

SHAMOKIN AREA SD

2000 W State St

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

Shamokin Area School District

116496503

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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
Mary Komara	Curriculum Coordinator	author	Administration Personnel
Chris Venna	Superintendent	member	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Todd Hockenbroch	High School Principal	member	Administration Personnel
Shannon Fetterman	Elementary Principal	member	Administration Personnel
Tina Burns	Teacher	member	Teacher
Donna Nahodil	Teacher	member	Teacher
Lonnie Hauer	Teacher	member	Teacher
Anthony Carnuccio	Co- Principal	member	Administration Personnel
Lisa Firing	Teacher	member	Education Specialist
Sierra Carl	Teacher	member	Education Specialist

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:	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

Participate in mentor training and other in-service programs related to the induction process, assist with organization and classroom

management, facilitate aspects of the teaching process, participate in peer visitation activities

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

MENTOR 1. Qualifications: a. Tenure plus three (3) years professional service in the district. b. Demonstration of competency in the Four Domains: Planning and Preparation, Class Environment, Instructional Delivery, and Professionalism. c. Mentor training. d. Active participants in school and district functions. e. Positive attitude toward the teaching profession and toward district. f. Willingness to serve and support the new inductee. 2. Selection Procedure: a. Candidate shall submit a completed application supplied by the District Induction Plan to the District Curriculum Coordinator. b. Compatible subject area and or grade level and or building level appropriate to the inductee. c. The District Curriculum Coordinator will screen applications as needed and work closely with the building Principals with respect to the recommendation and assignment of the support teachers. d. The District Curriculum Coordinator will recommend assignments of support teachers to the district Superintendent for approval. e. The School Board will review with the Superintendent and Curriculum Coordinator recommendations and move to hire. 3. Training of Support Teachers a. The support teachers will renew his/her knowledge with respect to the following: i. The Four Domains: 1. Planning and Preparation Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the contents to be learned, their knowledge of students, and their instructional content. 2. Classroom Environment Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by routines and by setting clear expectations for student behavior. 3. Instructional Delivery Teachers, through their knowledge of content and their pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies. 4. Professionalism Professionalism is demonstrated through qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. ii. District mission and curriculum iii. District policies and procedures

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_____ Date _____ Home Address
_____ Home Telephone
_____ ? Years of educational experience

_____ ? Years of experience in subject/grade level _____ ? Subjects/grade levels taught

_____ ? Educational experience in district initiatives (i.e. APL Training)

_____ ? Please state why you want to become a mentor.

_____ Curriculum Coordinator Signature Teacher Signature

_____ Date Date This is not to be considered a binding agreement.

Duties and remuneration will be those in effect at the time the formal agreement to perform such services is approved by the Superintendent.

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	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

Regularly scheduled meetings take place throughout the school year on a frequent basis built into the weekly calendar to ensure both mentor and inductee have the ability to meet and discuss plans and concerns. All meetings are documented. The administrative teams are part of these meetings and conversations. The principals meet regularly with the new teachers, needs assessment is completed in the beginning of their first year which the district curriculum coordinator reviews for future planning.

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 Shamokin Area School District is committed to enhance not only the first year teachers, but all district teachers' probability of success through productive, structured opportunities. The Shamokin Area School District Induction Program is a series of planned experiences, activities and studies (developed cooperatively by the support teacher, beginning teacher and administrator) which increases the beginning teacher's knowledge and improves his/her skills. (Three year plan) **GOALS AND OBJECTIVES** The goal of the Induction Program is to facilitate support for new teachers in the district following these objectives: 1. Develop a relationship between inductees, teachers, and administration. 2. Train mentors. 3. Build a knowledge base and understanding of essential resources, policies, and procedures. 4. Build a knowledge base and understanding of data driven effective instruction to improve district student performance. 5. Implement a three-year induction program. **ROLES AND RESPONSIBILITIES OF THE MENTOR:** ? Participate in mentor training and other in-service programs related to the induction process. ? Meet with the beginning teachers and building principal/supervisor on a regular basis. ? Establish rapport as a support person. ? Assist new teachers to identify most immediate and pressing needs. ? Assist with organization and classroom management. ? Suggest ways to

plan for instruction. ? Observe teaching and provide feedback. ? Provide strategies to implement the district's curriculum. ? Facilitate aspects of the teaching process. ? Suggest ways to communicate with parents. ? Serve as a sounding board and mentor on a regular basis. ? Provide activities to promote a positive self-concept in the beginning teacher at the classroom level, building level, and district level. ? Participate in peer visitation activities. ? Promote professionalism. ? Assist the evaluation of various aspects of the teacher induction process. ? Complete necessary forms and return to appropriate person(s) in a timely fashion.

Verification Form SHAMOKIN AREA SCHOOL DISTRICT Verification Checklist for the Induction Program

1. Attended district-level orientation meeting _____ DATE

2. Attended building-level orientation meeting _____ DATE

3. Participated in monthly building-level meetings: September _____ February _____ October _____ March _____ November _____ April _____ December _____ May _____ January _____

4. Participated in district workshops, etc.: DATE TOPIC DATE TOPIC _____

5. Classroom Observations: _____

6. Video Lessons: _____

7. Board 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

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

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

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

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

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

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

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

All Inductees and mentors evaluate the Induction Plan process and provide documentation regarding it as a part of the Induction Plan accountability for the program. The induction plan is reviewed by an administer team to ensure the plan is current and valid. SHAMOKIN AREA SCHOOL DISTRICT NEW TEACHER INDUCTION PLAN Program Assessment - Mentor 1. Did this program help you provide adequate support to the inductee? Explain: (Use reverse side if necessary) 2. What changes in the program would you recommend? Explain: (Use reverse side if necessary) 3. To what extent were the following objectives met by the program? GOOD FAIR POOR Provide training in instructional skills.

_____ Provided orientation pertaining to curriculum and classroom management and organization. _____
Provided orientation to district policies and procedures. _____ Provided a support system for the inductee through the use of a mentor. _____ Provided time for inductee to observe other teachers. _____

_____ Mentor's Signature Date SHAMOKIN AREA SCHOOL DISTRICT NEW TEACHER INDUCTION PLAN

Program Assessment - Inductee 1. Did this program provide the support that you needed to make the transition to the Shamokin Area School District? Explain: (Use reverse side if necessary) 2. What changes in the program would you recommend? Explain: (Use reverse side if necessary) 3. To what extent were the following objectives met by the program? GOOD FAIR POOR Provide training in instructional skills.

_____ Provided orientation pertaining to curriculum and classroom management and organization. _____
Provided orientation to district policies and procedures. _____ Provided a support system for the inductee through the use

of a mentor. _____ Provided time to observe other teachers. _____
_____ Inductee's

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.

Mary Teresa Komara
Educator Induction Plan Coordinator

01/04/2021
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](#).

Chris J. Venna
Superintendent/Chief Executive Officer

12/09/2020
Date