

GREAT VALLEY SD

301 Lindenwood Dr

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
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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
Heidi Capetola	Great Valley High School Principal	Administrator	Administration Personnel
Tricia Beck	Director of Teaching and Learning	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Amanda Pierce	Supervisor of Elementary Education	Administrator	Administration Personnel
Marie Derby	Reading Specialist	Education Specialist	Education Specialist
Sarah Gorr	Reading Specialist	Education Specialist	Education Specialist
Brooke Abrahams	STEAM Teacher	Teacher	Teacher
Helena McKendrick	Middle School Science Teacher	Teacher	Teacher
Sharon Cohen	Middle School Assistant Principal	Administrator	Administration Personnel
Beth Zigmont	Supervisor of Secondary Education	Administrator	Administration Personnel
Jennifer Motzer	Middle School English/Language Arts Teacher	Teacher	Teacher
Stephen O'Toole	Assistant Superintendent	Administrator	Administration Personnel
Jamie Keefer	Elementary Teacher	Teacher	Teacher
Alyssa DeMitis	Middle School Science Teacher	Teacher	Teacher
Christopher Salerno	Elementary Librarian	Teacher	Teacher

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.	No
Other, please specify below	No

OTHER

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

CHARACTERISTICS.

Building level administrators work together with administrators in the Teaching and Learning Department to identify veteran teachers who model the characteristics listed above to serve as mentor teachers. Mentors are selected who exhibit strong instructional practices, knowledge of curriculum and assessment, and the ability to collaborate well with colleagues. Mentor teachers typically hold the same certification and teach similar subject areas/grade levels as their paired protégé. Mentors participate in professional development to support them in their role as a mentor.

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.	No
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)	No
Review of inductee lesson plans	No
Review of written reports summarizing instructional activity	No
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	No
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**

Great Valley School District provides opportunities for first year inductees to meet formally with their mentors, building level administrators, and district level administrators throughout the school year for professional learning opportunities. Several full day workshops occur prior to the beginning of the school year with additional periodic meetings during the school year. The professional learning focuses on curriculum and instructional practices, expectations and ethics, integration of technology within instruction, use of student data, etc. In addition to the workshop format, inductees meet with their mentors at the beginning of the school year, on an on-going basis to provide support and resources.

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
1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction	Year 1 Winter, Year 1 Spring, Year 1 Fall, Year 1 Summer

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness	Year 1 Spring, Year 1 Fall, Year 1 Summer, Year 1 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 1d: Demonstrating Knowledge of Resources 2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 4d: Participating in a Professional Community	Year 1 Summer, Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources	Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Summer, Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 4c: Communicating with Families 4b: Maintaining Accurate Records 1f: Designing Student Assessments	Year 1 Winter, Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport	Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
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Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records 3e: Demonstrating Flexibility and Responsiveness 4e: Growing and Developing Professionally 1f: Designing Student Assessments 4a: Reflecting on Teaching 1e: Designing Coherent Instruction	Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Fall, Year 1 Summer

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 2d: Managing Student Behavior	Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport 2e: Organizing Physical Space 2c: Managing Classroom Procedures	

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4d: Participating in a Professional Community	Year 3 Spring, Year 3 Summer, Year 3 Fall, Year 3 Winter

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

During each of the professional development sessions or series of professional development sessions, inductees have the opportunity to share feedback and offer suggestions through a variety of collaborative and individual activities. This information allows administrators to follow up with individual teachers and it is also used to inform the subsequent planning of induction professional development. In addition to feedback from professional development sessions, the district-wide induction program is evaluated annually. This evaluation provides all inductees the opportunity to provide information specific to the program goals and objectives. It also provides the inductees with an opportunity to give suggestions for improvement. The data collected from this evaluation is reviewed by the administrators as well as the curriculum committees and then used to revise the program and specific topics within the program.

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.

Stephen O'Toole
Educator Induction Plan Coordinator

08/19/2022
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](#).

Daniel Goffredo
Chief School Administrator

08/19/2022
Date