

NORTHERN LEHIGH SD

1201 Shadow Oaks Ln

Induction Plan (Chapter 49) | 2022 - 2025

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

Northern Lehigh School District

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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
Mr. Matthew Link	Superintendent	Administrator	School Board of Directors
Dr. Tania Stoker	Assistant Superintendent	Administrator	School Board of Directors

Name	Title	Committee Role	Chosen/Appointed by
Mr. Robert Vlasaty	Principal - NLHS	Administrator	Administration Personnel
Mr. David Hauser	Principal - NLMS	Administrator	Administration Personnel
Mr. Todd Breiner	Principal - SES	Administrator	Administration Personnel
Mr. Tim Weaber	Teacher / NLEA President	Other	Teacher
Mr. James Schnyderite	Principal - PES	Administrator	Administration Personnel
Mrs. Michele Dotta	Dir. of Special Education	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)	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	Yes

OTHER

In addition to the characteristics above, our LEA also looks for Helping Teachers (Mentors) with the following factors: • Training in use and

application of the Standards Aligned System (SAS) • Understanding the levels of Bloom’s Taxonomy and Webb’s Depth of Knowledge • Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks • Differentiated learning that supports higher order thinking skills and the development of metacognitive skills • Developing assessments that are based on standards and eligible content • Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS)) • Ability to write Student Learning Objectives (SLOs) / Student Performance Measures (SPM) in accordance with Act 13 of 2020

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

Helping Teachers (a.k.a. Mentors) must submit a letter of interest for the position and be screened by district/building administration to ensure they meet the above criteria. If there are multiple competitive applicants, an interview may be required before a recommendation is made to the school board for approval of the Helping 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	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	Yes

OTHER

On the in-service day in June, the new educator cohort will be brought back together to reflect on and debrief their first school year in the district. At that time, they will be asked to provide additional feedback on the Induction Program.

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 focuses on teachers who are new to the district and/or profession during their first year of service. Much of the program is delivered in-house, however, for teachers who are new to the profession, we also utilize the induction program services through CLIU21. However, in an effort to provide ongoing support for professional staff beyond the first year, we require them to participate in new teacher week for two additional years, with two days required during their the summer of their second year of employment and one during the summer of their third year of employment. Content Included: The district, with the help of CLIU21, attempts to acclimate new professional faculty to the district by providing a broad scope of information that new staff need to be successful. Topics include information on the law, policy, procedures, best practices, professional development, supervision and evaluation, and more. Meeting Frequency: * Professional staff that are new to the profession and new to the district are brought together for three full days during a new teacher week in August. * During their first year of employment with the district, Inductees must meet with their Helping Teacher (a.k.a. Mentor) weekly. * During their first year of employment with the district, Inductees must meet with their Principal, Supervisor or Director monthly. * Contractually, new teachers are also expected to participate in two new teacher days during the summer in year two of employment and one new teacher day during the summer in the third year of employment with the district. * A portion of several in-service days will be

reserved for new professional staff to receive additional professional development, work through scenarios and be provided with additional support as they become acclimated to their new role within the district. * Other meetings are set up as needed to support new faculty members and help them realize success. Delivery Format: The NLSD utilizes a variety of formats within the Induction Plan. * In-person meetings * Inductee collaboration with Helping Teacher, administrators and other staff * Large group, small group and individual in-person professional development sessions * Asynchronous professional development sessions * Independent work * Observations * Self-reflection * Portfolio More detail is provided in NLSD's Induction Plan guide.

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

4f: Showing Professionalism

Year 1 Summer

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes

Year 1 Winter, Year 1 Summer

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

4e: Growing and Developing

Year 1 Fall, Year 1 Winter

Selected Danielson Framework(s)

Timeline

Professionally

1e: Designing Coherent Instruction

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

4d: Participating in a Professional
Community

Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of
Resources

1a: Demonstrating Knowledge of
Content and Pedagogy

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of
Students

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

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

Year 3 Spring, Year 1 Summer, Year 2 Summer

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Spring, Year 1 Summer, Year 2 Spring, Year 3 Spring

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

Year 1 Summer, Year 2 Summer, Year 1 Fall, Year 3 Summer

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction
4a: Reflecting on Teaching

Year 2 Winter, Year 1 Summer, Year 1 Winter, Year 3 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

Year 2 Winter, Year 1 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior

Year 1 Summer, Year 1 Winter

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4d: Participating in a Professional
Community

Year 2 Spring, Year 3 Spring, Year 1 Spring

4c: Communicating with Families

OTHER

Selected Danielson Framework(s)

Timeline

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

In order to continually improve and customize the Induction Program for the changing needs of the district, participants, and our educational system, we will evaluate the Induction Program annually and revise it as needed. A needs assessment will be given to new teachers after they are hired with the district. This information will be used to plan professional development activities and experiences for the inductees. Surveys will be provided to all New Teachers, Helping Teachers and Principals/Supervisors/Directors at the end of each year. Surveys completed by these groups will be used by central administration to evaluate and update the orientation and induction program. On the June in-service day, time will be set aside to bring the new professional faculty cohort back together to debrief the school year and elicit additional feedback.

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.

Dr. Tania Stoker

Date

Educator Induction Plan Coordinator

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