

## **SPRING GROVE AREA SD**

100 E College Ave

Induction Plan (Chapter 49) | 2022 - 2025

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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

Spring Grove Area School District

112676703

100 East College Avenue , Spring Grove, PA 17362

Dr. Steve Guadagnino

guadagns@sgasd.org

717-225-4731 Ext. 3023

Dr. George Ioannidis

ioannidg@sgasd.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

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Name	Title	Committee Role	Chosen/Appointed by
Karyn Brown	Director of Pupil Services	Administrator	Administration Personnel
Phalon Mallory	Asst. principal	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
AnJie Doll	Director of HR	Other	Administration Personnel
Christopher Enck	Technology Coordinator	Other	Administration Personnel
Susan Moore	School Counselor	Education Specialist	Education Specialist
Carl Barnes	Social Worker	Education Specialist	Education Specialist
Amanda Grant	ELA 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
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.**

The building administrator chooses the mentor for a new teacher based on the novice teacher's content/grade level. Mentors are typically chosen from the faculty within the building but may be from another school within the district if the novice teacher is in a specialized area of certification or K-12 department. Mentor teacher consideration is based on the teacher's interest in participating in this role, his/her accomplishments in the classroom, and years in the field/level of certification. This is a voluntary position but vital to the success of the novice teacher, hence the selection is heavily scrutinized by the building administrator. The time commitment is extensive and is a factor in choosing potential mentors.

## 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**

The purpose of the Spring Grove Area School District Teacher Induction program is to help beginning certificated personnel function more effectively and grow professionally during the initial phases of their career. Additionally, successful completion of an Induction program is necessary to complete the requirements for an Instructional II certificate. Spring Grove Area School District has developed the SGASD orientation/induction program for all professional staff new to Spring Grove. Based on current research on how to best support a novice professional, SGASD's orientation/induction program spans two school years for those individuals who have not completed an induction program in Pennsylvania. Year #1 involves all professional staff new to SGASD, regardless of their prior completion of a PA Induction program. Year #2 focuses only on new professionals to the field and/or professionals with out-of-state experience. The participants moving from year #1 to year #2, will complete the SGASD Induction program at the conclusion of year #2 (fulfilling the PA requirement). Research in the field of teacher induction indicates: 1) a structure must be developed to achieve an effective beginning teacher-mentor relationship, 2) the induction process should be ongoing during the school year, and 3) the structure should promote a positive attitude toward the teacher induction process on the part of all members of the induction team. This research serves as the foundation for the goals of the SGASD Teacher Induction program. The goals and competencies are: Goal 1: To build a strong mentoring relationship between the beginning teacher and the induction team by developing an induction team for each beginning teaching, providing training for induction team members, and providing opportunities for interaction among team members. Goal 2: To develop an understanding of effective classroom techniques and procedures by reinforcing effective classroom management skills, reinforcing a variety of effective instructional strategies, reinforcing the usage of a multitude of student assessment strategies, and utilizing research-based instruction. Goal 3: To build an awareness of expectations by studying

the Code of Professional Practice and Conduct, fostering professional attitudes and positive self-esteem, defining community, district and building expectations, defining beginning teacher expectations, and learning skills to promote effective communication with students, parents, community members and colleagues. These goals and competencies are addressed in district-wide sessions throughout the year. At the building level, teachers in the induction program meet with their administrators at least once a month to review progress and reflect on their instructional strategies to improve student achievement. Depending on the number of new professional staff, content areas, and the needs of the induction members, the monthly sessions are typically separated into the following smaller groups: K-6; middle level; and high school teachers.

