

EPHRATA AREA SD

803 Oak Blvd

Induction Plan (Chapter 49) | 2021 - 2024

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

Ephrata Area SD

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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
Jacy Clugston Hess	Assistant Superintendent	Lead	Administration Personnel
Richard Hornberger	Assistant Superintendent	Lead	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Laura Mitchley	Instructional Coach	Member	Education Specialist
Meghan Hooper	Instructional Coach	Member	Education Specialist
Laura Mandell	Instructional Coach	Member	Education Specialist
Tom Ferrari	Teacher	Member	Teacher
Sara Price	Teacher	Member	Teacher
Kristopher Miller	Teacher	Member	Teacher
Jennifer Barnabei	AP Intermediate School	Member	Administration Personnel
Amanda Calhoun	AP High School	Member	Administration Personnel
Laura Jordan	Asst. Coordinator of Student Services	Member	Administration Personnel
Dawn Butt	Intervention Specialist	Member	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)	
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

N/A

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

Mentors are determined by the building principals based on the situation and the new staff member with whom they will be paired.

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

N/A

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**

INDUCTION PLAN Standard 1 – Purpose of the Plan The overall goal of the Ephrata Area School District Induction Plan is to support new staff (inductees) by providing a program that consists of personal support and a series of planned experiences designed to increase proficiency and to retain teachers in the profession. The following “sub-goals” are supportive of the district’s overall goal areas (e.g. student achievement in mathematics, student achievement in reading, student participation, etc.) as articulated in the Strategic Plan: • To provide necessary supports to new and untenured staff in order to understand, access, and utilize the district-approved curriculum. • To provide new and untenured staff the tools necessary to adhere to building and district policies and procedures. • To ensure best practice in supporting the varied needs of all students. • To provide the professional development and inherent support mechanisms unique to the needs of new and untenured staff.

Standard 2 – Needs Assessment Program needs are assessed annually through input from mentor and inductee evaluations. Standard 3 – Compliance with Regulations I. Program Structure and Function A. Overall District Structure SUPERINTENDENT DISTRICT INDUCTION COORDINATOR PROFESSIONAL DEVELOPMENT TEAM INDUCTION COMMITTEE INDIVIDUAL INDUCTION TEAMS B. District Induction Coordinator and Committee 1. Composition Members of the Professional Development Plan Team 2. Function a. To serve as the overall advisory group for the induction program operation and evaluation. b. To develop district programs and requirements for induction. 3. Tasks a. To ensure that the program and staff are in place each year. b. To provide mentor training and information. (1) In August for fall semester

inductees. (2) As needed for personnel hired later in the school year. c. To evaluate comments from inductees and mentors on a yearly basis and revise the program, if necessary. C. Individual Induction Team 1. Composition a. Mentor / Orientation Mentor. b. Inductee. c. Supervisor – Administrator (when deemed appropriate). 2. Function a. To provide individualized support and assistance to the inductee throughout the induction period. b. To meet at least twice a semester (four times per year) and more frequently if dictated by need. II. Definitions, Roles, and Responsibilities A. Mentor / Orientation Mentor 1. Selection Criteria a. Instructional II Certificate. b. Two years of experience in the District. c. Has demonstrated leadership within his/her department or school in curriculum or program development. d. Is respected by fellow professionals and students. e. Demonstrates a knowledge of instructional and classroom management techniques. f. Has a positive attitude toward the teaching profession and the district. g. Has demonstrated success implementing district goals. 2. Assignment Criteria a. Final selection will be made by the building principal and Induction Coordinator. b. Priority will be given to same building assignment, same subject area (secondary), and grade level (elementary). c. Recommendation for specialist areas: Co-mentors may be assigned when deemed appropriate. Example: Elementary art teacher assigned a mentor at the building level and subject/grade level (art, music, library, phys. ed., etc.). 3. Training All assigned mentors shall undergo orientation in the following areas: a. District Induction Program and mentor responsibilities. b. District and building philosophy and procedures. 4. Role a. To establish rapport as a helping person. b. To suggest topics for further study. c. To help obtain available resources as needed. B. Inductee 1. Professional Employees to be Inducted a. New to the education profession. * b. District employed long term substitute (80 days or more) who are new to the district or new to the profession. * c. Experienced professionals new to the Ephrata Area School District. ** * Will be assigned a mentor. ** Will be assigned an orientation mentor. This is defined as a mentor who is reimbursed at a reduced rate commensurate with the responsibilities in orientating an experienced professional. 2. Role of Inductee a. Actively participate in mentoring activities and relationships b. Seek out help from colleagues c. Accept and act upon constructive feedback through open communication with the mentor d. Schedule observation of experiences teachers at work e. Schedule classroom observation by the mentor f. Participate in at least 1 coaching cycle with Instruction Coaches. g. Maintain and submit accurate records of induction activities in order to be awarded Induction completion h. Maintain a confidential relationship with the assigned mentor i. To complete the formal requirements of induction. III. Record Keeping A. The Induction Program Checklist will be submitted at the end of the Induction Year. A final certificate of completion will be issued, and a copy retained in the Inductee's file. Standard 4 – Program Content and Activities I. Determination of Individual Inductee Needs Mentor and inductee to select individual activities based upon needs, interests, and stage of inductee's professional development. Sources of data include observations (both formal and informal), reflection meetings, assessment data (both standardized and classroom), lesson plan review, and induction portfolio. II. Understanding the Community, the School District, and the Individual Assignment A. District Level 1. Competencies a. Overview of policies, procedures, Mission Statement, and

