

**MIFFLINBURG AREA SD**

178 Maple St

Induction Plan (Chapter 49) | 2021 - 2024

12000 4000 3000 2000 1000 500 0 500 1000 1500 2000 2500 3000 3500 4000 4500 5000 5500 6000 6500 7000 7500 8000 8500 9000 9500 10000

**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.



<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Ms. Linda Kline	Special Education Supervisor	Administrator	Administration Personnel
Mr. Richard Strausburg	High School Principal	Administrator	Administration Personnel
Mr. Casey Magargle	High School Assistant Principal	Administrator	Administration Personnel
Mr. Daryl Hunsberger	Middle School Principal	Administrator	Administration Personnel
Ms. Tanya Grenoble	Middle School Assistant Principal	Administrator	Administration Personnel
Mr. Philip Heggenstaller	Intermediate School Principal	Administrator	Administration Personnel
Mr. James Case	Elementary School Principal	Administrator	Administration Personnel
Mrs. Mindy Benfer	School Board Director	Other	School Board of Directors
Mrs. Wendy McClintock	School Board President	Other	School Board of Directors
Mrs. Jen Brubaker	Parent	Other	Administration Personnel
Mrs. Linda Edinger	Intermediate School Teacher	Teacher	Teacher
Mrs. Angela Confair	High School Teacher	Teacher	Teacher
Mrs. Susan Enders	Intermediate School Teacher	Teacher	Teacher
Miss Kelsey Hurst	Elementary Teacher	Teacher	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Mrs. Amy Wehr	School Board Director	Other	School Board of Directors
Mrs. Suzy DiPasquale	High School Teacher	Teacher	Teacher
Mrs. Corrie Post	Parent	Other	Administration Personnel
Mrs. Janell Weaver	School Board Director	Other	School Board of Directors
Mrs. Renee St. Clair	Parent	Other	Administration Personnel
Mr. Bryan Schwab	Middle School Teacher	Teacher	Teacher
Mrs. Erica Underhill	Middle School Teacher	Teacher	Teacher
Mrs. Stacy Reitenbach	High School Teacher	Teacher	Teacher
Miss Miranda Wallace	Intermediate School Teacher	Teacher	Teacher
Miss Isabel Kissinger	Elementary Teacher	Teacher	Teacher
Mrs. Alexandra Martz	Elementary Teacher	Teacher	Teacher
Mrs. Kelly Snayberger	Intermediate School Teacher	Teacher	Teacher
Mrs. Ashtin Midkiff	Middle School Teacher	Teacher	Teacher
Mr. Shawn Welch	Teacher	Teacher	Teacher
Mrs. Gretchen Norton	Parent	Other	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
------	-------	----------------	---------------------

Mrs. Andrea Hockenbury	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	No

## OTHER

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

## **CHARACTERISTICS.**

It is important for the mentor to understand his or her role in the induction process. The Director of Curriculum and Instruction oversees the induction program and discusses mentor assignments with the Building Principal and/or Special Education Supervisor. Selection is based on the past experience and performance of the mentor as well as having similar subject and grade-level expertise and experiences. Additionally, the mentor's receptiveness to learning from their colleagues, including beginning professional employees, is considered. Being a mentor is voluntary. The Director of Curriculum and Instruction meets regularly with inductees and mentors. Program evaluations are conducted. Mentors model their commitment to new professional employees by their willingness to pursue professional growth through a variety of means.



## 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	No
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**

### **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**

Mifflinburg Area School District strives to provide support for new professional employees. The goals of the induction program are to build a professional relationship between the inductee and the mentor; to familiarize the new professional employee with the school district and building policies, procedures and expectations; to assist the inductee to assess his or her own professional development and provide timely access to resources for self-improvement; to provide peer support; to model a successful and experienced professional; and to provide information, training and ongoing technical assistance. The Director of Curriculum and Instruction holds an orientation with new professional employees and their mentors at the beginning of the school year. If new professional employees are hired during the school year, the Director of Curriculum and Instruction holds an orientation meeting with the new professional employee and mentor soon after the new employee is hired. The mentor is required to meet with their inductee as needed but no less than once a month. The Director of Curriculum and Instruction meets with new professional employees and their mentors as a group every quarter and again at the end of the school year. Content discussed in the quarterly meetings include, but is not limited to and may vary, the Danielson Model Framework for Supervision and Evaluation, technology available in the District, the District's philosophy of Special Education, parent and family engagement, and instructional strategies. Beginning with the 2021-2022 school year, the Director of Curriculum and Instruction will add a book study to the program. The book study will be based on the work of Carol Dweck and explore the benefits of a growth mindset versus a fixed mindset. Principles of Universal Design for Learning will complement the book study. The Building Principal is the direct supervisor of the new professional employee assigned to their building and is responsible for regularly discussing the new professional employee's successes and areas of need as well as conducting the mid-year and end-of-year evaluations. Inductees are given a program evaluation every marking period and at the end of the induction year.