## 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
1a: Demonstrating Knowledge of Content and Pedagogy 4f: Showing Professionalism 4b: Maintaining Accurate Records 2a: Creating an Environment of Respect and Rapport 4e: Growing and Developing Professionally	Year 1 Fall, Year 1 Winter

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3b: Using Questioning and Discussion	Year 1 Fall, Year 1 Winter

**Selected Danielson Framework(s)**

**Timeline**

Techniques  
3d: Using Assessment in Instruction  
1b: Demonstrating Knowledge of Students

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## **INSTRUCTIONAL PRACTICES**

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**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction  
1a: Demonstrating Knowledge of Content and Pedagogy  
3d: Using Assessment in Instruction  
2b: Establishing a Culture for Learning  
1c: Setting Instructional Outcomes  
4a: Reflecting on Teaching

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## **SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)**

**Timeline**

1b: Demonstrating Knowledge of

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Year 1 Spring, Year 1 Winter, Year 2 Summer

**Selected Danielson Framework(s)**

**Timeline**

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Students  
3e: Demonstrating Flexibility and Responsiveness  
1d: Demonstrating Knowledge of Resources  
4c: Communicating with Families

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**STANDARDS/CURRICULUM**

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**Selected Danielson Framework(s)**

**Timeline**

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1a: Demonstrating Knowledge of Content and Pedagogy  
3c: Engaging Students in Learning  
1e: Designing Coherent Instruction  
3d: Using Assessment in Instruction  
1f: Designing Student Assessments  
4d: Participating in a Professional Community  
2b: Establishing a Culture for Learning

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**TECHNOLOGY INSTRUCTION**

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Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 3a: Communicating with Students 4a: Reflecting on Teaching 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 2c: Managing Classroom Procedures 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources 3b: Using Questioning and Discussion Techniques 4e: Growing and Developing Professionally	Year 1 Winter, Year 1 Summer, Year 1 Fall

## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

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Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records	Year 2 Winter, Year 1 Fall, Year 1 Summer, Year 1 Winter

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

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3b: Using Questioning and Discussion Techniques  
4f: Showing Professionalism  
2a: Creating an Environment of Respect and Rapport  
4c: Communicating with Families

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## **ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS**

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

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1b: Demonstrating Knowledge of Students  
2d: Managing Student Behavior  
3e: Demonstrating Flexibility and Responsiveness  
1f: Designing Student Assessments  
3c: Engaging Students in Learning  
4b: Maintaining Accurate Records  
1d: Demonstrating Knowledge of Resources  
2e: Organizing Physical Space  
4c: Communicating with Families  
2b: Establishing a Culture for Learning

**Selected Danielson Framework(s)**

**Timeline**

3d: Using Assessment in Instruction

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## DATA INFORMED DECISION MAKING

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**Selected Danielson Framework(s)**

**Timeline**

1c: Setting Instructional Outcomes

4b: Maintaining Accurate Records

1b: Demonstrating Knowledge of  
Students

4a: Reflecting on Teaching

1f: Designing Student Assessments

4d: Participating in a Professional  
Community

3d: Using Assessment in Instruction

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

## MATERIALS AND RESOURCES FOR INSTRUCTION

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**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of  
Resources

Year 2 Winter, Year 1 Fall, Year 1 Summer



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

1e: Designing Coherent Instruction  
3e: Demonstrating Flexibility and Responsiveness

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## **CLASSROOM AND STUDENT MANAGEMENT**

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

1b: Demonstrating Knowledge of Students  
2d: Managing Student Behavior  
4c: Communicating with Families  
2b: Establishing a Culture for Learning  
3a: Communicating with Students  
2c: Managing Classroom Procedures  
3e: Demonstrating Flexibility and Responsiveness  
2a: Creating an Environment of Respect and Rapport  
2e: Organizing Physical Space  
4f: Showing Professionalism

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## **PARENTAL AND/OR COMMUNITY INVOLVEMENT**

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

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4c: Communicating with Families

1b: Demonstrating Knowledge of  
Students

4d: Participating in a Professional  
Community

2a: Creating an Environment of Respect  
and Rapport

4f: Showing Professionalism

3e: Demonstrating Flexibility and  
Responsiveness

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

## **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**

Participants are surveyed at the conclusion of the year 1 orientation as well as year 2 induction to determine if the goals have been met as well as to seek feedback on the program offered.

## 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. Steven Guadagnino  
Educator Induction Plan Coordinator

04/29/2022  
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](#).

George W. Ioannidis  
Chief School Administrator

04/29/2022  
Date