

Midwestern Intermediate Unit IV  
Educator Induction Plan  
July 2021 - June 2027



# Educator Induction

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Educator Induction

The Pennsylvania School Code, 22 Pa. Code § 49.16, states,

“(a) 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 submitted every 6 years as required under § 4.13(b) (relating to strategic plans). 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. 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.

(b) The Department will establish guidelines and will review for approval induction plans submitted by school entities.

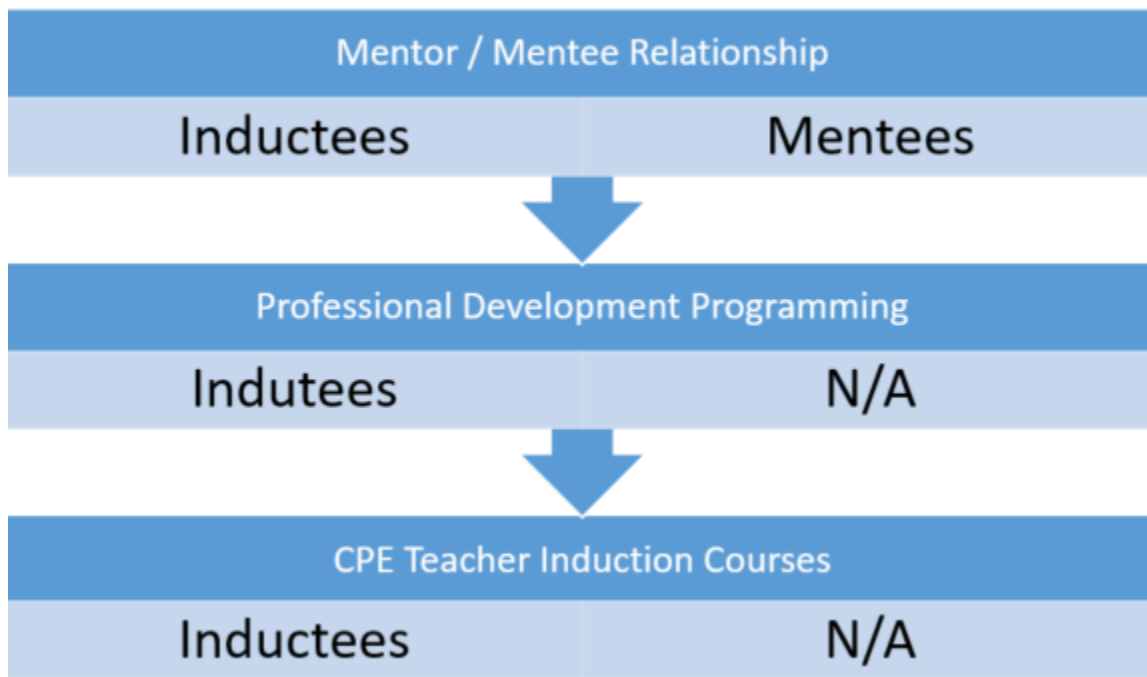
(c) The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator, and the induction team.

(d) 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.”



## Educator Induction Plan Outline

Midwestern Intermediate Unit IV (MIU IV), as a school entity, has developed the following [Educator Induction Plan](#) to comply with the criteria set forth by the Pennsylvania Department of Education as it relates to induction plans. Additionally, MIU IV has extended its [Educator Induction Plan](#) to allow for all newly hired employees, certificated and non-certificated, to participate in a high-quality first year experience that will establish peer relationships, support continued professional growth, and reduce staff turnover. The plan consists of three components, mentor/mentee relationships, professional development programming, and Continuing Professional Education (CPE) teacher induction courses.



**\* Inductees** - newly hired first-year teachers (including teachers in pre-kindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more, and educational specialists.

**\* Mentees** - newly hired MIU IV employees who do not meet the qualifications of an inductee as described above, professional personnel with prior school teaching experience who have been asked by MIU IV to participate, or those voluntarily participating in the MIU IV Educator Induction Program.

## Mentor / Mentee Relationship

All newly hired Midwestern Intermediate Unit IV staff members will participate in a year long [Mentor/Mentee Relationship](#). Pairs are assigned based upon duties and responsibilities, similar certifications, similar schedules, geography of assignment and supervisor recommendations, when possible.

MIU IV mentors are selected from those individuals who possess the following:

- Instructional II Certificate or PA license (when required by assignment);
- At least three (3) years experience within MIU IV;
- Knowledge of MIU IV policies, procedures, and resources;
- Demonstrated ability to work effectively with students and colleagues; and
- Demonstrated practice of outstanding work performance, continuous learning, and professionalism.

