

HUNTINGDON AREA SD

2400 Cassady Ave

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

Public School

111312503

2400 Cassady Avenue , Huntingdon, PA 16652

Nick Payne

npayne@huntsd.org

814-643-4140 Ext. 2180

Mrs. Jennifer Mitchell

jmitchell@huntsd.org

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
Fred Foster	Superintendent	Administrator	Administration Personnel
Nicholas A. Payne	Middle School Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Travis Lee	High School Principal	Administrator	Administration Personnel
Amy Mykut	Standing Stone Elementary School Principal	Administrator	Administration Personnel
Elana Clapper	Elementary Teacher/Professional Development Committee	Teacher	Teacher
Tim Snare	MS Teacher/Professional Development Committee	Teacher	Teacher
Theresa Montgomery	Southside Elementary School Principal	Administrator	Administration Personnel
Chris Evans	Director of Pupil Services	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
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).	No
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.

Huntingdon Area School District's process to ensure a well diversified and experience mentor for new teachers is as follows. Building administrators and/or direct supervisors take into consideration the following characteristics when selecting a mentor teacher: Mentor teachers should have an outstanding work performance. Mentor teachers should have similar certifications and teaching assignments. Mentor teachers should model continuous learning and reflection. Mentor teachers must have knowledge of LEA policies, procedures, and resources. Mentor teachers should have compatible schedules with the new teacher so that they can meet regularly. Mentor teachers should demonstrate the ability to work effectively with students and other adults. Mentor teachers must be willing to accept additional responsibility. After the mentor teachers agree to accept the additional responsibility, the superintendent is notified. The superintendent then takes the mentors names to school board for official approval to be a mentor teacher.

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	No
Submission of Inductee Portfolio	No
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

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 Huntingdon Area School District Induction program is designed to support and instruct a beginning teacher during the initial teaching experience. This process should be separated from any evaluation process already in place in the district. The purpose of a new teacher induction program is to improve the capacity of schools by attracting, inducting, and retaining talented, enthusiastic, and dedicated teachers. The goal of the Huntingdon Area School District is to establish and maintain a school system that will educate, in the broadest sense, all learners under your supervision to the maximum of their potential while assisting them to be lifelong learners and productive citizens. In order to do this, new teachers must be given, immediately after their employment, an opportunity to make a successful transition into the pedagogical style inherent to the philosophical framework and expectations of the district. The Huntingdon Area School District believes that, the individual achievement of learners is highly dependent on the effectiveness of the teacher. This Teacher Induction Plan seeks to ensure to sustain professional competence of teachers. The Huntingdon Area School District strives to implement the Essentials of Effective Learning strategies, which are research-based efforts to increase the probability of learner learning by improving the instructional leadership of administrators and the instructional effectiveness of teachers. The content and design of the program are based on a synthesis of research on effective teaching, effective classrooms, and effective schools. At our monthly meetings administrators cover array of topics in the following categories: Orientation, Support, and Instruction; Coping to Understand and Manage; General Models of Instruction; Individualized Models of Instruction; and Technology. Mentor teachers also meet with the inductee on a regular basis as determined by the needs of the inductee. Mentor teacher meets minimally once a month with the inductee. Delivery of the induction program is face-to-face meetings.

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 4f: Showing Professionalism	Year 1 Fall

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2a: Creating and Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning	Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally	Year 1 Winter, Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	Year 1 Fall, Year 1 Spring, Year 1 Winter

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

4e: Growing and Developing Professionally
3c: Engaging Students in Learning
1d: Demonstrating Knowledge of Resources

Year 1 Winter, Year 1 Fall, Year 1 Spring

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students
1f: Designing Student Assessments
1e: Designing Coherent Instruction

Year 1 Winter, Year 1 Fall, Year 1 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

1c: Setting Instructional Outcomes
3c: Engaging Students in Learning

Year 1 Winter

Selected Danielson Framework(s)**Timeline**

1e: Designing Coherent Instruction
3d: Using Assessment in Instruction

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of
Resources
3c: Engaging Students in Learning

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2c: Managing Classroom Procedures
2a: Creating and Environment of
Respect and Rapport
2d: Managing Student Behavior

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

Planning is ongoing and includes evaluation and refinement of the program. Ultimately, all evaluation revolves around the effectiveness of promoting professional growth in the inductee. In addition to information gathered on the mid-year and final evaluation surveys, the following questions will be asked at an end-of-year meeting of the District Induction Committee, mentor(s) and inductee(s): Did the Committee function appropriately? Were there any problems in performing duties? Are revisions of the plan indicated based on the final program evaluation? Were there any problems securing mentors? Were there any problems selecting mentors? Consultation will be held between Mentors and Inductees throughout the year to identify concerns and needs. As concerns and needs are identified, activities will be developed to meet them. The mentors will do monitoring to identify strengths and weaknesses of the inductee. Results of observations will be used to develop activities for the inductee. The observation is not an evaluation relevant to Educator Effectiveness. Ongoing evaluation will occur using data from the inductee needs assessment that will be completed by the inductee. Information will be used to provide both formative and summary evaluations.

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.

Nicholas A. Payne

07/01/2021

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