

AMBRIDGE AREA SD

901 Duss Avenue

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

Public

127040703

901 Duss Avenue , Ambridge , PA 15003

Barry J King

bking@ambridge.k12.pa.us

7242662833 Ext. 2269

Dr. Joseph Pasquerilla

jpasquerilla@ambridge.k12.pa.us

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
Dr. Joseph Pasquerilla	Superintendent	Administrator	Administration Personnel
Barry King	Assistant to the Superintendent	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Janice Zupsic	High School Principal	Administrator	Administration Personnel
Thomas McKelvey	Highland Elementary School Principal	Administrator	Administration Personnel
David Turk	Assistant High School and Middle School Principal	Administrator	Administration Personnel
Aphrodite Galitsis	Economy Elementary School Principal	Administrator	Administration Personnel
Jo Ann Hoover	State Street Elementary School Principal	Administrator	Administration Personnel
Dr. Amy Filipowski	Interim Special Education Director	Administrator	Administration Personnel
Leonard Corazzi	Interim Business Manager	Administrator	Administration Personnel
Dr. Tiffany Miller	School Psychologist	Education Specialist	Education Specialist
Jenn Phillips	High School Teacher	Teacher	Teacher
Chelsea Benedict	High School Guidance Counselor	Education Specialist	Education Specialist
Lori Heim	Technology Director	Administrator	Administration Personnel
Kent Withrow	High School Teacher	Teacher	Teacher
Carolyn Crawford	Middle School Teacher	Teacher	Teacher
Ashley Simpson	Middle School Teacher	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Jason Gerle	Elementary School Teacher	Teacher	Teacher
Tammy Kennedy	Elementary School Teacher	Teacher	Teacher
Sean Beighley	Elementary School Teacher	Teacher	Teacher
Brenna Wandel	Middle School 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 are selected by the building principals and have the following characteristics:

- Demonstrate superior instructional skills
- Have an outstanding rapport with students, parents, and all educational community members
- Are willing to make a commitment to helping a new professional during their first year
- Hold an Instructional II certificate and tenure in the State of Pennsylvania
- Have achieved satisfactory and/or commendable evaluations in all domains
- Hold the same teaching or educational specialist position as the inductee
- Be willing to attend trainings
- Agree to work in accordance with the defined Ambridge Area School District Induction Plan

*Mentors are not selected based on seniority.

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 Induction Program in the Ambridge Area School District is a one-year process. Each topic is addressed to varying degrees during this year through the use of frequent formal observations and meaningful feedback. These topics include: Code of Professional Practice and Conduct for Educators, Assessments, Best Instructional Practices, Safe and Supportive Schools, Standards, Curriculum, Instruction, Accommodations and Adaptations for Diverse Learners, Data Informed Decision Making, and Materials and Resources for Instruction. The first year of the induction process has seven work sessions.

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

Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

3e: Demonstrating Flexibility and
Responsiveness

Year 1 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning

Year 1 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2c: Managing Classroom Procedures

Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments

Year 1 Winter

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning

Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

2a: Creating and Environment of
Respect and Rapport

Year 1 Winter

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3e: Demonstrating Flexibility and
Responsiveness

Year 1 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of
Resources

Year 1 Fall, Year 1 Spring, Year 1 Winter

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior

Year 1 Winter

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Fall

OTHER

Selected Danielson Framework(s)

Timeline

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

Evaluation and Monitoring: Each inductee and mentor will be given a copy of the induction plan. In addition, all district buildings will have copies of the induction plan. Monitoring of the Induction Plan will be through monthly checklists as well as mid-year and end-of-year evaluations. The inductees will meet monthly, and a checklist will be provided that covers areas to be completed for the following month. The new teachers will check off completed items and then submit them to his/her mentor for review. At the mid-year and end-of-year evaluations, the inductee and mentor will sign-off indicating that they are participating in the process, reflecting upon what was learned, and evaluate the program to this point. The building level administrator will sign off these evaluations. Portfolios will be created by each inductee for the use of the teacher as a learning tool and to provide the supervisor with evidence of the new teacher's growth and proficiency in the domains and competencies given in the form of documents. Satisfactory completion of the portfolio evaluation shall be recorded with a certificate of completion given to the inductee and placed in his/her personnel file. At the end of the Induction Program, the inductees will be required to share and present their induction portfolio with the other inductees, mentors and administrators. This portfolio should demonstrate the growth and objectives of the induction program, which include the Pennsylvania Department of Education Domains for Professional Evaluations: Planning and Preparation, Classroom Environment, Instructional Delivery and Professionalism. The inductees will be given a rubric to guide the creation and evaluation of their portfolio.

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.

Barry J. King

Educator Induction Plan Coordinator

09/21/2021

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](#).

Superintendent/Chief Executive Officer

Date