

GATEWAY SD

9000 Gateway Campus Boulevard

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

Gateway 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

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

Mentors review and participate in walkthroughs.

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

All selected mentors participate in professional development related to Induction plan.

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

Data team meeting requirements, along with Department Chair/Curriculum Coordinator meetings.

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 CONTENT A. Philosophy The Gateway School District recognizes the need to create and maintain an educational environment that will support a program of excellence for its students. The District strives to assist new teachers and personnel, as well as, those assuming new assignments within the District, with a framework that will allow the educational offerings, policies and procedures to be carried out with consistency, continuity and effectiveness. B. Purpose The Teacher Induction Program of the Gateway School District is a process in which teachers participate when they are new to the District or are experiencing major changes in their teaching assignments. The purpose of the program is to provide the inductees with structured guidance through their first year of employment to insure their complete understanding of the philosophy and expectations of the District, student learning outcomes, and the development of their teaching styles within the guidelines of the philosophy and expectations. It will further promote the mutual sharing of professional skills and techniques among the total staff for the continued improvement of the District's programs. C. Major Goal The major goal of the Gateway School District Induction Plan is to assist newly appointed or newly assigned personnel in making the professional, organizational, personal, and social adjustments necessary to function completely and effectively as an integral member of the school district. E. Activities The Gateway School District may sponsor a Mentor Workshop, District Tour for inductees and A Get Acquainted Luncheon for mentors, inductees, building administrators, district coordinator and other district personnel. This procedure will vary according to the needs of the designated personnel and the time of the year.

Responsibilities for Mentor Workshop District Coordinator: Organize the Mentor Workshop and Get Acquainted Luncheon. Building Administrator: Organize the Building Induction Team meeting. Contact the mentor and inform him/her of his/her assigned inductee before the Get Acquainted Luncheon. Schedule appropriate meetings. Mentor: Familiarize self with discussion topics and informational packet. Contact the inductee prior to the beginning of his/her assignment. Introduce the inductee to the cafeteria, custodial, secretarial, and professional staff members in the building. Inductee: Review discussion topics. Review packet of information. Become familiar with the building. Meetings The mentor and inductee will meet formally each week during the first nine weeks. Informal meetings should take place as needed. After the first nine weeks, formal mentor/inductee meetings will take place once a month for the rest of the school term or the remainder of the assignment. Informal meetings should take place as needed. Scheduled times should be agreed upon by both parties and submitted to the building administrator. Classroom Visitations There may be classroom visits during the first nine weeks for all inductees. The mentor will coordinate visitations. Classroom visitations may include: The mentor visiting the inductee. The inductee visiting the mentor. The inductee visiting other classrooms in building/district. Professional Days Professional days will be recommended by the building administrator depending upon the needs of the inductee. Formal Meeting Log (Refer to Appendix B of this Plan.) Goals, questions, concerns, and meeting summaries should be maintained. Formal logs should be kept during the first nine weeks. This procedure will be maintained for the duration of the induction process if deemed necessary by the mentor and building administrator. Evaluation Meeting An end-of-year or end-of-assignment evaluation meeting will be scheduled. In attendance will be the mentor, inductee, building administrator and/or Building Induction Team members. The Inductee Evaluation Form should be discussed. A discussion about the Inductee Log (notes) is optional.

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.

TECHNOLOGY INSTRUCTION

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

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

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

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

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

OTHER

Selected Danielson Framework(s)

Timeline

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

INDUCTION PROGRAM SURVEY Dear Colleague, The Professional Development Action Plan committee, composed of teachers and administrators, is revising the Induction Plan as required through the strategic plan process. A main component of this plan is the mentor/employee component. According to our records you participated in this program as a new employee to the district/grade level or served as a mentor over the past five-year period. Therefore, your input is important to the committee. Please complete the short questionnaire below and return it to the Human Resource Department. Thank you. Professional Development Committee -----
----- 1. What are the strengths of the current induction program? 2. What are the weaknesses of the current induction program? 3. What recommendations do you have for the improvement of the plan? (Write additional comments on the back.) Name Date _____ School _____
_____ Return to HR Department office by January 31st for first semester programs and May 31st for full year programs.

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.

Mrs.. Trish Crump - Human Resource Director
Educator Induction Plan Coordinator

10/05/2021
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](#).

Dr. William Short
Superintendent/Chief Executive Officer

10/05/2021
Date