

KUTZTOWN AREA SD

251 Long Lane

Induction Plan (Chapter 49) | 2021 - 2024

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

114064003

251 Long Lane Road , Kutztown, Pennsylvania 19530

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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
Dr. Diane Quinn	Director of Curriculum, Instruction, and Professional Development	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Mr. Christian Temchatin	Superintendent	Administrator	Administration Personnel
Dr. Steven Leever	Assistant Superintendent	Administrator	Administration Personnel
Dr. Edward Myers	Director of Technology	Administrator	Administration Personnel
Mrs. Jennifer Elikor	Supervisor of Special Education	Administrator	Administration Personnel
Mr. Barry Flicker	High School Principal	Administrator	Administration Personnel
Mr. James Brown	Middle School Principal	Administrator	Administration Personnel
Mrs. Deb Barnes	Elementary Principal	Administrator	Administration Personnel
Mr. Erin Anderson	Elementary Principal	Administrator	Administration Personnel
Ms. Caecilia Holt	Board Member & Parent	Other	School Board of Directors
Mr. Eric Johnson	Board Member & Parent	Other	School Board of

Name	Title	Committee Role	Chosen/Appointed by
			Directors
Ms. Lorraine A'brunzo	Community Member	Other	School Board of Directors
Mrs. Tiffani Kinsey	School Psychologist	Education Specialist	Education Specialist
Mrs. Brenda Loeb	School Nurse	Education Specialist	Education Specialist
Mrs. Stephanie Steigerwalt	School Counselor	Education Specialist	Education Specialist
Mrs. Melissa Till-Smith	School Counselor	Education Specialist	Education Specialist
Mrs. Lori Arndt	Elementary IST Teacher, Elementary Math Department Leader	Teacher	Teacher
Mrs. Danielle Berger	Special Education Teacher, Special Education Department Leader	Teacher	Teacher
Mrs. Melissa Blatt	Elementary Teacher, Elementary Social Studies Department Leader	Teacher	Teacher
Dr. Brenda Boyer	High School Librarian, K-12 Library/Business/Computer Science Department Leader	Teacher	Teacher
Mr. Luke Bricker	High School Science Teacher, Secondary Science Department Leader	Teacher	Teacher
Mrs. Michenelle	Secondary Spanish Teacher, World Language Department Leader	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Groller			
Mrs. Kristin Haring	Middle School Reading Teacher, Secondary ELA Department Leader	Teacher	Teacher
Mr. Ben Hoffman	High School Art Teacher, Encore Department Leader	Teacher	Teacher
Mrs. Beth Patten	Middle School Social Studies Teacher, Secondary Social Studies Department Leader	Teacher	Teacher
Mrs. Alyssa Raifsnider	Elementary Teacher, Elementary Science Department Leader	Teacher	Teacher
Mrs. Sallie Sandler	High School Math Teacher, Math Department Leader	Teacher	Teacher
Mrs. Kerri Schegan	Elementary Reading Specialist, Elementary ELA Department Leader	Teacher	Teacher
Mrs. Heather Carey	Elementary Special Education Teacher	Teacher	Teacher
Mrs. Karen Austin	Elementary IST Teacher	Teacher	Teacher
Mrs. Beth Stump	Elementary Teacher	Teacher	Teacher
Mrs. Dawn Starolis	Middle School Special Education Teacher	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:	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

All efforts are made to match new teachers with mentors with compatible schedules, certifications, and teaching assignments. As a very small

district (<1,500 students), however, this is not always possible. The mentor position may be split between two master teachers, if necessary.

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

When a new teacher is hired, the building principal will review the list of potential mentors, matching as closely to grade level, subject area, certification, and schedule as possible. Once a potential mentor is identified, the principal meets with him/her to discuss the requirements of the position. Mentors are provided with information about the unique role of the mentor and importance of providing ongoing support for a new teacher.

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	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**

The KASD Induction Program has eight (8) components: 1. New Teacher Orientation (August) - For teachers hired prior to the August New Teacher Orientation, teachers will participate in this two-day program designed to address their needs. 2. KASD Induction Workshops - All new teachers and Inductees will participate in a series of after-school workshops throughout the school year designed to support their development and indoctrination into the Kutztown Area School District. Sessions will be held once a quarter (October, January, March, and May) at the Admin Building from 4:30-6:30PM. Each meeting will be focused on one of the Domains of Effective Teaching and will be presented by a team of district administrators. 3. BCIU New Teacher Workshops - The Berks County Intermediate Unit has developed a series of New Teacher Workshops that occur throughout the school year in which new teachers from across the county can come together to learn, network, and grow. Topics include, but are not limited to, assessment, special education, behavior management, ESL, grading practices, and technology. KASD Inductees self-select four sessions to attend. 4. Classroom Visits - Visiting other classrooms is an invaluable learning experience as it provides teachers with an opportunity to observe, reflect, and consider new approaches. Mentors and inductees will make every effort to visit each others' classes regularly to watch, listen, reflect, and talk about their classroom practices. Mentors and inductees will work with the building principal to schedule, and coverages will be arranged as possible. 5. Mentor/Inductee Meetings - Inductees and Mentors should meet once a week for the first half of the year and at least once a month for the remainder of the year. Topics will be derived from the needs of the inductee as well as the Topics for Discussion list provided. Meetings should be a minimum of 20 minutes, and shall be documented on the Induction Activity Log. 6. Principal/Inductee Meetings - Inductees and Principals will meet regularly throughout the school year. Topics will be derived from the needs of the inductee as well as the Topics for Discussion list. Meetings should be a minimum of 20

minutes, and shall be documented on the Induction Activity Log. 7. Formal Observation - All non-tenured teachers will have a minimum of one formal clinical observation per semester (announced and unannounced) along with multiple walk-through observations. 8. Lesson Plans - Inductees must submit lesson plans on a weekly basis to their principal and copy the Director of Curriculum, Instruction, and PD each week for the purpose of feedback.

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.

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

Year 1 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Fall

Selected Danielson Framework(s)

Timeline

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 1 Fall, Year 1 Winter

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 1 Spring, Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 1 Fall, Year 1 Spring

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 1 Spring, Year 1 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 1 Fall, Year 1 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 1 Fall, Year 1 Summer

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)

Timeline

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

Participants are surveyed throughout the year, particularly after the August New Teacher Orientation program, after each Inservice program, and each PLC afternoon. The Act 48 Committee uses the feedback from those surveys, along with student achievement data, demographic data, process data, and perceptual data from students, teachers, and parents, to annually revise our Induction 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.	No
A designated administrator receives, evaluates, and archives all mentor records.	No
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.

Diane Quinn

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](#).

Superintendent/Chief Executive Officer

Date