MIU IV mentors will participate in mentor training and attend new staff orientations, as necessary. All mentors are veteran staff that have completed a mentor application process and are willing to take on the responsibility of supporting newly hired first-year staff.

MIU IV mentors will provide the following for all mentees/inductees:

- Information about MIU IV policies and procedures
- Information about quality professional development opportunities
- Introductions to other staff members
- Support and encouragement
- Confidentiality
- Ten (10) contacts with the mentee/inductee. Including the initial meeting, the mentor and mentee/inductee should meet in person a minimum of three times during the newly hired employees first year.

MIU IV mentors will provide the additional for all newly hired inductees:

- Observations and reflections with the inductee (October & April)
- Support of the inductee through the induction process

- Monitoring of inductee's completion of two (2) CPE Teacher Induction courses
- Availability after work hours
- Completion of the Initial and Final Educator Induction Needs Assessments
- Attestation of the inductee's Educator Induction Plan Tracker

The [Mentor/Mentee Relationship](#) will provide experience, professional insights, and encouragement so that new employees can achieve success during their first year of employment at MIU IV. Additionally, it will provide new educators with background knowledge about their classrooms and assigned locations so that they can be purposeful in their practices.

## Professional Development Programming

Midwestern Intermediate Unit IV incorporates four (4) full-day professional development sessions for all newly hired first-year educators. The content enhances the knowledge base of new educators to support personal and professional growth. MIU IV believes that a well-rounded educator provides well-rounded education, and that by supporting new educators the likelihood of long-term staff retention and improved student achievement is increased.

All [Professional Development Programming](#) is aligned with the Danielson Framework for Teaching and provides first year educators with a system of supports and resources to assist in the development of highly effective instructional practices. MIU IV has organized all [Professional Development Programming](#) with a timeline based on the needs of first year educators. Needs were identified via surveys, observations, and discussions with past inductees, mentors, and program supervisors.

### Day I (September)

- Review of Educator Induction
- MIU IV Mission and Belief Statements
- MIU IV Resources
- Self-Care Strategies
- Safety Procedures
- Professional Responsibilities
- Student Performance Measure (SPM)

- Assessment and Progress Monitoring
- Instructional Practices
- Standards/Curriculum
- Data Informed Decision Making
- Danielson Framework for Teaching (Domain 2)

#### Day II (December)

- Educator Induction Tracker
- Level II Instructional Certification
- Self-Care Strategies
- Professional Responsibilities
- Differentiated Student Action Plan (DSAP)
- Standards Aligned System (SAS)
- Progress Reports and Parent-Teacher Conferencing
- Classroom and Student Management
- Danielson Framework for Teaching (Domain 3)

#### Day III (March)

- Educator Induction Tracker
- Level II Tracker
- Self-Care Strategies
- Professional Responsibilities
- Writing Compliant IEPs
- Technology Instruction
- Accommodations and Adaptations for Diverse Learners
- Materials and Resources for Instruction
- Danielson Framework for Teaching (Domain 1)

#### Day IV (May)

- Educator Induction Tracker / Evaluation
- Level II Tracker (Next Steps)
- Self-Care Strategies / Reflection
- Professional Responsibilities
- Safe and Supportive Schools
- Parental and Community Involvement
- Danielson Framework for Teaching (Domain 4)

## CPE Teacher Induction Courses

Midwestern Intermediate Unit IV requires all inductees to complete two (2) Continuing Professional Education (CPE) [Teacher Induction Courses](#) during their first year of employment. Each course provides the inductee with one (1) CPE credit which can be used toward the 24 credits required for conversion from the Level I to the Level II Instructional Certification.

The course content is specifically designed for first-year educators, and the topics allow inductees to focus on strategies for classroom management, student achievement, and diverse learners.

It is the professional responsibility of the inductee to register and pay for two (2) [CPE Teacher Induction Courses](#). All courses must be completed and a CPE Teacher Induction Course Action Plan must be submitted to the Educator Induction Coordinator before the inductee will receive credit for either course.



## Documentation of Participation and Completion

Midwestern Intermediate Unit IV (MIU IV), as the provider of the Educator Induction Program, will receive and maintain all records associated with an Inductee's participation and completion of the program.

Inductees will be required to submit the following to the Educator Induction Coordinator to document their participation and completion of the program:

- Initial Educator Induction Plan Needs Assessment
- Educator Induction Plan Tracker (signed by Mentor)
- Professional Development Programming Evaluations/Surveys
- CPE Teacher Induction Course Action Plan
- Final Educator Induction Plan Needs Assessment

Mentors will be required to submit the following to the Educator Induction Coordinator to document their Inductees' participation in the program:

- Initial Educator Induction Plan Needs Assessment

- Final Educator Induction Plan Needs Assessment

Assessments and evaluations will align with the content material outlined in the Professional Development Programming section of MIU IV's Educator Induction Plan and will allow for mentors and inductees to reflect on the benefits and additional needs of the programming. All assessments, evaluations, action plans, and trackers will be reviewed and used to provide continuous quality improvement of the Educator Induction Plan.

