

## **POCONO MOUNTAIN SD**

PO Box 200

Induction Plan (Chapter 49) | 2021 - 2024

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### **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

Pocono Mountain SD

120455403

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Dr. Elizabeth Robison

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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

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Name	Title	Committee Role	Chosen/Appointed by
Dr. Kathleen Smith	Director of Human Resources	Induction Plan Coordinator	School Board of Directors

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<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Nora Wandalowski	Director of Academy/Cyber	School leader	Administration Personnel
Amy Swingle	Director of Curriculum and Instruction, Math and Science	Curriculum and Instruction Leader	Administration Personnel
Beth DeLay	Director of Curriculum and Instruction, Guidance and Health Services	Curriculum and Instruction Leader	Administration Personnel
Amy Buffington	Director of Curriculum and Instruction, Social Studies and Humanities	Curriculum and Instruction Leader	Administration Personnel
Stacey Kulics	Director of Curriculum and Instruction, ELA and Reading	Curriculum and Instruction Leader	Administration Personnel
Stephen Spengler	Director of Technology	Technology Leader	Administration Personnel
Lisa Martin	Instructional Support Teacher	Content Specialist	Education Specialist
John Richards	Secondary Administrator	School Leader	Administration Personnel
Helen Koblish	Elementary Teacher	Teacher Mentor	Teacher
Kristy Snider	Secondary Teacher	Teacher Mentor	Teacher

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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
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	No

## OTHER

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

## **CHARACTERISTICS.**

Mentors apply for this paid position. The qualifications of all applicants are reviewed by the building administrator and Director of Human Resources. The following criteria must be met to become a mentor candidate: 1. Three or more years of satisfactory teaching experience 2. A minimum of one or more overall distinguished rating in annual evaluation 3. Ability to collaborate with colleagues as observed by the building administrator When selecting a mentor for a new inductee, teaching assignments and schedules are reviewed to determine best fit.

## 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	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**

Program Structure: An orientation program will be presented by district staff prior to the beginning of each school year in August. Inductees hired after the start of the school year will participate in a similar program and then continue participation in the TIP activities scheduled for the rest of the school year. Induction program meetings/workshops will be held a minimum of once monthly after school. Content Included: Online trainings are also provided to be completed according to a provided schedule. Some of the topics that will familiarize inductees with the Pocono Mountain School District include: ? The Framework for Teaching ? Educator Effectiveness ? District calendar ? Salary and benefits ? PA Public School Code and district's policy book ? Courses of study and curriculum ? Emergency closings ? Requesting a substitute teacher ? HIPPA, FERPA ? Technology and AUP ? Homework Policy ? Bell schedules ? School handbooks ? First day routines ? Grouping of students ? Supplies ? Grading procedures ? Act 48, Instructional I, Instructional II, Tenure The teacher induction program will include presentations on student exceptionalities, observation and evaluation of professional personnel, technology, and current issues in education. Ongoing activities throughout the year will focus on any other activities deemed appropriate to familiarize the inductees with the Pocono Mountain School District. In addition to the activities designed specifically for the inductees, each inductee will participate in the district's professional development plan and supervision and evaluation process. Meeting Frequency: Mentor and Inductee are to meet at least once per week at a convenient time during the school day . Induction meetings/workshops are held once a month after school. Delivery Format: Face to Face conferences between mentor and inductee; principal and inductee; and HR director and inductee Group presentations to the induction teachers Workshops designed to engage new teachers in real life scenarios (parent teacher conferences, conflict resolutions, etc.) Online training - independent completion of SafeSchools online training modules



## 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

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Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness 4c: Communicating with Families 3a: Communicating with Students 4e: Growing and Developing Professionally 2b: Establishing a Culture for Learning 4f: Showing Professionalism 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 4d: Participating in a Professional Community	Year 1 Winter, Year 1 Spring, Year 1 Fall

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 2d: Managing Student Behavior 1f: Designing Student Assessments 4a: Reflecting on Teaching 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques 4e: Growing and Developing Professionally 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 1c: Setting Instructional Outcomes 3a: Communicating with Students	Year 1 Winter, Year 1 Fall, Year 1 Spring

