

BURRELL SD

1021 Puckety Church Rd

Induction Plan (Chapter 49) | 2023 - 2026

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

Burrell School District

107650703

1021 Puckety Church Road , Lower Burrell, Pennsylvania 15068

Autumn Turk

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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
Autumn Turk	Director of Curriculum and Development	Administrator	Administration Personnel
Courtney Barbiaux	Personalized Learning Coach/Maker Space Facilitator	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
John C. Boylan	HS Principal	Administrator	Administration Personnel
Anthony Facemyre	Social Studies Department Chair	Teacher	Teacher
Brian Ferra	MS Principal	Administrator	Administration Personnel
Kyle Boswell	English Teacher	Teacher	Teacher
Jim Croushore	Stewart Elementary Principal	Administrator	Administration Personnel
Deanna Lott	Special Education Teacher	Teacher	Teacher
Amy Lenart	Bon Air Elementary Principal	Administrator	Administration Personnel
Jennifer Baxter Blubaugh	Kindergarten 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
Will 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 be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (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 for the duration of the induction program? (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

Plan requirements

Yes/No



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 must meet job description elements.

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

Mentors submit letters of interest after reviewing the job description to the Induction Committee Chairs. They are assigned based on their strengths in the above characteristics.

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	Yes

OTHER

Each mentee is required to produce an Action Learning Project which is a culmination of the three year Burrell School District Induction Process. The focus of this project is for each mentee to select an area of personal and professional inquiry focused on one or more of the following: data analysis practices, project-based learning, technology integration, or implementation practices in Professional Learning Communities. In year two of the BSD Induction program, experienced teachers who have demonstrated success in the areas mentioned above provide quarterly professional development sessions for mentees. At the conclusion of year two, mentees are asked to begin thinking about a potential deeper dive into one of these areas for professional growth. Presentations of each mentee's Action Learning Project will occur at the end of May of the third and final year of Induction.

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**

Description of Induction program: Program Structure - the BSD Induction program is a three-year experience utilizing a Google Classroom platform to chronicle meeting dates, topics, and expectations. Prior to the start of the school year, each mentee is formally assigned a mentor teacher to work collaboratively with them during the entire school year. In addition, each mentee along with their mentor attend a pre-service onboarding session that overviews the entire Induction Program. Year two of the program consists of quarterly meetings that are provided by master teachers in the areas of student data analysis, project-based learning, technology implementation strategies, and practices involved in successful Professional Learning Communities (PLC). Year three is designed for each mentor to prioritize and select an area that they wish to explore further in their professional development. Action Learning Projects are approved and presented near the end of the third year, prior to

issuance of the Induction certificates. Content Included: Year 1 BSD overview and District Leadership Meeting - each mentee is asked to participate in the District Leadership Meeting that is held prior to the start of each school year. District Safety Operations through an emotional competency lens Parent Conferencing and Communication Strategies; Professional Code of Conduct Professional Learning Communities (PLC) Transforming School Culture - book study broken into three sessions for 2.5 hours each. Multi-Tiered System of Support (MTSS) - general overview accompanied with adopted district model. Mentor/Mentee checklist - monthly inventory of what should be addressed by mentor with mentee 1x minimum - Mentee observes another teacher 1x minimum - Mentor observes mentee 2 formal observations (principal/administrator) Student Performance Measure (SPM) - based on using the PLC process /data to inform and differentiate instruction Year 2 Session on student data analysis practices and procedures Session on project-based learning Session on technology integration strategies - new platforms Session on effective professional learning community practices Mentor/Mentee checklist - monthly inventory of what should be addressed by mentor with mentee 1x minimum - Mentee observes another teacher 1x minimum - Mentor observes mentee 2 formal observations (principal/admin) Student Performance Measure (SPM) - based on using the PLC process /data to inform and differentiate instruction Year 3 Session to introduce Action Learning Project & documentation in PA-EETEP (1 hr - Sept) Independent inquiry on designated area for professional growth Action Learning Project - document in PA-EETEP (differentiated supervision plan) Session for Action Learning Project presentations (2 hr - May/June) 2 formal observations (principal/admin) Student Performance Measure (SPM) - based on using the PLC process /data to inform and differentiate instruction Must be aligned to Year 3 Action Learning Project Meeting Frequency: Year 1: Five sessions for 60-90 minutes (monthly); Three sessions on Transforming School Culture - 2.5 hours each in a book study format Year 2: Four sessions for 60-90 minutes (quarterly) Year 3: One session for 60 minutes (September); Independent inquiry with checkpoints completed with building administrator; One session for 2 hrs for Action Learning Project Presentations (May/June) Delivery Format: Each mentee has full access to a Google Classroom site with meeting dates, topics, and expectations. Mentees are asked to submit all coursework (primarily individual reflections) on this platform. Sessions are facilitated in-person by lead administrators and/or professional teaching staff. In the event of a schedule conflict/emergency, mentees are able to submit make-up session work via the Google Classroom platform.