Such feedback helps new professional employees reflect on their own areas of strength and needs and allows the District to continue to improve its program responsive to the needs of new professional employees and the District's expectations.

## 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 4f: Showing Professionalism	Year 1 Winter, Year 1 Spring, Year 1 Fall

## ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction	Year 1 Fall, Year 1 Spring, Year 1 Winter

## INSTRUCTIONAL PRACTICES

**Selected Danielson Framework(s)**

**Timeline**

3b: Using Questioning and Discussion Techniques  
1e: Designing Coherent Instruction  
3d: Using Assessment in Instruction  
2b: Establishing a Culture for Learning  
1c: Setting Instructional Outcomes  
3c: Engaging Students in Learning

Year 1 Spring, Year 1 Winter

**SAFE AND SUPPORTIVE SCHOOLS**

**Selected Danielson Framework(s)**

**Timeline**

2a: Creating and Environment of Respect and Rapport

Year 1 Fall, Year 1 Winter, Year 1 Spring

**STANDARDS/CURRICULUM**

**Selected Danielson Framework(s)**

**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy

Year 1 Spring, Year 1 Winter, Year 1 Fall

## TECHNOLOGY INSTRUCTION

0000 0001 0002 0003 0004 0005 0006 0007 0008 0009 0010 0011 0012 0013 0014 0015 0016 0017 0018 0019 0020 0021 0022 0023 0024 0025 0026 0027 0028 0029 0030 0031 0032 0033 0034 0035 0036 0037 0038 0039 0040 0041 0042 0043 0044 0045 0046 0047 0048 0049 0050 0051 0052 0053 0054 0055 0056 0057 0058 0059 0060 0061 0062 0063 0064 0065 0066 0067 0068 0069 0070 0071 0072 0073 0074 0075 0076 0077 0078 0079 0080 0081 0082 0083 0084 0085 0086 0087 0088 0089 0090 0091 0092 0093 0094 0095 0096 0097 0098 0099 0100

**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of Resources

Year 1 Winter, Year 1 Fall, Year 1 Spring

## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

0101 0102 0103 0104 0105 0106 0107 0108 0109 0110 0111 0112 0113 0114 0115 0116 0117 0118 0119 0120 0121 0122 0123 0124 0125 0126 0127 0128 0129 0130 0131 0132 0133 0134 0135 0136 0137 0138 0139 0140 0141 0142 0143 0144 0145 0146 0147 0148 0149 0150 0151 0152 0153 0154 0155 0156 0157 0158 0159 0160 0161 0162 0163 0164 0165 0166 0167 0168 0169 0170 0171 0172 0173 0174 0175 0176 0177 0178 0179 0180 0181 0182 0183 0184 0185 0186 0187 0188 0189 0190 0191 0192 0193 0194 0195 0196 0197 0198 0199 0200

**Selected Danielson Framework(s)**

**Timeline**

4b: Maintaining Accurate Records  
4c: Communicating with Families

Year 1 Spring, Year 1 Winter, Year 1 Fall

## ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

0201 0202 0203 0204 0205 0206 0207 0208 0209 0210 0211 0212 0213 0214 0215 0216 0217 0218 0219 0220 0221 0222 0223 0224 0225 0226 0227 0228 0229 0230 0231 0232 0233 0234 0235 0236 0237 0238 0239 0240 0241 0242 0243 0244 0245 0246 0247 0248 0249 0250 0251 0252 0253 0254 0255 0256 0257 0258 0259 0260 0261 0262 0263 0264 0265 0266 0267 0268 0269 0270 0271 0272 0273 0274 0275 0276 0277 0278 0279 0280 0281 0282 0283 0284 0285 0286 0287 0288 0289 0290 0291 0292 0293 0294 0295 0296 0297 0298 0299 0300

**Selected Danielson Framework(s)**

**Timeline**

1b: Demonstrating Knowledge of Students

Year 1 Winter, Year 1 Spring, Year 1 Fall



**Selected Danielson Framework(s)**

**Timeline**

---

2c: Managing Classroom Procedures  
3b: Using Questioning and Discussion  
Techniques  
2a: Creating and Environment of  
Respect and Rapport  
2e: Organizing Physical Space

---

**PARENTAL AND/OR COMMUNITY INVOLVEMENT**

**Selected Danielson Framework(s)**

**Timeline**

---

4c: Communicating with Families  
4e: Growing and Developing  
Professionally

---



## **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**

Inductees and mentors complete an anecdotal report every quarter to indicate the topics that were discussed each quarter. The inductee completes a mid-year and end-of-year program evaluation. Such feedback helps new professional employees reflect on their own areas of strength and needs and allows the District to refine a program responsive to the needs of the new professional employees.

## 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.**