

## **EASTERN LANCASTER COUNTY SD**

669 E Main St

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

Eastern Lancaster County School District

113362303

669 East Main Street , New Holland, PA 17557

Nadine A. Larkin

nadine\_larkin@elanco.org

717-354-1514 Ext.

Michael Snopkowski

michael\_snopkowski@elanco.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

---

Name	Title	Committee Role	Chosen/Appointed by
Greg Frederick	Director of Elementary Instruction	Administrator	Administration Personnel
Lynn Shugar	Instructional Coach	Education Specialist	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Kimberly Promutico	Math Teacher	Teacher	Education Specialist
Stacy Jackson	Health and PE Teacher	Teacher	Education Specialist
Virginia Bradbury	Elementary Teacher	Teacher	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	No

## OTHER

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

## **CHARACTERISTICS.**

Building principals will review potential mentors for inductees new to the district and select mentors who are tenured, have the same or similar certifications as the inductee, and who have demonstrated distinguished or proficient performance in all 4 domains: Planning and Preparation, Classroom Environment, Instruction and Professionalism. Selected mentors must complete the district mentor training before serving as a mentor in the district.

## 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	No
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	No
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**

PROGRAM STRUCTURE Induction Plan Spartan Professional Learning Academy Vision The Spartan Professional Learning Academy is a three year program designed to introduce new professional staff members to the district mission and vision, while providing support through mentoring, coaching, and differentiated professional development opportunities. The academy opens the door to lifelong professional learning aligned to the Spartan Professional Development Blueprint. The focus areas of the program within the Professional Development Blueprint are the traits of Learner, Community Builder, Designer, and Facilitator. ELANCO defines the traits of Learner, Community Builder and Designer as follows: Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices to improve learning. Educators embrace and anticipate constant change and evolution of practices. Community Builder: Educators inspire learners to positively contribute to and responsibly participate in the physical and digital world. Educators communicate stories of learning, teaching, and modern contexts of schooling and encourage community-wide participation in education of children. Designer: Educators design authentic, learner-driven instructional experiences and environments that recognize and accommodate learner variability, voice, and choice. Educators see learner outcomes as co-constructed to meet the needs of and interests of each child. Facilitator: Educators facilitate learning to support achievement of learning goals and development of learner agency. Overarching District Transfer Goals Related to Learner Professional staff will collaboratively be able to: Set professional goals, explore and apply evolving pedagogical approaches, and reflect on their effectiveness. Maintain a healthy work-life balance. Overarching District Transfer Goals Related to Community Builder Professional Staff will collaboratively be able to: Create collaborative learning environments where learners are safe, motivated, challenged, and take ownership of their learning. Overarching District Transfer Goals Related to Designer Create engaging and authentic

learning opportunities based on what learners are ready to learn using a variety of resources and input from learners. Plan for learners to demonstrate learning in varied and adaptive ways. Overarching District Transfer Goals Related to Facilitator Facilitate integrated learning opportunities using high leverage teaching strategies, PBL, and varied resources to meet learner needs in both disciplinary and transdisciplinary areas. Induction Goals The induction program will focus on learning experiences designed to cultivate a series of professional competencies aligned to the district Professional Learning Transfer Goals stated above. New teachers will be able to: New faculty with unique roles will be able to :

1. Build relationships with learners and establish a positive and engaging classroom climate and culture focused on learning. Contribute to a positive climate and culture through building relationships with learners and colleagues.
2. Design and facilitate quality learning experiences using evidence-based teaching practices. Contribute to a quality learning environment in which evidence-based teaching practices are in place.
3. Integrate technology for the purpose of enhancing learning experiences. Integrate technology for the purpose of enhancing learning experiences.
4. Utilize self-care tools and strategies to maintain personal wellness as an integral part of work/life balance, leading to career longevity and job satisfaction. Utilize self-care tools and strategies to maintain personal wellness as an integral part of work/life balance, leading to career longevity and job satisfaction.

Learning Opportunities: Year 1: Formal Induction, Orientation, Coaching and Mentorship Year 2: Flexible Professional Development and Coaching Year 3: Flexible Professional Development and Coaching

Teacher Inductees All new professional employees will participate in the induction program. First year teachers will participate in the full three-year program. Newly hired employees who recently attended an induction program or are experienced teachers may have an abbreviated program. The amount of participation will be determined at the initial planning meeting to be held by the principal with the inductee prior to the new school year in consultation with the Assistant Superintendent. New teachers to the district will complete a needs assessment survey to guide induction topics and discussions. (Appendix I) All new teachers to the district will participate in District orientation.