## INSTRUCTIONAL PRACTICES

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Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction	Year 1 Fall

**Selected Danielson Framework(s)****Timeline**

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3a: Communicating with Students

4b: Maintaining Accurate Records

1a: Demonstrating Knowledge of  
Content and Pedagogy

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

2a: Creating an Environment of Respect  
and Rapport

3b: Using Questioning and Discussion  
Techniques

4f: Showing Professionalism

1c: Setting Instructional Outcomes

2e: Organizing Physical Space

3e: Demonstrating Flexibility and  
Responsiveness

1d: Demonstrating Knowledge of  
Resources

2d: Managing Student Behavior

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of  
Students

2c: Managing Classroom Procedures

3d: Using Assessment in Instruction

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**SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)****Timeline**

1b: Demonstrating Knowledge of Students

Year 1 Winter, Year 1 Fall, Year 1 Spring

3a: Communicating with Students

2a: Creating an Environment of Respect and Rapport

3e: Demonstrating Flexibility and Responsiveness

2e: Organizing Physical Space

4b: Maintaining Accurate Records

2d: Managing Student Behavior

4d: Participating in a Professional Community

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

2c: Managing Classroom Procedures

4c: Communicating with Families

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## STANDARDS/CURRICULUM

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**Selected Danielson Framework(s)****Timeline**

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**Selected Danielson Framework(s)****Timeline**

1d: Demonstrating Knowledge of Resources

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

4d: Participating in a Professional Community

1f: Designing Student Assessments

4b: Maintaining Accurate Records

3c: Engaging Students in Learning

Year 1 Fall, Year 1 Winter, Year 1 Spring

## TECHNOLOGY INSTRUCTION

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**Selected Danielson Framework(s)****Timeline**

1b: Demonstrating Knowledge of Students

2c: Managing Classroom Procedures

1e: Designing Coherent Instruction

Year 1 Fall, Year 1 Winter, Year 1 Spring

**Selected Danielson Framework(s)****Timeline**

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3a: Communicating with Students  
1f: Designing Student Assessments  
3c: Engaging Students in Learning  
2a: Creating an Environment of Respect and Rapport  
3d: Using Assessment in Instruction  
2b: Establishing a Culture for Learning  
4e: Growing and Developing Professionally  
1d: Demonstrating Knowledge of Resources  
2d: Managing Student Behavior

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**PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

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**Selected Danielson Framework(s)****Timeline**

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3a: Communicating with Students  
1c: Setting Instructional Outcomes  
1a: Demonstrating Knowledge of Content and Pedagogy  
3d: Using Assessment in Instruction  
2a: Creating an Environment of Respect and Rapport

Year 1 Fall, Year 1 Spring, Year 1 Winter



**Selected Danielson Framework(s)**

**Timeline**

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4b: Maintaining Accurate Records

1b: Demonstrating Knowledge of  
Students

3b: Using Questioning and Discussion  
Techniques

1f: Designing Student Assessments

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## **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**

Mentors and Inductees will complete a Google Survey at the midyear and end of the induction program. The questions will include the following open ended responses: EVALUATION OF PROGRAM 1. Did this program provide the support that you needed to make the transition to the Pocono Mountain School District? Explain. 2. What things would you suggest be added to aid a new teacher at the Pocono Mountain School District? 3. What changes in the program would you recommend? Click here to enter text. 4. To what extent were the following objectives met by the program? The following questions will be responded to on a 4 point Likert scale. ? Improvement of teaching skills ? Adjustment to district and building standards and methods of operation ? Adjustment to student needs ? Assessment of professional development ? Improvement in classroom management ? Increased understanding of district resources Responses to the mid-year survey will be used to offer additional support if needed. Responses to the end-of- year survey will be used to make any adjustments to the content /pacing of induction program Additionally teacher will be provided with a professional growth 5 point Likert Survey with 25 questions focusing on the following areas: Expectationations, Teaching, Classroom Management, Relationships

## 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.

Dr. Kathleen Smith  
Educator Induction Plan Coordinator

10/26/2020  
Date

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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. Elizabeth Robison  
Chief School Administrator

09/27/2021  
Date