

NORTH SCHUYLKILL SD

15 Academy Lane

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

North Schuylkill School District
129545003
15 Academy Lane , Ashland, PA 17921

Kimberly Groody
kgroody@northschuylkill.net
5708740466 Ext. 1101

Robert Ackell
rackell@northschuylkill.net

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
Kimberly Groody	Supervisor of Curriculum	Induction Revision	Administration Personnel
Robert Ackell	Superintendent	Induction Revision	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Ken Roseberry	JSHS Principal	Induction Revision	Administration Personnel
Liza Ulceski	JSHS Assistant Principal	Induction Revision	Administration Personnel
Janice Whitaker	NSE Principal	Induction Revision	Administration Personnel
Janel Hansbury	NSE Assistant Principal	Induction Revision	Administration Personnel
Knute Brayford	Supervisor of Special Education	Induction Revision	Administration Personnel
Chrissy Greblich	Assistant Supervisor of Special Education	Induction Revision	Administration Personnel
Heather Schlein	Teacher	Induction Revision	Education Specialist
Nancy Nestor	Teacher	Induction Revision	Education Specialist
Jen Rex	Teacher	Induction Revision	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:	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

Each Mentor Receives a Stipend

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

Administrators review the mentor checklist within the district's T.I.P.S. (Teacher Induction and Preparation for Service) Manual.

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	Yes

OTHER

Board Approved T.I.P.S. Manual

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**

Program Structure: The Teacher Induction and Preparation for Service (T.I.P.S.) program provides opportunities which systematically orient newly appointed teachers to become efficient and effective educators within an atmosphere of collegiate support and best educational practice. The objectives for new teachers are listed below: 1. To become acclimated to District and building policies and procedures. 2. To become familiar with state and federal guidelines as they pertain to their classrooms. 3. To experience different sources of non-evaluative feedback. 4. To establish positive interpersonal relationships with mentors and building staff. 5. To become knowledgeable of programs and/or activities designed to improve their teaching skills. 6. To become proficient in specific areas of effective instruction through appropriate instructional techniques, plans, and methods. 7. To grow and develop professionally. Content Included: 1. Attends staff development sessions 2. Maintains written reflective analysis of performance/ log. 3. Meets with teacher mentor on a regular basis. 4. Meets with building principal on a regular basis. 5. Participates in a joint meeting with teacher mentor and building principal. 6. Makes visitations to classes within their home buildings and to other District classes when recommended by the building principal for the purpose of observing instructional modeling. Meeting Frequency: Monthly Delivery Format: Face to Face

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
2a: Creating and Environment of Respect and Rapport 4d: Participating in a Professional Community	Year 1 Summer, Year 2 Summer, Year 3 Summer

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	Year 1 Fall, Year 1 Summer, Year 2 Fall, Year 2 Summer, Year 3 Fall, Year 3 Summer

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2e: Organizing Physical Space	Year 1 Fall, Year 1 Summer, Year 2 Fall, Year 2 Summer, Year 3 Fall, Year 3 Summer

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4d: Participating in a Professional Community 3a: Communicating with Students	Year 1 Summer, Year 2 Summer, Year 3 Summer

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of	Year 1 Fall, Year 1 Summer, Year 2 Fall, Year 2 Summer, Year 3 Fall, Year 3 Summer

Selected Danielson Framework(s)**Timeline**

Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of
Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

3a: Communicating with Students

3b: Using Questioning and Discussion
Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and
Responsiveness

4b: Maintaining Accurate Records

4c: Communicating with Families

4d: Participating in a Professional
Community

4e: Growing and Developing
Professionally

Selected Danielson Framework(s)**Timeline**

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)**Timeline**

4a: Reflecting on Teaching

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

4b: Maintaining Accurate Records

4c: Communicating with Families

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

3a: Communicating with Students

Year 1 Fall, Year 2 Fall, Year 3 Fall

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments
4b: Maintaining Accurate Records

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction
4b: Maintaining Accurate Records
4a: Reflecting on Teaching
1c: Setting Instructional Outcomes
1f: Designing Student Assessments

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2a: Creating and Environment of
Respect and Rapport

Year 1 Summer, Year 2 Summer, Year 3 Summer

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2e: Organizing Physical Space

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families

Year 1 Summer, Year 2 Summer, Year 3 Summer

Selected Danielson Framework(s)**Timeline**

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

OTHER

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

2a: Creating and Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

Year 1 Fall, Year 1 Winter, Year 1 Spring

Selected Danielson Framework(s)**Timeline**

3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness
4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4c: Communicating with Families
4d: Participating in a Professional Community
4e: Growing and Developing Professionally
4f: Showing Professionalism

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)**Timeline**

2a: Creating and Environment of Respect and Rapport
4d: Participating in a Professional Community

Year 1 Summer, Year 2 Summer, Year 3 Summer

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	Year 1 Fall, Year 1 Summer, Year 2 Fall, Year 2 Summer, Year 3 Fall, Year 3 Summer

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of	Year 1 Fall, Year 1 Summer, Year 2 Fall, Year 2 Summer, Year 3 Fall, Year 3 Summer

Selected Danielson Framework(s)

Timeline

Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

2a: Creating and Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2e: Organizing Physical Space

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

4d: Participating in a Professional Community

3a: Communicating with Students

Year 1 Summer, Year 2 Summer, Year 3 Summer

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

3a: Communicating with Students

3c: Engaging Students in Learning

3b: Using Questioning and Discussion
Techniques

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and
Responsiveness1a: Demonstrating Knowledge of
Content and Pedagogy1b: Demonstrating Knowledge of
Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of
Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

3a: Communicating with Students

Year 1 Fall, Year 2 Fall, Year 3 Fall

Selected Danielson Framework(s)**Timeline**

3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness
4b: Maintaining Accurate Records
4c: Communicating with Families
4d: Participating in a Professional Community
4e: Growing and Developing Professionally
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)**Timeline**

4a: Reflecting on Teaching
4b: Maintaining Accurate Records

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

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

3a: Communicating with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments
4b: Maintaining Accurate Records

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

3d: Using Assessment in Instruction
4b: Maintaining Accurate Records
4a: Reflecting on Teaching
1c: Setting Instructional Outcomes
1f: Designing Student Assessments

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

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

Year 1 Summer, Year 2 Summer, Year 3 Summer

Selected Danielson Framework(s)

Timeline

2c: Managing Classroom Procedures
2e: Organizing Physical Space
4a: Reflecting on Teaching
4b: Maintaining Accurate Records

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families
4d: Participating in a Professional
Community
4e: Growing and Developing
Professionally

OTHER

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of
Content and Pedagogy
1b: Demonstrating Knowledge of

Selected Danielson Framework(s)**Timeline**

Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of
Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

2a: Creating and Environment of
Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

3b: Using Questioning and Discussion
Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and
Responsiveness

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4c: Communicating with Families

4d: Participating in a Professional
Community

4e: Growing and Developing
Professionally

4f: Showing Professionalism

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

Discussions with Mentor Survey Suggestions Recommendations Checklist for Objectives Met

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.

The answer was "yes."

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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.

Kimberly M. Groody
Educator Induction Plan Coordinator

05/15/2020
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](#).

Robert J. Ackell
Superintendent/Chief Executive Officer

05/15/2020
Date