

## **CORRY AREA SD**

540 East Pleasant Street

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

Corry Area 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

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Name	Title	Committee Role	Chosen/Appointed by
Bill West	Director of Secondary Education	Administrator	Administration Personnel
Dan Daum	Director of Elementary Education	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Megan Simmsonsen	Title 1 Teacher	Teacher	Teacher
Jen Dow	School Counselor	Education Specialist	Education Specialist
Mike Woods	Secondary Teacher	Teacher	Teacher
Sarah Aikens	Elementary 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.**

Mentors for new employees are selected based on their experience, performance, and areas of certification. Mentors are offered the opportunity to accept the responsibility. Mentors and the new teachers have the same work day (7:35 - 3:05). Mentors use a form that outlines topics to cover with the new teachers and then they document when items have been reviewed.

## 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	No
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 for the Corry Area School District is a blended model that incorporates an orientation, a mentor relationship, supervision from the Director of Elementary Education, Director of Secondary Education, or Director of Special Education, and quarterly meetings of the Induction cohort. The orientation takes place prior to the opening of the school year. Topics covered during the orientation include special education, technology, employee benefits, building and facility use, how to request an absence, an overview of the supervision and evaluation process, and a tour of all district schools is included in the orientation. Also, the new teachers meet their mentors during orientation. Throughout the school year, new teachers meet with their mentors frequently to review a variety of topics including the faculty handbook, course curriculum, classroom management, emergency procedures, grading/report cards, lesson planning, parent communication, extracurricular activities, special education, instructional strategies, and use of our student information management system, Sapphire. All new teachers are supervised through the formal/clinical model. The supervision process includes two formal observations, one per semester, plus additional walk-through/informal observations periodically throughout the school year and lesson plan reviews. Each formal observation includes a pre-conference, the observation, and the post-conference. In addition, teachers have conferences at the beginning of the school year, mid-year, and end of school year. All new teachers participate in quarterly cohort meetings. Each quarterly meeting focuses on one of the domains of the Danielson Framework, Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. In addition, each cohort meetings, new teachers are asked to reflect on their practice with discussion questions such as "How did your school year start?", "What went well during the first semester? What can you improve on?", "What are you most proud of this school year?", and "What is one are you want to focus on as you enter your second year?".



## 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.

### STANDARDS/CURRICULUM

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Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes	Year 2 Spring, Year 1 Fall, Year 3 Fall, Year 2 Fall, Year 2 Winter, Year 1 Spring, Year 3 Spring, Year 1 Winter, Year 3 Winter

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### TECHNOLOGY INSTRUCTION

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Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 4d: Participating in a Professional Community	Year 1 Fall, Year 1 Winter

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### PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

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

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

Year 1 Winter, Year 1 Spring

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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  
1c: Setting Instructional Outcomes

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

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## DATA INFORMED DECISION MAKING

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

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4b: Maintaining Accurate Records  
3d: Using Assessment in Instruction  
1f: Designing Student Assessments

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

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## MATERIALS AND RESOURCES FOR INSTRUCTION

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Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	Year 1 Fall, Year 1 Spring, Year 1 Winter

## CLASSROOM AND STUDENT MANAGEMENT

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Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 2e: Organizing Physical Space 2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning	Year 2 Fall, Year 1 Spring, Year 3 Spring, Year 2 Spring, Year 1 Winter, Year 3 Winter, Year 1 Fall, Year 3 Fall, Year 2 Winter

## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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

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

Year 1 Fall, Year 1 Spring

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**CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS**

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

4f: Showing Professionalism

Year 1 Fall, Year 1 Winter

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**ASSESSMENTS AND PROGRESS MONITORING**

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

1c: Setting Instructional Outcomes  
1f: Designing Student Assessments  
3d: Using Assessment in Instruction

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

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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 3a: Communicating with Students 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 4a: Reflecting on Teaching 3b: Using Questioning and Discussion Techniques 3e: Demonstrating Flexibility and Responsiveness	Year 2 Winter, Year 1 Fall, Year 3 Fall, Year 1 Winter, Year 3 Winter, Year 2 Fall, Year 2 Spring, Year 1 Spring, Year 3 Spring

## SAFE AND SUPPORTIVE SCHOOLS

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Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Year 2 Winter

## **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 program is monitored and evaluated by surveying the new teacher cohort each year. New teachers participating in the Induction program are asked to answer the following questions: 1. What benefits did the Induction program provide during the school year? 2. Please describe your relationship with your mentor teacher and how your mentor helped you transition into the Corry Area School District. 3. What would have been helpful for us to cover/discuss during the Induction program so that we can better prepare our new teachers next school year?



## 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.

Educator Induction Plan Coordinator

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](#).

Chief School Administrator

Date