Inductee Compensation: Compensation shall be based on the collective bargaining agreement. Mentors Educators needed to serve as mentors will be selected each year from a pool of qualified candidates approved by the building administrator and the Assistant Superintendent. (Appendix B) All educators who are selected as mentors will meet as many of the following requirements as possible: Tenured teacher with at least three years successful teaching within the district Level II certificate with similar certification if possible Champion of district mission and vision Proficient or distinguished teaching performance Models continuous learning and reflection Knowledge of district/school policies, procedures and resources Ability to work with students Ability to work collaboratively with adults Ability to write quality lesson plans Ability to navigate systems such as SAS, PVAAS and local data and other websites Willingness to accept additional responsibilities and meet regularly with inductee Willingness to complete mentor training The building administrator and Assistant Superintendent shall have the final responsibility in pairing mentors and inductees. Mentor Training: All mentors must complete or have

completed a mentor training course, led by district instructional coaches or administrators within the past 5 years. Learning targets of this training may include: Understand how mentors are crucial to the success of new teachers Develop strategies for providing the 4 types of key support that new professional employees need (1) physical, (2) institutional, (3) emotional, and (4) instructional Understand how to conduct a peer observation and provide feedback in a way the supports the needs of the mentee Mentor Compensation: Compensation shall be based on the collective bargaining agreement. Shared mentorships will share compensation. Mentors must complete mentor payment contract.

(Appendix A) Building Educator Induction Team Within each building, a building induction team will convene for the purpose of assessing the needs and progress of inductees. The team will include the principal, mentor(s), inductee(s), and other support people as needed. The building induction team will meet at least two times per year. Verification of the team meetings will be submitted to the Assistant to the Superintendent at the conclusion of the year. (Appendix F) Suggested topics for discussion at quarterly meetings are found in Appendix G. Roles and Responsibilities Educator Induction Steering Committee Ensure proper representation on the Educator Induction Steering Committee Develop and review goals, objectives and competencies for the induction plan that align with school district mission and vision areas. Determine the needs of the inductees using annual evaluation forms and the needs assessment tools. (Appendices I, J, K, and L) Induction Plan Coordinator Chair the Educator Induction Steering Committee Oversee the Educator Induction Program Lead and develop the educator induction program Conduct annual program evaluation of induction program Mentors Being a mentor is a demanding responsibility and rewarding experience in educational leadership and an opportunity to refine classroom skills and enhance professional growth. Specific mentor responsibilities include but are not limited to: Complete mentor training Facilitate a good start to the year, meet with new teacher as soon as possible Attend and participate in training sessions (where applicable) prior to the start of the school year and throughout the school year with mentee Attend building induction team meetings with principal and mentee. Maintain weekly contact with inductees covering a checklist of specific topics. (Appendix H) Maintain a Mentor/Mentee meeting log (Appendix C) Maintain a confidential relationship with inductee Model good instructional practices Complete minimum of two informal observations of inductee (Appendix E) Offer non-evaluative suggestions for improvement to mentee based on observation Complete Induction program evaluation (Appendix K) Inductees Responsibilities of new professional employee will include: Actively participate in all induction program activities, trainings, and district planned orientation Completion of needs assessment (Appendix I) Completion of Induction Workshop Evaluation Form for all workshops attended (Appendix L) Completion of Peer Observation Log with minimum of two peer observations (Appendix D) Actively participate in mentoring activities and relationships Assist mentor with completion of mentor/inductee meeting log Maintain confidentiality Participation in the district supervision plan Participation in “Building Induction Team” meetings Complete induction program evaluation and submit at the end of the first school year. (Appendix J) Building Principal Responsibilities of the principal include: In conjunction with the Assistant to the Superintendent, identifying and selecting highly

qualified mentors who meet the established criteria (Appendix B) Organize building orientation and building induction activities (Appendix G) Ensure mentors and inductees are completing responsibilities Assist mentors and inductees with scheduling peer observations. Create a culture for teaching and learning that supports collaboration Supervision and evaluation of inductee as per the Educator Effectiveness System Act 13 Leading/Facilitating meetings of the Building Induction Team at least twice per year. Complete and submit to Assistant to the Superintendent the Induction Team Report/Log handed in at the end of the first school year (Appendix F) Review key strengths and growth areas at mid-year and end-of year evaluation and develop next steps for professional growth (Appendix M) and submit with teacher evaluation forms Maintain confidentiality Complete induction paperwork as needed

