

MUHLENBERG SD

801 Bellevue Avenue

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

Muhlenberg School District

114065503

801 Bellevue Avenue , Reading, Pennsylvania 19605

Dr. Alan Futrick

futricka@mail.muhsdk12.org

6109218000 Ext. 1272

Dr. Joseph Macharola

macharolaj@mail.muhsdk12.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
Alan Futrick	Assistant Superintendent	Administrator	School Board of Directors
Cathy Shappell	Director of Federal Programs	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Michael Mish	High School Principal	Administrator	Administration Personnel
Jeffery Ebert	Junior High Principal	Administrator	Administration Personnel
Steve Baylor	C. E. Cole Intermediate Principal	Administrator	Administration Personnel
Kyle Crater	Elementary Principal	Administrator	Administration Personnel
Shawn Rutt	Director of Special Ed	Administrator	Administration Personnel
Linda Figueroa	Community Member	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.	No
Other, please specify below	Yes

OTHER

Only mentors that are tenured and do not have a Needs Improvement Plan are considered.

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

Building principals reach out to all employees in their building stating candidates must possess the above characteristics. All interested mentors meet with the principal to discuss expectations. The mentor names are given to the Assistant Superintendent for approval. Names are submitted to the Board of Directors and are approved at a monthly meeting.

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)	No
Inductee survey (local, intermediate units and national level)	No
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	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**

Upon new hires, the building principal will send an email asking for interested mentors to apply. Expectations of the mentor are explained in the email. Mentor names are submitted to the Assistant Superintendent, upon approval are submitted to the Board of Directors. Four induction days are planned for the start of the new year. The first three days are for the inductees only and 4-90 minute sessions a day are planned. The sessions are delivered by administrators and instructional and tech coaches using our training facility. Topics covered are: Visible Learning, Teaching with Poverty in Mind, District Data and Facts, Technology, Cultural Awareness and Engaging Families, Trauma-Informed Practices, and Special Education. The final day is with the mentors and the principals reviewing building procedures and expectations and the mentor working with the inductee on curriculum, technology in the classroom, and resources. After the school year starts, two meetings a month are scheduled with inductees only, extending the professional development from the beginning of the year. The mentor keeps a time log, documenting all required hours. This log will be approved by building principals monthly, prior to the final log being turned into the Assistant Superintendent's office.

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

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments	Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction	Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2a: Creating and Environment of Respect and Rapport
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 Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning

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

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

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

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

The induction program for new staff members consists of three parts: District-wide professional learning sessions are scheduled prior to the start of the school year and throughout the school year. Monthly district-wide induction meetings. One-on-one support with a mentor. (Board approved number of hours) As part of their professional responsibilities, new staff members are required to participate in all sessions and complete Act 48 forms/Google Surveys. If their employment starts after any of the sessions are completed they will participate in those sessions the following year. Administrators will conduct a series of monthly meetings throughout the school year for new staff to cover topics of importance. Inductees must have their Inductee Program Attendance Log signed at each meeting. At the end of the school year, the mentor and inductee must submit to the Assistant Superintendent the following paperwork after being reviewed and signed by their Principal. 1st Semester Mentor/Inductee Time Log 2nd Semester Mentor/Inductee Time Log Inductee Program Attendance Log Evaluation From Verification of Program Form Once all of these requirements have been met, the new teachers will receive a letter of completion.

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.

Alan S. Futrick, Ed. D.
Educator Induction Plan Coordinator

10/12/2021
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](#).

Joseph E. Macharola, Ed.D.
Superintendent/Chief Executive Officer

10/09/2021
Date