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

Mount Union Area School District

111316003

603 North Industrial Drive , Mount Union, Pennsylvania 17066

Christian McClure

cmcclure@muasd.org

814-542-9381 Ext. 489

Dr. Amy J. Smith

asmith@muasd.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
Mr. Christian McClure	Director of Curriculum, Instruction, & Assessment K-5	Administrator	Administration Personnel
Dr. Amy Smith	Superintendent	Administrator	School Board of Directors

| Name	Title	Committee Role	Chosen/Appointed by
Dr. Dianne Thomas	Director of Special Education and Pupil Services	Administrator	Administration Personnel
Carol Jackson	Board Member	Other	Administration Personnel
Linda McClure	Board Member	Other	Administration Personnel
Erin Beeler	Staff	Teacher	Administration Personnel
Julia Shawver	Parent	Other	Administration Personnel
Tara Donahue	Parent	Other	Administration Personnel
Jeff Vogus	Staff	Teacher	Administration Personnel
Stephanie Hancock	Parent	Other	Administration Personnel
Dawn Shields	Staff	Administrator	Administration Personnel
Sheila Goshorn	Parent	Other	Administration Personnel
Chad Mickle	Staff	Administrator	Administration Personnel
Sandra Kay Rickabaugh	Staff	Administrator	Administration Personnel
L Hope Palm	Staff	Administrator	Administration Personnel
Luke Strawser	Staff	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
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
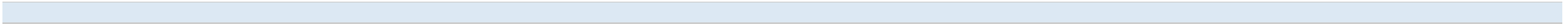
MENTORS

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	No

OTHER

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

CHARACTERISTICS.

A formalized teacher induction process is in place for the District. Inductees are assigned a teacher mentor who exemplifies the goals, objectives, and competencies which are desirable for outstanding educators. Inductees meet regularly with their mentors prior to and during the school year. Specific goals for these meetings are established. Documentation of the process is maintained and submitted to the superintendent at the end of the school year. The teacher induction process continues for those inducted requiring additional support and intervention.

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**

A binder of the state requirements are provided during the goal-setting meeting which is held approximately 2 weeks prior to the first general teacher in-service day. The Mount Union Area School District's program requirements include: - Quarterly observations of veteran teachers - Attendance at a school board meeting - Completion of a needs assessment with the mentor - Attend a goal setting meeting and monthly informational meetings - Meet weekly with the mentor - Complete the end of the year survey All meetings are held in an in-person format. All monthly meetings are held on the third Thursday of every month from 3:15-4:15 PM, with the exception of the August orientation/goal-setting meeting, which is held from 9:00 AM - 2:30 PM approximately 2 weeks prior to the first general teacher in-service day. The below schedule is used each year: August - Orientation and Goal-Setting Meeting - Introductory Q&A for mentors and mentees (mentors required to attend this meeting) - Distribution of binders that include state and local induction requirements - Bus tour of district school buildings and community - Presentation from President of Mount Union Area Education Association September - Presentation from Dawn Shields, Virtual Academy Coordinator (Intro to Virtual Academy and PowerSchool Gradebook basics) - Presentation from school guidance counselors - Introduction to PA-ETEP October - Presentation from Dr. Dianne Thomas, Director of Special Education and Pupil Services - Presentation from Merakey School-Based Mental Health team November - Overview of Danielson Framework and Act 13 December - Overview of Danielson Framework Domain 2 January - Overview of Danielson Framework Domain 3 February - Overview of Danielson Framework Domain 1 March - Overview of Danielson Framework Domain 4 - Review progress on End-of-Year Checklist April - Inductees and mentors complete evaluations of Induction Program May - Wrap-up celebration with mentors in attendance

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

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
	Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
	Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
	Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
	Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
	Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
	Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
	Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
	Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
	Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
	Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
	Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer

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

Administrators, supervising the inductees and mentors, monitor the induction process throughout the school year. They intervene as necessary to ensure attainment of goals. At the end of each year, inductees and mentors complete an evaluation survey which reflects the value and effectiveness of the process. Needs assessments, weekly walkthroughs by the administrators, meetings between mentor/mentee/administrators are held before the final evaluations are completed.

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.

Christian McClure   03/23/2023
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.

Dr. Amy J. Smith   03/29/2023
Chief School Administrator   Date