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 4e: Growing and Developing Professionally 4d: Participating in a Professional Community	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 3d: Using Assessment in Instruction 1f: Designing Student Assessments 3e: Demonstrating Flexibility and Responsiveness	Year 3 Fall, Year 1 Spring, Year 2 Fall, Year 3 Winter, Year 1 Winter, Year 3 Spring, Year 2 Spring

Selected Danielson Framework(s)

Timeline

4d: Participating in a Professional Community
4b: Maintaining Accurate Records

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources
4d: Participating in a Professional Community
1c: Setting Instructional Outcomes
3c: Engaging Students in Learning
1f: Designing Student Assessments
4a: Reflecting on Teaching
1e: Designing Coherent Instruction
3e: Demonstrating Flexibility and Responsiveness
1a: Demonstrating Knowledge of Content and Pedagogy
3b: Using Questioning and Discussion Techniques
2b: Establishing a Culture for Learning

Year 3 Fall, Year 2 Winter, Year 1 Winter, Year 3 Winter, Year 2 Spring, Year 2 Fall, Year 1 Spring, Year 3 Spring

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 3a: Communicating with Students 4f: Showing Professionalism 3e: Demonstrating Flexibility and Responsiveness 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 4c: Communicating with Families 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 2e: Organizing Physical Space	Year 1 Spring, Year 1 Fall, Year 1 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
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1c: Setting Instructional Outcomes	Year 2 Fall, Year 1 Spring, Year 1 Winter, Year 3 Spring, Year 3 Fall, Year 2 Spring, Year 1 Fall,
3d: Using Assessment in Instruction	Year 3 Winter
1a: Demonstrating Knowledge of Content and Pedagogy	
3c: Engaging Students in Learning	
3b: Using Questioning and Discussion Techniques	
4c: Communicating with Families	
1e: Designing Coherent Instruction	
4a: Reflecting on Teaching	
1d: Demonstrating Knowledge of Resources	
3e: Demonstrating Flexibility and Responsiveness	
1f: Designing Student Assessments	
4d: Participating in a Professional Community	

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness	Year 3 Spring, Year 3 Winter, Year 2 Spring, Year 1 Fall, Year 3 Fall, Year 2 Fall
3c: Engaging Students in Learning	

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction
4c: Communicating with Families
1a: Demonstrating Knowledge of Content and Pedagogy
4e: Growing and Developing Professionally
2b: Establishing a Culture for Learning
1d: Demonstrating Knowledge of Resources
4b: Maintaining Accurate Records

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism
1b: Demonstrating Knowledge of Students
4c: Communicating with Families
3a: Communicating with Students
4b: Maintaining Accurate Records

Year 3 Fall, Year 1 Spring, Year 1 Fall, Year 3 Spring, Year 2 Fall, Year 2 Spring, Year 3 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 1f: Designing Student Assessments 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 4f: Showing Professionalism 2a: Creating an Environment of Respect and Rapport	Year 3 Fall, Year 2 Spring, Year 1 Fall, Year 3 Winter, Year 1 Winter, Year 3 Spring, Year 1 Spring, Year 2 Fall
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DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

4a: Reflecting on Teaching 4d: Participating in a Professional Community 1f: Designing Student Assessments 4c: Communicating with Families 4b: Maintaining Accurate Records	Year 2 Spring, Year 3 Winter, Year 1 Spring, Year 1 Winter, Year 3 Spring, Year 3 Fall, Year 2 Fall
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Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of
Resources

1a: Demonstrating Knowledge of
Content and Pedagogy

1b: Demonstrating Knowledge of
Students

Year 3 Fall, Year 3 Winter, Year 1 Winter, Year 3 Spring, Year 2 Fall, Year 1 Spring, Year 2 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

2c: Managing Classroom Procedures

Year 2 Spring, Year 2 Fall, Year 3 Fall, Year 1 Fall, Year 3 Winter, Year 1 Spring, Year 1 Winter,

Year 3 Spring

Selected Danielson Framework(s)**Timeline**

3e: Demonstrating Flexibility and Responsiveness
2a: Creating an Environment of Respect and Rapport
4c: Communicating with Families
2e: Organizing Physical Space
4f: Showing Professionalism
1b: Demonstrating Knowledge of Students
2d: Managing Student Behavior
3a: Communicating with Students
4e: Growing and Developing Professionally

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families
4f: Showing Professionalism
1b: Demonstrating Knowledge of Students
1d: Demonstrating Knowledge of Resources

Year 3 Spring, Year 2 Spring, Year 1 Fall

Selected Danielson Framework(s)

Timeline

3a: Communicating with Students

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 provide a Google Form survey for our inductees, mentors, building administrators, and central administrators involved in our 3 year induction process to complete each May based on the requirements above. We then use this information to help guide our induction planning and support needed for the following school year. Click on this link to view an example of our EOY survey:

<https://forms.gle/ii3mDev2NbNF3BGs5>

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.

Autumn Turk, Director of Curriculum & Development
Educator Induction Plan Coordinator

09/01/2023
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](#).

Shannon L. Wagner
Chief School Administrator

08/06/2023
Date