

TYRONE AREA SD

701 Clay Avenue

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

Tyrone Area School District
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701 CLAY AVE , Tyrone, PA 16686

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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
Kristen Pinter	Director of Curriculum and Instruction	Administrator	Administration Personnel
Kourtney Klock	School Psychologist	Education Specialist	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Shane Cowher	Middle School Principal	Administrator	Administration Personnel
Kristin Musselman	Elementary Principal	Administrator	Administration Personnel
Chad Packer	Asst. Elementary Principal	Administrator	Administration Personnel
Leslie Estep	Superintendent	Administrator	Administration Personnel
Kristen Scheel	SPED teacher	Teacher	Teacher
Christopher Perry	5th grade teacher	Teacher	Teacher
Leah Dreibelbis	7th grade teacher	Teacher	Teacher
Jessica Hetrick	8th grade teacher	Teacher	Teacher
Kelsie Bumbarger	6th grade teacher	Teacher	Teacher
Jennifer Greico	Title 1 Reading teacher	Education Specialist	Education Specialist
Ashton Shultz	4th grade 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 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).	No
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.

Building principals will be given the criteria listed above and use observation ratings, personality traits, and professional qualifications to select mentors.

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	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 T ASD Teacher Induction Program is a three-year program designed to assist new professionals, defined in Act 13 as temporary professional educators or temporary non-teaching professional educators, in improving their instructional and professional practices to ensure that ALL students' needs are met. For teachers who are in their first year of teaching and have not completed a State-Approved Induction Program, T ASD partners with the Appalachia Intermediate Unit 08 to provide the state required portions of the program in Year One. Each temporary professional educator or temporary non-teaching professional educator is assigned a mentor during their first year with T ASD. At the conclusion of the first year, inductees and mentors complete an Induction Program Evaluation, and twice each year the inductee completes a Needs Assessment. Both inductee and mentor submit Induction Logs which document the meetings conducted between them during the school year. In addition to the sessions required by the program at the IU for Year One teachers, all temporary professional educators and non-teaching professional educators shall be placed in Mode I: Focused Assistance Mode. The Mode I: Focused Assistance Mode is a method of supervision focused on supporting non-tenured professional employees to achieve proficiency in the four domains of professional practice according to their role as defined by Act 13. Mode I professionals meet monthly with their building principal and other new professionals in the same year to share experiences, questions, and concerns. They typically participate in activities, readings, and discussions to help further develop necessary skills and address inductee questions and concerns. They also review district procedural expectations and individual information based on the Inductees' assignments. The individual nature of some of this information allows staff to best utilize their time and resources to most effectively drive their professional growth. Inductees also complete a portfolio as part of this process that contains journal entries, artifacts and reflections based on the Educator Effectiveness system, and parent and/or student surveys. Mode I professionals

participate in a formal observation cycle with their respective principals once during each semester. Observations, both formal and informal, are housed in the PA-Etep system. Beginning in SY 2021-2022 with the advent of Act 13, Mode I teachers will not be required to complete an SLO or LEA Selected Measure Project. Their evaluation will be 100% based on Observation & Practice. Before completion of the third year, inductees will complete the five hour, role-specific Act 13 professional development course.

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, Year 3 Spring, Year 2 Winter, Year 2 Fall, Year 1 Winter, Year 3 Fall, Year 1 Spring,
4a: Reflecting on Teaching	Year 3 Winter, Year 1 Fall, Year 2 Spring
4d: Participating in a Professional Community	
4e: Growing and Developing Professionally	

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records	Year 2 Spring, Year 1 Winter, Year 3 Winter, Year 1 Spring, Year 3 Spring, Year 1 Fall, Year 3 Fall,
1c: Setting Instructional Outcomes	Year 2 Winter, Year 2 Fall
3d: Using Assessment in Instruction	
1f: Designing Student Assessments	

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport	Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 1 Spring, Year 3 Spring, Year 1 Fall, Year 3 Fall, Year 1 Winter, Year 3 Winter
3b: Using Questioning and Discussion Techniques	
2b: Establishing a Culture for Learning	
3d: Using Assessment in Instruction	
2c: Managing Classroom Procedures	
3e: Demonstrating Flexibility and Responsiveness	
3a: Communicating with Students	
1e: Designing Coherent Instruction	
2d: Managing Student Behavior	
1b: Demonstrating Knowledge of Students	
2e: Organizing Physical Space	
1d: Demonstrating Knowledge of Resources	

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning 3a: Communicating with Students	Year 2 Fall, Year 2 Spring, Year 2 Winter, Year 1 Winter, Year 3 Winter, Year 1 Spring, Year 3 Spring, Year 1 Fall, Year 3 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction	Year 1 Fall, Year 3 Fall, Year 2 Winter, Year 1 Winter, Year 3 Winter, Year 1 Spring, Year 3 Spring, Year 2 Fall, Year 2 Spring

Selected Danielson Framework(s)

Timeline

4d: Participating in a Professional Community

1c: Setting Instructional Outcomes

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

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

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 2d: Managing Student Behavior 4f: Showing Professionalism 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records	Year 1 Fall, Year 3 Fall, Year 1 Winter, Year 3 Winter, Year 2 Spring, Year 2 Winter, Year 1 Spring, Year 3 Spring, Year 2 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 3e: Demonstrating Flexibility and Responsiveness 1f: Designing Student Assessments 4a: Reflecting on Teaching 3b: Using Questioning and Discussion Techniques	Year 2 Spring, Year 1 Fall, Year 3 Fall, Year 1 Spring, Year 3 Spring, Year 2 Fall, Year 2 Winter, Year 1 Winter, Year 3 Winter

Selected Danielson Framework(s)**Timeline**

4d: Participating in a Professional Community

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

3d: Using Assessment in Instruction

3a: Communicating with Students

4c: Communicating with Families

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

4b: Maintaining Accurate Records

3d: Using Assessment in Instruction

4d: Participating in a Professional Community

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

Year 1 Winter, Year 3 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1f: Designing Student Assessments
1d: Demonstrating Knowledge of Resources
4e: Growing and Developing Professionally
1b: Demonstrating Knowledge of Students
4a: Reflecting on Teaching
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning
1e: Designing Coherent Instruction
1c: Setting Instructional Outcomes
3e: Demonstrating Flexibility and Responsiveness

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2a: Creating an Environment of Respect and Rapport

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

Selected Danielson Framework(s)**Timeline**

3c: Engaging Students in Learning
2b: Establishing a Culture for Learning
3e: Demonstrating Flexibility and Responsiveness
2d: Managing Student Behavior
1b: Demonstrating Knowledge of Students
2e: Organizing Physical Space
1e: Designing Coherent Instruction
3a: Communicating with Students
2c: Managing Classroom Procedures

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

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

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

At the conclusion of Year One, mentors and inductees submit documents evaluating their experience in the Induction program. Educators in Year One submit survey data collected from parents/students in the Fall and in the Spring. Each month, Year One participants complete a journal entry for review and discussion in new teacher meetings and conferences with both principals and mentors. Each Fall and Spring, educators participating in the TASD Induction submit a Needs Assessment document that indicates professional development readiness and needs. During the subsequent two years, interviews and evaluation of the program are conducted to monitor effectiveness and gather input from participants.

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.

Kristen Pinter
Educator Induction Plan Coordinator

03/20/2022
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](#).

Leslie A Estep
Chief School Administrator

07/14/2022
Date