

OCTORARA AREA SD

228 Highland Rd Suite 1

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

School District

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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

Plan requirements

Yes/No

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)

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

Qualities of successful mentor teachers: The mentor teacher plays a critical role in helping the new employee become acquainted with the

vision and mission of the Octorara Area School District. To that end, the building principal is responsible for choosing mentor teachers who are (1) sensitive to the needs of new professional employees; (2) have a proven track record of applying instructional best practices; (3) are active listeners; (4) embrace the tenets of the district's Home of the Braves program; (5) maintain professional confidentiality; (6) are adept problem solvers; and (7) are collaborative and reflective. If Octorara is the teacher's first assignment, the building principal, Director of Curriculum and Instruction, and the teacher will engage in a conversation with the teacher's university supervisor at least once before the first day of school. The purpose of this conversation is to align the teacher's entry program to his/her university training and experience. By differentiating what the teacher knows and can do, the building principal and mentor can determine the breadth and depth of topics that must be covered.

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

Individuals interested in serving on the building's mentoring team are required to complete the appropriate application. Individuals may also be nominated by a peer. The mentor teacher is compensated as outlined in the Octorara Area School District's collective bargaining agreement with the Octorara Area Education Association. Mentor teachers are required to: (1) provide emotional, personal, and professional support to the new employee; (2) serve as member of the building's mentor team; (3) participate in mentoring team meetings as needed; (4) attend face to face sessions as required; (5) conduct at least two classroom visitations per school year; and (6) provide constructive feedback to the new 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

Completed during the first meeting of the new teacher and mentor: A needs assessment, based on the four domains of the Framework for Teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities, is completed during the initial meeting of the teacher and mentor. The checked items on the assessment are addressed during the year by the mentor and building principal.

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**

Overview: Sustaining a learning community's values and reputation requires every member of the organization to be committed to nurturing the supporting new teachers from the moment they enter the organization. Octorara's teacher induction program has transitioned to a professional staff entry plan. It is based on the following theory of action: "If the Octorara Area School District implements a systematic way for individuals new to the organization to: become familiar with district policies and practices; integrate into the social system of school and community; strengthen their content knowledge and teaching skills; analyze and reflect on their teaching via coaching from administrators & peers; and, further develop their professional attitudes toward teaching, learning, & students, then, it can further realize its vision of maximizing every learner's opportunities for success." Roles and Responsibilities: A number of individuals are responsible for ensuring that all new teachers are nurtured and supported through the completion of the Professional Staff Entry Plan. Superintendent: (1) oversees the professional staff entry plan; (2) maintains the records of participation; (3) builds the modules in the learning management system; (4) allocates time for the new employees to complete entry plan activities; (5) facilitates the agenda for the face-to-face sessions; (6) leads the face-to-face sessions as needed. Director of Curriculum and Instruction: (1) conducts the initial interview with the new employee's university supervisor,

