

DELAWARE COUNTY TECHNICAL HIGH SCHOOL

100 Crozerville Road

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

Delaware County Technical High School
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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
Chris Hansen	Principal	Administrator	Administration Personnel
Dan Palmer	Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Linda Lomas	Supervisor of Student Services	Administrator	Administration Personnel
Ron Contrady	Lead Teacher	Teacher	Teacher
Michelle Kuc	Special Education Teacher	Teacher	Teacher
Diane Rouse	Counselor	Education Specialist	Education Specialist
Kristen Pellegrino	Counselor	Education Specialist	Education Specialist
Nikki Borradaile	Education Specialist	Education Specialist	Administration Personnel
Daryl Hawkins	Diversity Education Specialist	Education Specialist	Administration Personnel
Joyce Mundy	Assistant to the Executive Director for Teaching and Learning	Administrator	Administration Personnel

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	No

OTHER

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

CHARACTERISTICS.

A pool of potential mentors is reviewed and selected by principal with review by induction committee.

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

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

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction	Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning

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

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of Content and Pedagogy
1c: Setting Instructional Outcomes
1e: Designing Coherent Instruction

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
2d: Managing Student Behavior 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning	Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4b: Maintaining Accurate Records	Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students	Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring

Selected Danielson Framework(s)**Timeline**

3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

2d: Managing Student Behavior
3d: Using Assessment in Instruction

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of Resources
4d: Participating in a Professional Community
3b: Using Questioning and Discussion Techniques

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2d: Managing Student Behavior	Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Winter,
2a: Creating an Environment of Respect and Rapport	Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer
2b: Establishing a Culture for Learning	

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport	Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring
4b: Maintaining Accurate Records	
4c: Communicating with Families	

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)	Timeline
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4e: Growing and Developing Professionally
4f: Showing Professionalism

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

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning
2a: Creating an Environment of Respect and Rapport

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

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)

Timeline

4e: Growing and Developing Professionally

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

New teachers are surveyed at the end of the new teacher onboarding to assess additional needs before they begin classes through DCIU and Temple University. Both new teachers and mentors are surveyed mid-year and at the end of the school year to provide feedback on monthly induction sessions and additional inductee needs. Data is reviewed by the school leadership team to determine individual support and make adjustments as needed. Throughout the year, the school leadership team checks in and conducts informal interviews with mentors and new teachers to gain additional data. Surveys and interviews include a variety of qualitative and quantitative questions.

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.

Educator Induction Plan Coordinator

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