Comprehensive Plan. b. Introduction to district office staff and services. c. Introduction to district services and resources (Including technology in instruction). d. Explanation of negotiated agreement. e. Professional growth and certification. f. Code of Professional Ethics. g. District Safety Protocols h. Life Ready Graduate Profile i. District Instructional Model j. Orientation to geographic, cultural, and economic characteristics of the district community. 2. Activities a. Orientation session. b. Presentations by various staff. c. Meeting with EAEA representative. B. Building Level 1. Competencies a. Building procedures. b. Building support services. c. Grading / record-keeping. d. Specific curriculum. e. Obtaining materials and supplies. f. Professional libraries. g. Educational technology resources (including the SAS System) h. Building safety protocols 2. Activities a. Building level meetings b. New teacher orientation days III. School / Home Partnerships A. Competencies 1. Involving Parents and Other Adults in the Classroom 2. Role of Homework 3. Conferencing and Communication Techniques B. Activities 1. Building Level Sessions 2. Individual Induction Team Sessions IV. Individual Professional Skills A. Competencies 1. Core Components of Professional Practice 2. Classroom Management Skills (includes time on task and behavior management systems) 3. Effective Teaching Strategies 4. Dealing with Individual learning differences (includes critical thinking skills – using guidance services, and adapting curriculum for varied learners) 5. Encouraging Students to Reach Their Full Potential B. Activities 1. Mentor Sessions 2. Administrative Visitation and Observation 3. Peer Observation 4. Building Induction Team Meeting 5. Staff Development Sessions 6. Instructional Coaching V. Annual Program Timetable A. District Orientation * 1. Welcome to District 2. Orientation to District Policies, Procedures, Goals and Initiatives 3. Introduction to Community 4. Individual Building/Department Orientation and Introductions 5. Specific Building Policies and Procedures 6. Curriculum and Resources Orientation. 7. Work with Mentors and Building Administrators B. Periodic Individual Team Meetings 1. Classroom Management Techniques 2. Parent Conferencing 3. Grading Procedures 4. Dealing with Individual Learning Differences 5. Assessment Procedures 6. School Safety 7. Ongoing Professional Learning C. Professional Skill Development (contracted according to need) 1. District Professional Development Session 2. Ongoing collaboration with Mentor and Team Members 3. Check-in sessions with Inductees a. High Impact Strategies b. Special Education c. High Engagement and Student Management d. School Safety Standard 5 – Continuing Evaluation of Program I. Evaluation input will include: A. Program Assessment Survey B. Individual Inductee Checklist C. Informal Input from Staff and Administration II. Evaluation input and possible program review will happen annually

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 Fall

ASSESSMENTS AND PROGRESS MONITORING

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

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction	Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1

Selected Danielson Framework(s)

Timeline

Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2a: Creating and Environment of Respect and Rapport

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of Content and Pedagogy

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of
Resources

Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Fall, Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of
Students

Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes

Year 1 Fall, Year 1 Winter, Year 1 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of
Resources

Year 1 Fall, Year 1 Winter, Year 1 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2c: Managing Classroom Procedures

Year 1 Spring, Year 1 Fall, Year 1 Winter

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families

Year 1 Spring, Year 1 Winter, Year 1 Fall

OTHER**Selected Danielson Framework(s)****Timeline**

4a: Reflecting on Teaching

Year 1 Winter, Year 1 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

Evaluation input will include several data sources including, but not limited to: 1) the Program Assessment survey, 2) Individual Inductee Checklist, and 3) Informal input from staff and administration. This evaluation input and possible program adjustments will occur annually.

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](#).

Superintendent/Chief Executive Officer

Date