cooperating teacher, and/or previous employer; (2) assists the Superintendent as needed to build the modules in the learning management system; (3) assists the principals in the selection of the teachers on the mentoring team; (4) advises the mentoring teams; (5) leads the face-to-face sessions as needed. Principal: (1) participates in the initial interview with the new employee's university supervisor, cooperating teacher, and/or previous employer; (2) selects the teacher representatives to serve on the mentoring team; (3) leads the building's mentoring team; (4) leads face-to-face sessions as needed. Representative from the Octorara Area Education Association: (1) familiarizes the new employee with the Association; (2) explains the collective bargaining agreement; and (3) makes the new employee aware of resources and services available from the Association. Mentor Teacher: (1) provides emotional, personal, and professional support to the new employee; (2) serves as a member of the mentoring team; (3) participates in mentoring team meetings as desired; (4) attends face-to-face sessions as desired; (5) conducts at least two classroom visitations per school year and provides feedback to the new employee. New Professional Staff Person: (1) completes all entry plan assignments; (2) attends all face-to-face sessions; (3) completes reflections in Schoology; (4) asks questions and for assistance as needed; (5) observes his/her mentor at least two times during the school year. Program Structure: Octorara's professional staff entry plan is designed to assist new teachers to the district, and those experiencing changes in position, with a successful entry or onboarding into the organization. The program structure includes: -Providing basic information about the school district, building operations, and community. -Encouraging personal and professional well being and growth. -Ensuring an understanding of the The Code of Professional Practice and Conduct for Educators. -Ensuring knowledge of classroom and building procedures. -Providing orientation in curriculum content, instructional practices, and assessment procedures. -Increasing confidence in pedagogy and content knowledge. -Familiarizing the new employee with materials and resources. -Introducing the new employee to the district's supervision and evaluation plan. Content Included: New teachers attend two full day sessions, before the first day of school, to review the district's vision, mission, organizational chart, and communication protocols. Other activities include a technology boot camp, a discussion about the Professional Educators Code of Conduct, break out sessions with the building principals, and a student services and special education workshop. Time is also provided for meetings with mentors, the completion of the needs assessment, and classroom preparation. Monthly meetings are held (September to May) with administrators to discuss: classroom management, parent conferencing, career and technical education, supervision and evaluation plan, using data to support teaching and learning, board policy and school law for educators, selected topics in student services, selected topics in special education, and engaging the community in the classroom. An end of the year celebration is held in May to celebrate the group's accomplishment. A survey is completed during this final session to gauge feedback for continuous improvement. Meeting Frequency: First year: -Two full day sessions before the first day of school. -30 minute mini work sessions: September through May. -As needed: opportunities to collaborate with mentor and building principal. Second and third years: building principal continues to meet with the new teacher as needed; the new teacher is

observed 2 times each year using a clinical observation process: mid-year evaluations are submitted. Delivery Format: -Face to face; small and larger group meetings, individual sessions.

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
4e: Growing and Developing Professionally 4f: Showing Professionalism	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, Year 1 Fall, Year 2 Fall, Year 3 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction	Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes
3b: Using Questioning and Discussion
Techniques

Year 1 Fall

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

3a: Communicating with Students
2b: Establishing a Culture for Learning
3e: Demonstrating Flexibility and
Responsiveness
2c: Managing Classroom Procedures
2a: Creating and Environment of
Respect and Rapport

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction

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

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning
1a: Demonstrating Knowledge of Content and Pedagogy
2c: Managing Classroom Procedures

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

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families
4b: Maintaining Accurate Records

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**

1d: Demonstrating Knowledge of Resources

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of Resources

Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior

Year 1 Spring, Year 1 Fall, Year 1 Winter

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families
4e: Growing and Developing Professionally

Year 1 Spring

OTHER

Selected Danielson Framework(s)

Timeline

2e: Organizing Physical Space

Year 1 Fall

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 Octorara Area School District employs a number of strategies to monitor and evaluate the effectiveness of its Professional Staff Entry Plan.

- Pre Employment Tasks: Each new teacher is provided with a list of forms that must be received before the individual can begin his/her assignment. The Supervisor of Accounting and Personnel Services follows up with a survey to ensure the individual's questions have been answered about the pre-employment paperwork.
- Employment Tasks: Each new teacher is provided with information about acceptable use policies, payroll paperwork, and the district's benefits and health insurance plan. Their picture is taken for the ID badge and swipe card. Administration ensures the individual can access his/her classroom and can use the copier. The new employee completes a short survey to ensure there are no questions.
- New Employee Needs Assessment: This survey, based on the Danielson Framework for Teaching, is completed by the new employee and mentor during their first meeting.
- Application to Serve on the Mentoring Team: Individuals who wish to serve as mentors are required to complete an application and reflect on their reasons for wanting to serve as a mentor to a new teacher.
- Nomination Application to Serve on a Mentoring Team: Individuals who nominate an individual to serve on a mentoring team must defend their reasons for nominating the individual.
- Professional Staff Entry Plan Program Feedback: All participants are required to complete the end of the year survey. New teachers attend an end of the year celebration during which they share their successes and opportunities for growth and improvement.

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.

Michele M. Orner, Ed.D.
Educator Induction Plan Coordinator

05/13/2021
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](#).

Michele M. Orner, Ed.D.
Superintendent/Chief Executive Officer

05/13/2021
Date