respective goals for each inductee. An intervention - for example, a classroom discussion technique from an EduProtocol procedure - is implemented a given point in time and assessed for efficacy based on

student response. The evaluation is carried out in a number of ways, including but not limited to mentor-inductee meetings, principal conferences, and induction session share outs. Evaluations, walkthroughs, and anecdotal notes during the clinical cycle are targeted around interventions for each inductee to ensure that meaningful feedback is provided specific to each intervention. The goal of each intervention in the process program evaluation model is designed around learner efficacy, social, emotional, and academic growth and outcomes as a response to the intervention.

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.

Rosemarie Gregitis
Educator Induction Plan Coordinator

07/13/2022
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](#).

Michael L Christian
Chief School Administrator

07/13/2022
Date