CONTENT INCLUDED/MEETING FREQUENCY/DELIVERY FORMAT

In accordance with Act 13 of 2020, an educator's evaluation consists of multiple measures of student achievement and growth. To guide teachers in the use of researched based professional practice components, professional development topics in the induction program will connect to the Danielson Observation and Practice Framework for Teaching. The following example topics, competencies, and timeline serve as the major components of the induction program. Items listed may be addressed through the induction/orientation week, formal training and/or informal meetings, including meetings with mentors and building administrators as well as participation in online courses or meetings. The connection to the Danielson Observation and Practice Framework for Teaching is noted where applicable. The topics will be reviewed each year and changes to the topics and competencies will be made as needed. The timeline is flexible and may be changed according to teacher feedback and district needs. The induction program will take place before the school year begins through face-to-face and online training and continue throughout the school year through mentor observations and weekly mentor-inductee meetings, meetings with building induction teams, and after school training with coaches and specialists.

Example Year One Topics (Danielson Alignment)(Delivery Format)

August District Orientation, Mission and Vision (In-Person) (Virtual) PA Code of Professional Practice and Conduct for Educators (4b, 4c, 4d, 4e, 4f) (Virtual) Act 13 Educator Effectiveness Observation and Practice rubric and process (4a, 4e, 4f) (In-Person) (Virtual) Professionalism (4f) (Virtual) Classroom Management (2a, 2b, 2c, 2d, 2e) (In-Person) Instructional Technology (1d, 1f, 3a, 3b, 3c, 3d, 3e, 4b, 4c) (In-Person) Human resources (1d, 4b, 4c, 4d, 4e, 4f) (In-Person) Confidentiality (4b, 4c, 4d, 4f) (Virtual) Curriculum expectations, Standards, SAS (1a, 1c) (In-Person) Lesson planning (1a, 1b, 1c, 1d, 1e, 1f) (In-Person) Special Education (1b, 3e) (Virtual) ESL (1b, 3e) (Virtual) Building procedures (4b, 4c, 4d, 4e, 4f) (In-Person) September Technology (1d, 1f, 3a, 3b, 3c, 3d, 3e, 4b, 4c) (In-Person) Designing quality learning experiences (3c, 1a, 3b) (In-Person) Educator effectiveness (Act 13) rubric and process (4a, 4e, 4f) (In-Person) (Virtual) Curriculum (1a, 1c) (In-Person) Lesson planning (1a, 1b, 1c, 1d, 1e, 1f) (In-Person) Mentor observes inductee (4a) (In-Person) Data, MTSS/RtII, Progress Monitoring (1b, 1e, 3c, 3d) (In-Person) Student Performance Measures (SPMs) (4a) (In-Person) (Virtual) Report cards and conferences (3d, 4c) (In-Person) October Classroom Management (2a, 2b, 2c, 2d, 2e) (In-Person) Curriculum (1a, 1c) (In-Person) Inductee observes mentor (4a) (In-Person) Inductee completes needs assessment (4a) (Virtual)

November Keystone exams (3d, 4f) (In-Person) Lesson planning (1a, 1b, 1c, 1d, 1e, 1f) (In-Person) December Classroom Management (2a, 2b, 2c, 2d, 2e) (In-Person) Curriculum (1a, 1c) (In-Person) Inductee observes other teacher (4a) (In-Person) January Mentor observes inductee (4a) (In-Person) Designing quality learning experiences (3c, 1a, 3b) (In-Person) Lesson planning (1a, 1b, 1c, 1d, 1e, 1f) (In-Person) February Classroom Management (2a, 2b, 2c, 2d, 2e) (In-Person) Curriculum (1a, 1c) (In-Person) Inductee observes other teacher (4a) (In-Person) March Classroom Management- (2a, 2b, 2c, 2d, 2e) (In-Person) PSSA, PVAAS (3d, 4e, 4f) (In-Person) Lesson planning (1a, 1b, 1c, 1d, 1e, 1f) (In-Person) Curriculum (1a, 1c) (In-Person) April Classroom Management- (2a, 2b, 2c, 2d, 2e) (In-Person) Curriculum (1a, 1c) (In-Person) Inductee observes other teacher (4a) (In-Person) May Induction Group Reconvenes (4e) (In-Person) Continuing Ed. graduate classes - Program selection (In-Person) Tuition reimbursement process - My Learning Program application & procedures (In-Person) End of Year record keeping (4b) (In-Person) Evaluation of induction program (4a) (Virtual) Topics and competencies for Year 2 and 3 will be determined by performance on formal and informal observations, next steps for professional growth discussion with building principal and needs assessment of inductees. Year Two Instructional Coaching Flexible Professional Development based on needs Year Three Instructional Coaching Flexible Professional Development based on needs

