

## **DANIEL BOONE AREA SD**

Daniel Boone Area SD Administrative Office

Induction Plan (Chapter 49) | 2022 - 2025

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### **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

DBASD

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### 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? ( <a href="#">22 Pa Code, 49.16</a> )	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? ( <a href="#">22 Pa Code, 49.16</a> )	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? ( <a href="#">22 Pa Code, 49.16</a> )	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? ( <a href="#">22 Pa Code, 49.16</a> )	Yes

**Plan requirements**

**Yes/No**

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:

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

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

## **CHARACTERISTICS.**

The mentors at the DBASD must be approved by the building principal, and if more than one person is qualified and shows interest, an interview will be held for the position. The mentors must have at least 3 years of teaching experience and have the recommendation of their supervisor. Mentors must have demonstrated the ability to work with students and adults, and they must portray a positive attitude along with the desire to be a continual learner.

## 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**

### **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 Induction Program at DBASD is a 3-year program. All newly hired professionals, regardless of their years of prior experience will participate in year one of the program. All first experience teachers will participate in the remaining two years. Year One Components: Assignment of a Mentor 3 Day New Teacher Academy in August prior to the start of school Monthly meetings focused on the developmental needs of new teachers Extra support provided by building principals in the form of check-ins, walk-throughs, and formal observations Classroom visits to colleagues Availability of instructional coaches as a form of personalized coaching Portfolio at completion of first year which includes reflections of the 4 domains Year 2 Components: Close working relationship with Instructional Coaches Mentor at the principal's discretion Extra support from building principal in the form of walk-throughs, check ins, and formal observations Book study or article discussions based on teacher needs and growth areas Year 3 Components Continued work with instructional coaches Continued support and reflection with building principal Book study or article discussions based on teacher needs and growth areas Content Included: Standards-based curriculum Best Instructional Practices Trauma informed instruction Act 13 Educator Effectiveness Training Special Education (Accommodations vs. Modifications, SDIs, overview) Data Informed Decision Making Materials and Resources for Instruction Code of Professional Practice and Conduct for Educators Parent/Teacher Conferences Classroom Management DBASD policies and procedures Meeting Frequency: 3 full days prior to beginning of school year One meeting per month for 8 months throughout the school year Final meeting one on one with Director or Chief Academic Affairs Officer to reflect and review final portfolio submission Delivery Format: Synchronous Asynchronous Remote In-Person

## 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.

## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students	Year 3 Fall, Year 3 Spring, Year 1 Spring, Year 1 Fall, Year 2 Spring, Year 2 Fall

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## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism 4b: Maintaining Accurate Records 4c: Communicating with Families	Year 3 Fall, Year 2 Fall, Year 1 Fall

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## OTHER

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

4a: Reflecting on Teaching

Year 1 Fall

4f: Showing Professionalism

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**CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS**

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

4f: Showing Professionalism

Year 1 Fall

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**INSTRUCTIONAL PRACTICES**

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

3c: Engaging Students in Learning

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

3d: Using Assessment in Instruction

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

3e: Demonstrating Flexibility and  
Responsiveness

3a: Communicating with Students

3b: Using Questioning and Discussion

**Selected Danielson Framework(s)**

**Timeline**

Techniques

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## **SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)**

**Timeline**

4e: Growing and Developing  
Professionally

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

2a: Creating an Environment of Respect  
and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

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## **STANDARDS/CURRICULUM**

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**Selected Danielson Framework(s)**

**Timeline**

4b: Maintaining Accurate Records

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

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments  
1a: Demonstrating Knowledge of  
Content and Pedagogy

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## **TECHNOLOGY INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

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

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

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## **PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

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**Selected Danielson Framework(s)**

**Timeline**

4c: Communicating with Families  
4b: Maintaining Accurate Records  
1b: Demonstrating Knowledge of  
Students

Year 1 Fall

**Selected Danielson Framework(s)**

**Timeline**

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## **ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS**

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**Selected Danielson Framework(s)**

**Timeline**

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and  
Responsiveness

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of  
Students

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

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## **DATA INFORMED DECISION MAKING**

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**Selected Danielson Framework(s)**

**Timeline**

2b: Establishing a Culture for Learning

4d: Participating in a Professional  
Community

3d: Using Assessment in Instruction

1f: Designing Student Assessments

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

## MATERIALS AND RESOURCES FOR INSTRUCTION

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Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 4d: Participating in a Professional Community	Year 1 Fall

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## CLASSROOM AND STUDENT MANAGEMENT

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Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 2c: Managing Classroom Procedures 2a: Creating an Environment of Respect and Rapport 2e: Organizing Physical Space 2d: Managing Student Behavior	Year 1 Summer, Year 1 Winter, Year 3 Fall, Year 1 Fall, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Winter, Year 2 Spring, Year 2 Winter, Year 3 Summer

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## **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**

We evaluate the induction program in a couple of ways. Data is collected at the conclusion of each induction session. New teachers are asked to reflect after each meeting as to what was valuable and what could be improved on that days topics. Also, embedded in the days topics are checks for understanding so that we can address any misunderstandings and follow up with that teacher. The mentors are also surveyed and questioned so that they can help us to determine what topics need to be revisited or addressed in future induction meetings. We use an LMS to house activities, resources, feedback and discussions. We also use Frontline Professional Growth platform for resources on topics that come up as areas of need. Another tool that we use frequently is a Google Form to assist with collecting data in the form of a survey. Again, after all of these sessions or discussions, we require a reflection from the new teachers as a summarization of the days learning and as feedback for future sessions.

## 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.

Angela Owens

06/03/2022

Educator Induction Plan Coordinator

Date

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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