

FARRELL AREA SD

1600 Roemer Blvd

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

Farrell Area School District

104432503

Farrell Area School District 1600 Roemer Blvd., Farrell, PA 16121

Emily Clare

eclare@farrellareaschools.com

(724)854-8007 Ext.

Dr. Lora A. Adams-King

ladams-king@farrellareaschools.com

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
Dr. Emily Clare	Supervisor of Curriculum and Instruction	Administrator	School Board of Directors
Samantha Wiesen	Teacher - Elementary	Teacher	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Nicole Lombardi	Reading Specialist	Education Specialist	Administration Personnel
Jordan Snyder	School Counselor	Education Specialist	Teacher
John Seybert	Special Education Director	Administrator	School Board of Directors
Kim Kladitis	Teacher - High School	Teacher	Administration Personnel

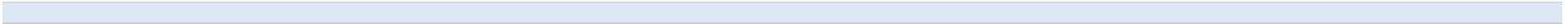
EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

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
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:	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

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	No

OTHER

N/A

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

Administrators match newly hired staff members with mentors when those successful teachers and educational specialists receive approval from the Farrell Area School Board of Directors. The mentor-inductee relationship is matched by area of certification, when possible and appropriate, and by assigned building. Ongoing monitoring of the mentor-inductee relationship allows for changes when needed.

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**

Farrell Area School District's Professional Induction Program, reviewed by the committee, is designed to support and enhance the knowledge and skills of new teachers and staff members. All newly hired, non-tenured teachers and educational specialists are required to complete the year 1 induction program. The Year 1 program includes a summer workshop orientation, followed by regular monthly meetings throughout the school year. The total number of hours, per 22 Pa. Code §49.16 and §49.83, will be no fewer than 17 hours for the first full year.

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

Year 1 Fall, Year 1 Winter, Year 1 Spring

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

4b: Maintaining Accurate Records

1f: Designing Student Assessments

Year 1 Fall, Year 1 Winter, Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

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

Year 1 Winter, Year 1 Spring

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

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

Year 1 Fall, Year 1 Summer

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of
Resources
1c: Setting Instructional Outcomes

Year 1 Fall, Year 1 Summer

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1c: Setting Instructional Outcomes
1a: Demonstrating Knowledge of
Content and Pedagogy
4d: Participating in a Professional
Community
1d: Demonstrating Knowledge of
Resources

Year 1 Summer, Year 1 Spring, Year 1 Fall, Year 1 Winter

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families

Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

1e: Designing Coherent Instruction

Year 1 Summer, Year 1 Spring, Year 1 Winter, Year 1 Fall

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

Year 1 Spring, Year 1 Summer, Year 1 Fall, Year 1 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

2c: Managing Classroom Procedures

1d: Demonstrating Knowledge of Resources

2e: Organizing Physical Space

Year 1 Fall, Year 1 Summer

Selected Danielson Framework(s)

Timeline

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

Year 1 Spring, Year 1 Fall, Year 1 Winter, Year 1 Summer

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4d: Participating in a Professional Community

Year 1 Spring, Year 1 Winter

4c: Communicating with Families

OTHER

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 1 Fall, Year 1 Winter, Year 1 Spring

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

Yearly review of Inductee Evaluation of Program, Mentor Teacher evaluation of Program, and Principal Evaluation of Program Induction.
Committee review of program at minimum each 3 years and as frequently as needed.

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.

Emily Clare

Educator Induction Plan Coordinator

08/03/2023

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](#).

Chief School Administrator

Date