## 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 4d: Participating in a Professional Community 4b: Maintaining Accurate Records 4c: Communicating with Families 4a: Reflecting on Teaching	Year 1 Winter, Year 1 Fall

---

## INSTRUCTIONAL PRACTICES

---

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Spring, Year 1 Winter, Year 1 Fall

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

---

3a: Communicating with Students  
3b: Using Questioning and Discussion  
Techniques

---

**STANDARDS/CURRICULUM**

---

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

---

1c: Setting Instructional Outcomes  
1d: Demonstrating Knowledge of  
Resources

---

**TECHNOLOGY INSTRUCTION**

---

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

---

1d: Demonstrating Knowledge of  
Resources  
3d: Using Assessment in Instruction  
4b: Maintaining Accurate Records  
3c: Engaging Students in Learning

---

## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

---

### Selected Danielson Framework(s)

### Timeline

4c: Communicating with Families

Year 1 Fall, Year 1 Spring

---

## ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

---

### Selected Danielson Framework(s)

### Timeline

1b: Demonstrating Knowledge of  
Students

Year 1 Fall

---

## MATERIALS AND RESOURCES FOR INSTRUCTION

---

### Selected Danielson Framework(s)

### Timeline

1a: Demonstrating Knowledge of  
Content and Pedagogy

Year 1 Fall, Year 1 Winter, Year 1 Spring

1d: Demonstrating Knowledge of  
Resources



**Selected Danielson Framework(s)**

**Timeline**

---

---

## **CLASSROOM AND STUDENT MANAGEMENT**

---

---

**Selected Danielson Framework(s)**

**Timeline**

---

2c: Managing Classroom Procedures  
2d: Managing Student Behavior  
2e: Organizing Physical Space  
2a: Creating an Environment of Respect  
and Rapport  
2b: Establishing a Culture for Learning

---

## **ASSESSMENTS AND PROGRESS MONITORING**

---

---

**Selected Danielson Framework(s)**

**Timeline**

---

3d: Using Assessment in Instruction  
Year 1 Fall

---

## **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 Induction team will review the plan annually. This committee will provide ongoing refinement to the Induction Plan through conversations and the monitoring and review of evaluations provided by the inductees, the mentors, the presenters, principals, and the Assistant Superintendent. A needs assessment survey with teachers who were involved in the induction program is conducted. Information from that survey is used to determine the timeline and topics of future induction programs. A program assessment survey will be completed at the end of each year to better inform the Induction Team of possible changes to the program. The Induction Team will review the program a minimum of one time annually. During the first quarter of the first year, all inductees will complete an individual needs assessment survey to determine individual needs and help tailor the induction program to the needs of teachers. Principals, mentors, and inductees can also use this survey to guide discussion topics during the Building Induction Team meetings. (Appendix I) At the end of the first year, each mentor will complete a mentor survey of the induction program. The Induction Council can use information from this survey to adjust programs AS needed. (Appendix K) The inductees will also complete workshop evaluations for specific trainings throughout the induction process. This information can be used to adjust training, content, and timing of programs. (Appendix J) Process for resolving mentor/inductee conflicts: Personal or professional conflicts shall be brought to the attention of a member of the building induction team, who will request a team meeting. If initial attempts at conflict resolution at the team level are unsuccessful; the question will be referred to the Assistant to the Superintendent. The induction team may request a reassignment of a mentor or inductee if no agreement results from this process. Any recommendation by the building induction

team, which will affect compensation of a mentor, shall be made before the close of the first semester.

## 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.

Nadine A. Larkin

09/12/2022

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