

NORTH EAST SD

50 E Division St

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

North East School District

105258303

50 E Division St , North East, Pennsylvania 16428-1350

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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
Brian Emick	Assistant to the Superintendent	Administrator	Administration Personnel
Brianne Hodges	Supervisor of Special Education	Education Specialist	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Michele Hartzell	Superintendent	Administrator	Administration Personnel
William Renne	Principal	Administrator	Administration Personnel
Nicole Fitch	HS Instructor	Teacher	Teacher
Amy Skrekla	Elementary Instructor	Teacher	Teacher
Kristen Righi	District Social Worker	Education Specialist	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
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: 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

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	Yes

OTHER

Our Mentors are identified and selected by our district administrative team. They are provided training alongside their Inductee partner, via

Orientation that is facilitated annually. Ongoing professional collaboration between Mentor and Inductee occurs throughout the course of the Induction program, as overseen by school administrators and the assistant to the superintendent. Every effort is made by the North East School District to provide new employees with Mentors who have demonstrated a high level of success within each of the aforementioned target areas, with particular focus on best practices in curriculum, instruction, and assessment.

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

The North East School District Induction Plan is designed to provide a schedule of opportunities, activities, and experiences that will ensure successful entry into the teaching profession, including long-term substitutes, school counselors, and school nurses. All Inductees participate in an orientation program, are provided a mentor teacher, engage in peer classroom observation opportunities, and join in professional dialogue and collaborative learning during planned in-service days.

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

The Induction Program facilitated by the district provides opportunities for appraisal by the Inductees. However, district Inductees do not participate in Intermediate Unit or national surveys.

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**

The North East School District Induction Program begins at the outset of each school year with a full-day, in-person Orientation session, which is attended by all Inductees and participating Mentors. During this opening training, the program is laid out with full descriptions of target objectives and action steps included for the upcoming school year. The design and structure of the program are reviewed, along with responsibilities for both Inductees and Mentors to consider. Mentoring, Peer Observation and Classroom Visitation, Staff Development, Professional Reading and Research, Documentation, and Reflective Activities are all included components of the Induction Program. Each of these listed activities constitute the foundational content to be facilitated throughout an Inductee's first year in the school district. Ongoing communication and collaboration between Mentor and Inductee occur regularly throughout the year. The Induction Coordinator facilitates additional communication and learning experiences during professional staff development days and via a Google Classroom resource platform. The North East School District Induction Program is delivered and facilitated in a hybrid format, including both in-person as well as online forums for professional dialogue, collaboration, and reflection.

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	Year 1 Spring, Year 2 Fall, Year 1 Fall, Year 1 Winter, Year 2 Spring, Year 2 Winter

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments	Year 1 Spring, Year 2 Fall, Year 2 Spring, Year 1 Winter, Year 1 Fall, Year 2 Winter

INSTRUCTIONAL PRACTICES

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

Timeline

3c: Engaging Students in Learning

Year 2 Spring, Year 1 Fall, Year 2 Fall, Year 1 Winter, Year 1 Spring, Year 2 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning

Year 1 Spring, Year 2 Winter, Year 2 Fall, Year 2 Spring, Year 1 Winter, Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of
Content and Pedagogy

Year 2 Winter, Year 1 Fall, Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 2 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

Year 1 Winter, Year 2 Fall, Year 2 Winter, Year 1 Spring, Year 1 Fall, Year 2 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Winter, Year 2 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

Year 2 Winter, Year 2 Spring, Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 2 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Winter, Year 2 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

Year 1 Spring, Year 2 Fall, Year 1 Winter, Year 2 Winter, Year 1 Fall, Year 2 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior

Year 2 Spring, Year 1 Spring, Year 2 Fall, Year 2 Winter, Year 1 Winter, Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4d: Participating in a Professional Community

Year 2 Spring, Year 2 Fall, Year 2 Winter, Year 1 Spring, Year 1 Fall, Year 1 Winter

Selected Danielson Framework(s)

Timeline

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism

Year 2 Fall, Year 2 Spring, Year 1 Spring, Year 2 Winter, Year 1 Fall, Year 1 Winter

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

Year 2 Spring, Year 1 Winter, Year 2 Winter, Year 1 Fall, Year 2 Fall, Year 1 Spring

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)

Timeline

4a: Reflecting on Teaching

Year 2 Spring, Year 1 Winter, Year 2 Fall, Year 1 Spring, Year 2 Winter, Year 1 Fall

OTHER

Selected Danielson Framework(s)

Timeline

Year 2 Spring, Year 1 Fall, Year 1 Spring, Year 2 Fall, Year 2 Winter, Year 1 Winter

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

The NESD Induction program includes feedback from participants in the program including any new teachers, counselors or school nurses, as well as mentors and administrators who assisted with or led any part of the program. Monitoring techniques include pre and post interviews and surveys, student surveys and mentor and inductee reflections. Results provide information and insight into challenges and obstacles to implementation and revisions. It is a very thorough and detailed process that is led by our assistant to the superintendent and his team. We believe that it provides the support needed for new staff members to grow and sustain success in their first year and creates a foundation for success for years to come.

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.

Mr. Brian Emick
Educator Induction Plan Coordinator

08/30/2023
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](#).

Dr. Michele S. Hartzell
Chief School Administrator

08/30/2023
Date