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 IU 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

Midwestern Intermediate Unit IV

104000000

453 Maple St. , Grove City, PA 16127

Cheryl Pilch

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Wayde Killmeyer

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the IU'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 IU.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Dr. Wayde Killmeyer	Executive Director	Administrator	School Board of Directors
Brenda Marino	Assistant to the Executive Director	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Melissa Wyllie	Director of Special Education	Education Specialist	Administration Personnel
Dr. David Zupsic	Director of Educational Services	Education Specialist	Administration Personnel
Cheryl Pilch	Coordinator of Educational Services	Other	Administration Personnel
Katie Dietz	Teacher	Teacher	Teacher
Meredith Elkin	Speech Therapist	Education Specialist	Education Specialist

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the IU 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: a. Assess the needs of inductees?	Yes
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 Intermediate Unit (IU) use to select mentors?

Characteristics used by IU	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 IU 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 IU'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED

CHARACTERISTICS.

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 has 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 effectiveness.

NEEDS ASSESSMENT

Which of the following characteristics does the Intermediate Unit (IU) use to select mentors?

Characteristics used by IU	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	No
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	No
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 IU'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

The Midwestern Intermediate Unit IV's Educator Induction Program consists of three components, Mentor/Mentee Relationships, Professional Development Programming, and CPE Teacher Induction Courses. Mentor/Mentee Relationship: All inductees are assigned a trained mentor, who is a veteran employee of MIU IV that has exhibited exemplary performance. The mentor will provide a consistent system of support to the inductee by maintaining regular contact, observing the inductee's instruction, and then reflecting on best practices, maintaining confidence, and acting as a resource during the induction year. Additionally, the mentor will support the inductee in the completion of the Educator Induction Program. Mentors are expected to make monthly contact (at a minimum) with the inductee to include two opportunities for observation. Professional Development Programming: Inductees will participate in four (4) PD Programming days during the induction year. The days are conducted in person in September, December, March, and May. During the PD Programming days, inductees will develop a network of other first-year educators, have an opportunity to reflect and discuss, and receive instruction surrounding the following: *Review of Induction Plan (Sept) *MIU IV Mission and Belief (Sept) *MIU IV Resources (Sept) *Self-Care Strategies (All sessions) *Safety Procedures (Sept) *Professional Responsibilities (All sessions) *Student Performance Measures (Sept) *Assessment and Progress Monitoring (Sept) *Instructional Practices (Sept) *Standards/Curriculum (Sept) *Data-Informed Decision Making (Sept) *Danielson Framework for Teaching - Domain 2 (Sept) *Differentiated Student Action Plans (Dec) *Standards Aligned System (SAS) (Dec) *Progress Reports and Parent-Teacher Conferencing (Dec) *Classroom and Student Management (Dec) *Danielson Framework for Teaching Domain 3 (Dec) *Writing Compliant IEPs (March) *Technology Instruction (March) *Accommodations and Adaptations for Diverse Learners (March) *Materials and Resources for Instruction (March) *Danielson Framework for Teaching Domain 1 (March) *Safe and Supportive Schools (May) *Parental and Community Involvement (May) *Danielson

Framework for Teaching Domain 4 (May) CPE Teacher Induction Courses: Inductees are required to complete two (2) one-credit CPE courses during the induction process. MIU IV offers four (4) course options that are aimed at assisting new educators. TheCPE courses that have been approved by the PA Department of Education.

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
4e: Growing and Developing Professionally 4c: Communicating with Families 4f: Showing Professionalism 2a: Creating and Environment of Respect and Rapport	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 3b: Using Questioning and Discussion	Year 1 Fall

Selected Danielson Framework(s)	Timeline
Techniques 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes	

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness 2c: Managing Classroom Procedures 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 1f: Designing Student Assessments	Year 1 Fall

Selected Danielson Framework(s)	Timeline
4a: Reflecting on Teaching	

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures	Year 1 Spring
2e: Organizing Physical Space	
2d: Managing Student Behavior	
4f: Showing Professionalism	
2a: Creating and Environment of Respect and Rapport	
4c: Communicating with Families	
2b: Establishing a Culture for Learning	

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning	Year 1 Fall
1b: Demonstrating Knowledge of Students	

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	
3d: Using Assessment in Instruction	
4c: Communicating with Families	
1a: Demonstrating Knowledge of Content and Pedagogy	
3e: Demonstrating Flexibility and Responsiveness	

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Spring
3c: Engaging Students in Learning	
3d: Using Assessment in Instruction	
4e: Growing and Developing Professionally	
3e: Demonstrating Flexibility and Responsiveness	
1e: Designing Coherent Instruction	
3a: Communicating with Students	

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records 4a: Reflecting on Teaching 4c: Communicating with Families 4f: Showing Professionalism	Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 2e: Organizing Physical Space 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of	Year 1 Winter

Selected Danielson Framework(s)	Timeline
Resources	
2c: Managing Classroom Procedures	
3d: Using Assessment in Instruction	
3a: Communicating with Students	
3b: Using Questioning and Discussion Techniques	

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction	Year 1 Fall
4a: Reflecting on Teaching	
1f: Designing Student Assessments	
4b: Maintaining Accurate Records	
1c: Setting Instructional Outcomes	
3e: Demonstrating Flexibility and Responsiveness	
1b: Demonstrating Knowledge of Students	
3d: Using Assessment in Instruction	

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2e: Organizing Physical Space 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources	Year 1 Spring, Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 2a: Creating and Environment of Respect and Rapport 2e: Organizing Physical Space 4a: Reflecting on Teaching	Year 1 Winter

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students	
2d: Managing Student Behavior	
3c: Engaging Students in Learning	

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally	Year 1 Spring
4d: Participating in a Professional Community	
4f: Showing Professionalism	
4c: Communicating with Families	

OTHER

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism	Year 1 Fall, Year 1 Winter, Year 1 Spring
4a: Reflecting on Teaching	

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally 4d: Participating in a Professional Community	

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process IUs 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

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.

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
IU 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 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.

Cheryl Pilch, Coordinator of Educational Services   Date
Educator Induction Plan Coordinator

- -

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.

Executive Director   Date