

LAKE-LEHMAN SD

PO Box 38

Induction Plan (Chapter 49) | 2023 - 2026

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

Lake-Lehman School District

118403903

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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
Tracey Liparela	Assistant Superintendent	Administrator	Administration Personnel
Doug Klopp	Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Michael Kostobala	Assistant Principal	Administrator	Administration Personnel
Donald James	Principal	Administrator	Administration Personnel
Matthew Nonnenburg	Principal	Administrator	Administration Personnel
Nancy Edkins	Principal	Administrator	Administration Personnel
Scott Kerkowski	Dept Chair	Teacher	Teacher
Donna Richards	Dept Chair	Teacher	Teacher
Richard Cronin	Dept Chair	Teacher	Teacher
Sandra Boyle	Dept Chair	Teacher	Teacher
Ryan Lindbuchler	Dept Chair	Teacher	Teacher
Linda Van Orden	Dept Chair	Teacher	Teacher
Tina Antonello-Portee	Director of Special Education	Administrator	Administration Personnel
Jane Kilduff-Molino	School Counselor	Other	Administration Personnel
Tabitha Miscavage-Spagnuolo	Human Resources Director	Administrator	Administration Personnel
Courtney Judge	Teacher	Teacher	Teacher

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
Will 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 be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (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 for the duration of the induction program? (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

Plan requirements

Yes/No



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	No

OTHER

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

CHARACTERISTICS.

Mentors are recommended by building administrators and department chair persons. They must be in good standing with respect to professional duties and responsibilities, be a tenured member of the LLSD staff having served a minimum of five years at the district. Mentors must also have been rated at least proficient on performance evaluations, demonstrate excellent organization skills, and a willingness to collaborate with the mentee and building administration.

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.	No
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	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**

The Induction Program is structured to support new hires of the professional staff, as well as long term substitute teachers. New hires that have previous experience at other schools are required to participate in the LLS D Induction Program as well. Mentors and Inductees work collaboratively throughout the school year to ensure a smooth transition to working at LLS D. Beginning with the 2024-2025 school year, the induction program will be extended to two years. All mentors and inductees are issued an Induction Packet to assist in meeting the requirements of the program. At minimum, mentors and inductees must schedule dedicated time once per marking period to meet formally. Informal meetings are encouraged, and most often occur during morning planning time or after school. All inductees meet with the Induction Program Coordinator prior to the start of the school year to discuss the following: Introductions (New Hires, Induction Team), Purpose of Induction, District Mission, Roles of Mentors and Building Principals, Code of Professional Conduct, Classroom Basics, Lesson Plans, Classroom Evaluations, Behavior Management, Parent/Guardian Contact, Special Education, ELL Students, Curriculum, School Safety Preparedness, Level II Certification. Also discussed at the initial meeting are the requirements of completing the induction packet by both the mentor and the inductee. This meeting is held in person on one of the opening in-service days. The Induction Packet assists the mentor and inductee with respect to keeping track of meeting times, topics, etc. The Induction Program Coordinator meets with the inductees at minimum twice per year, and sometimes more if needed. Meetings are held on in-service days with an open discussion of any questions/concerns from inductees. Specific topics selected by the coordinator may include: reading in the content areas, preparing for IEP meetings, how to handle job related stress, mental and physical wellness, and other topics that are timely and pertinent. After the initial group meeting, all other meetings are either held at individual schools or via zoom. Additionally, the following topics will be covered throughout the year: Teaching

methodology/techniques (including instructional technology), ESL/ELL procedures, classroom organization, student discipline, teacher-student rapport, curriculum development, social media, public Relations, parent/teacher relationships, and co-curricular activities. Meetings held with mentors and mentees will be in person to the greatest degree possible. The initial induction meeting will also be held in person, as well as the year 2 Back to School induction team meeting. Other meetings may be held via zoom throughout the year if it is necessary to include staff from multiple buildings. The following content will be covered in the Induction Plan during the year indicated: PDE Required Induction Plan Topics/Timeline: Y1- Standards and Curriculum Y1- Technology Instruction Y1- Progress Reports/Parent/Guardian-Teacher Conferences Y1- Accommodations/Adaptations for Diverse Learners Y1- Materials/Resources for Instruction Y1- Classroom and Student Management Y1- Parent/Guardian/Community Involvement Y1- Professional Ethics Y1- Structured Literacy Y2- CR-SE (Culturally Relevant and Sustaining Education) Y1/Y2- Assessments and Progress Monitoring Y1/Y2- Safe and Supportive Schools Y1-Y2- Instructional Practices Y1/Y2- Data Informed Decision Making Delivery Methods to Include (but not limited to): Online Professional Development IU Trainings District Trainings. A Google Classroom for the Induction members has also been created. It is managed by the Induction Team Leader. Important Documents, assignments, reference materials and meeting agendas/dates are able to be accessed by all mentors and mentees in the Google Classroom.

