

ALLENTOWN CITY SD

31 S Penn Street

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

Allentown School District
121390302
31 S. Penn Street , Allentown, Pennsylvania 18102

Melissa Smith
smithm@allentownsd.org
484-765-4236 Ext.

Dr. John Stanford
stanfordj@allentownsd.org

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
Brandy Sawyer	Ex. Director of Curriculum	Administrator	Administration Personnel
Lisa Krause	Supervisor of Instruction	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Michele Kloiber	Supervisor of Instruction	Administrator	Administration Personnel
Michael Makhoul	Principal	Administrator	Administration Personnel
Nicole Leskosky	Teacher	Teacher	Teacher
Leila Little	Teacher	Teacher	Teacher
Dr. Michael Henry	Ex. Dir. of Human Resources	Administrator	Administration Personnel
Dr. Kelly Ballard	Director of Literacy	Administrator	Education Specialist

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).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	Yes

OTHER

mentors are teachers are typically in the same building and required to do 3 hours of mentoring a month.

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

Mentors are identified by principals and have 5 years experience teaching in Allentown or more. The mentors have satisfactory observations and evaluations as well as practice best instructional strategies in the classroom and build rapport with students, teachers, and staff.

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	No
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).	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**

Each new teacher completes an induction year portfolio. New teachers and mentor teachers receive a manual that serves as a guide for discussion throughout the induction year. The manual includes the new teacher's portfolio requirements. Through discussions with the mentor teacher, the new teacher completes guiding questions, reflections on learning, and lesson reflections throughout the induction year. The principal of the school monitors and supports the regular meetings between new and mentor teacher. The portfolio requirements are submitted along with a Principal Verification Sheet prior to the end of the induction year. The portfolios are reviewed by a committee and are either approved or sent back to the new teacher if requirements are not met. Upon approval, the mentor teacher receives a stipend and the new teacher receives a letter of completion. Monitoring: Supervisors of Instruction or Principals reach out and connect with new teachers on a regular basis to ensure they are meeting with their mentor teacher and receiving the support needed. School leaders organize time for the mentor teacher to visit the new teacher's classroom. School leaders also conduct regular walk th roughs into new teacher's classrooms. Learning walks are arranged for new teachers to visit other teacher's classrooms where there is a strength to support the new teacher's area(s) of need. Principals sign off on the Principal Verification Sheet towards the end of the induction year. This documentation is required for a new teacher to receive a letter of completion and for a support teacher to receive their stipend. Evaluating: During review of the portfolio requirements, the time spent mentoring along with the quality of the discussion topic responses, lesson reflections, and engaging activities prepared are reviewed for approval of both the new teacher and the mentor teacher completion of the induction year. In addition, an evaluation is distributed to new teachers to gauge their perception of the amount of support received. Survey is completed at the end of the year to inform better practices for the next induction year and improvements to the process.

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
2c: Managing Classroom Procedures 4a: Reflecting on Teaching 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Summer, Year 1 Spring, Year 1 Winter, Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction	Year 1 Fall, Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

1e: Designing Coherent Instruction	Year 1 Summer, Year 1 Winter, Year 1 Spring, Year 1 Fall
------------------------------------	--

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

2b: Establishing a Culture for Learning	Year 1 Spring, Year 1 Summer, Year 1 Fall, Year 1 Winter
---	--

2a: Creating an Environment of Respect and Rapport	
---	--

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

3c: Engaging Students in Learning	Year 1 Fall, Year 1 Spring
-----------------------------------	----------------------------

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

3c: Engaging Students in Learning

Year 1 Fall, Year 1 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)**Timeline**

3d: Using Assessment in Instruction

Year 1 Spring, Year 1 Fall

4b: Maintaining Accurate Records

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**1a: Demonstrating Knowledge of
Content and Pedagogy

Year 1 Fall, Year 1 Spring, Year 1 Winter

1b: Demonstrating Knowledge of
Students

1c: Setting Instructional Outcomes

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes	Year 1 Spring, Year 1 Winter, Year 1 Fall
---	---

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Fall, Year 1 Winter
---	----------------------------

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

2d: Managing Student Behavior 3a: Communicating with Students 2a: Creating an Environment of Respect	Year 1 Fall, Year 1 Winter, Year 1 Spring
--	---

Selected Danielson Framework(s)	Timeline
and Rapport	

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness 4c: Communicating with Families	Year 1 Fall, Year 1 Winter, Year 1 Spring

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

Monitoring: Supervisors of Instruction or Principals reach out and connect with new teachers on a regular basis to ensure they are meeting with their mentor teacher and receiving the support needed. School leaders organize time for the mentor teacher to visit the new teacher's classroom. School leaders also conduct regular walkthroughs into new teacher's classrooms. Learning walks are arranged for new teachers to visit other teacher's classrooms where there is a strength to support the new teacher's area(s) of need. Principals sign off on the Principal Verification Sheet towards the end of the induction year. This documentation is required for a new teacher to receive a letter of completion and for a support teacher to receive their stipend. **Evaluating:** During review of the portfolio requirements, the time spent mentoring along with the quality of the discussion topic responses, lesson reflections, and engaging activities prepared are reviewed for approval of both the new teacher and the mentor teacher completion of the induction year. In addition, an evaluation is distributed to new teachers to gauge their perception of the amount of support received. Survey is completed at the end of the year to inform better practices for the next induction year and improvements to the process.

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.

Melissa L. Smith

Educator Induction Plan Coordinator

07/21/2022

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](#).

Chief School Administrator

Date