When all MIU IV Educator Induction Program requirements are met by the inductee, the Educator Induction Coordinator will issue the inductee a certificate of completion and notify MIU IV's Assistant to the Executive Director of the inductees completion. It is the Assistant to the Executive Director who will verify the inductee's completion of the Educator Induction Program on the Application for Level 2 Certification.



## Program Development and Continuous Quality Improvement

MIU IV is purposeful in its design of the Educator Induction Plan. By using surveys, observations, and interviews with past inductees, mentors, and program supervisors, a plan has been developed that will address not only the requirements set forth by the Pennsylvania Department of Education, but also the areas of need as identified by veteran MIU IV staff. MIU IV recognizes that its first-year educators are quite diverse in their specializations, but that they also have similar basic needs as first year teachers.

Data about the Educator Induction Plan is collected throughout the program year via the following methods:

- **Mentor/Inductee Relationship**
  - The mentor will observe and reflect with the inductee at least two (2) times during the school year. The observations will occur during the fall and again in the spring unless the mentor sees a need for additional support. The purpose of these observations is to allow the mentor to identify any instructional



needs of the inductee and to offer strategies and support. Additionally, the inductee will be invited to observe the mentor to gain a new perspective on specific classroom techniques.

- At a minimum, the mentor will have purposeful contact with the inductee at least monthly during the program year. The consistent presence of this support system allows the inductee to immediately seek assistance, if needed, and also provides the opportunity for the mentor to become familiar with the inductee's needs and growth during the first year in the classroom.
- The Mentor/Inductee Relationship provides valuable feedback to the Educator Induction Committee via the mentor's completion of the Initial Educator Induction Plan Needs Assessment, the Final Educator Induction Plan Needs Assessment, and interviews.
- **Supervision**
  - Program supervisors conduct formal and informal classroom observations on all staff, including inductees. Inductees will possess a Level I Instructional Certificate and will be formally evaluated bi-annually until such a time as they have converted to a Level II Instructional Certificate. During these observations, the program supervisors will note and address any areas of improvement. As veteran staff, the supervisors are able to identify patterns of need in first year educators and share those needs with the Educator Induction Committee via interviews and surveys.
  - As a portion of the evaluation process, inductees will submit Student Performance Data. This data is also used by the supervisor to gauge the educator's effectiveness. If the inductee is struggling with any of the instructional practices required to support student performance, this will be identified by the supervisor and indicated during the Educator Induction interview and/or survey.
- **Evaluations**
  - During the course of the Educator Induction Program, the inductee will be completing the Initial Educator Induction Needs Assessment, the Final Educator Induction Needs Assessment, multiple evaluations aligned to the Professional Development Programming, and the CPE Teacher Induction Course Action Plan. These documents will identify the increase of content knowledge from the beginning of the program year

until the end of the program year, it will assess the effectiveness of the Professional Development Programming, and it will document the inductees ability to apply the knowledge attained during the Educator Induction Program.

- At the beginning of the program year, the Educator Induction Coordinator will evaluate the Initial Educator Induction Needs Assessment to ensure that the Professional Development Programming is aligned with the collective identified needs of the incoming class of inductees.
- During the course of the program year, the Educator Induction Coordinator will review the evaluations aligned with the Professional Development Programming to ensure that content has been delivered effectively and is relevant to the class of inductees.
- At the end of the program year, the Educator Induction Coordinator will evaluate the effectiveness of the program by comparing and contrasting the Initial and Final Educator Induction Needs Assessments of the inductees and mentors, and by conducting mentor and supervisor interviews.
- All data will be shared with the Educator Induction Committee for discussion to identify program successes, needs, and continued quality improvement.



## Educator Induction Committee

Midwestern Intermediate Unit IV's Educator Induction Committee consists of the following representation:

Title	Committee Role	Chosen/Appointed By
Executive Director	Administration	Board of Directors
Assistant to the Executive Director	Administration	Administration
Director of Special Education	Administration	Administration

Director of Educational Services	Other	Administration
Coordinator of Educational Services	Educator Induction Coordinator	Administration
Teacher	Teacher	Teachers
Speech Therapist	Educational Specialist	Educational Specialist

It should be noted that the Educator Induction Committee solicits feedback via surveys, evaluations, and interviews and makes programming decisions based on the data collected and the needs identified.



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