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 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction	Year 1 Fall, Year 1 Spring, Year 2 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)**Timeline**

3c: Engaging Students in Learning

3a: Communicating with Students

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and
Responsiveness3b: Using Questioning and Discussion
Techniques

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

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

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**1b: Demonstrating Knowledge of
Students

4c: Communicating with Families

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

1e: Designing Coherent Instruction
1c: Setting Instructional Outcomes
1a: Demonstrating Knowledge of
Content and Pedagogy

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of
Resources

Year 1 Fall, Year 1 Winter, Year 1 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)**Timeline**

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

Year 1 Winter, Year 1 Fall, Year 1 Spring

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning 4c: Communicating with Families 1b: Demonstrating Knowledge of Students	Year 1 Fall, Year 1 Winter, Year 1 Spring
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DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students	Year 2 Fall, Year 2 Spring, Year 1 Spring, Year 2 Winter, Year 1 Winter, Year 1 Fall
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MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of Resources

Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students

Year 1 Winter, Year 1 Fall, Year 1 Spring

2c: Managing Classroom Procedures

2e: Organizing Physical Space

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families

Year 1 Fall, Year 1 Winter, Year 1 Spring

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)**Timeline**

4f: Showing Professionalism
4e: Growing and Developing
Professionally
4d: Participating in a Professional
Community

Year 1 Fall, Year 2 Fall

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of
Students
2a: Creating an Environment of Respect
and Rapport
4c: Communicating with Families

Year 2 Spring

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)**Timeline**

1f: Designing Student Assessments	Year 1 Spring, Year 2 Winter, Year 2 Spring, Year 1 Winter, Year 2 Fall, Year 1 Fall
3c: Engaging Students in Learning	
3d: Using Assessment in Instruction	
1e: Designing Coherent Instruction	
4f: Showing Professionalism	
2b: Establishing a Culture for Learning	
1a: Demonstrating Knowledge of Content and Pedagogy	
4c: Communicating with Families	

OTHER

Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space	Year 2 Winter, Year 1 Winter, Year 3 Winter, Year 2 Fall, Year 2 Spring, Year 1 Spring, Year 3
1d: Demonstrating Knowledge of Resources	Spring, Year 1 Fall, Year 3 Fall
4e: Growing and Developing Professionally	

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

Meetings are required each marking period between the mentor and mentee. At these meetings, notes are recorded regarding the topics discussed, reflection on instruction, greatest accomplishment, most challenging event/situation, overview of the school year thus far, and any other general comments/concerns that need to be discussed. All responses are reviewed and information is considered for subsequent school years. The following process is used to document and verify all required meetings have occurred: Signed Responsibilities Checklist by the New Teacher (Attachment A). Signed Inductee Evaluation form for each quarter by the New Teacher, Mentor and Building Administrator (Attachments B – E, G-K). Signed Y1 Induction Plan Evaluation of the program by the New Teacher (Attachment F) Signed Y1 Induction Plan Evaluation of the program by the Mentor (Attachment G) Signed Y2 Final Evaluation Checklist by New Teacher (Attachment L) Signed Y2 Final Evaluation Checklist by Mentor (Attachment M) A letter indicating Induction Program completion will be issued to the new teacher and a copy placed in his/her file upon finishing the program. A list of teachers successfully completing the induction process will be maintained in the Administrative Office to provide verification when the Instructional II certification is requested.

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.

Tracey L. Liaprela
Educator Induction Plan Coordinator

09/15/2023
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](#).

James E. McGovern
Chief School Administrator

09/15/2023
Date