

MONTGOMERY AREA SD

120 Penn St

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

Montgomery Area School District
117415004
120 Penn Street , Montgomery, PA 17752

Kelly Concini
kconcini@montasd.org
5705471608 Ext. 1146

Daphne Bowers
dbowers@montasd.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

Name	Title	Committee Role	Chosen/Appointed by
Kelly Concini	Supervisor of Instructional Technology & Curriculum	Administrator	Administration Personnel
Daphne Bowers	Superintendent	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Joseph Stoudt	Jr/Sr High Principal	Administrator	Administration Personnel
Karen Snyder	Elementary Principal	Administrator	Administration Personnel
Zac Mrochko	Secondary Social Studies Teacher	Teacher	Teacher
Nathan Crawford	Secondary Science Teacher	Teacher	Teacher
Megan Schoonmaker	Secondary Learning Support Teacher	Teacher	Teacher
Katie Scarborough	3rd Grade Teacher	Teacher	Teacher
Bess Lowry	Elementary Art Teacher	Teacher	Teacher
Kaelie Good	5th Grade Teacher	Teacher	Teacher
Nina Green	Biology Teacher	Teacher	Teacher
Lynnette Murray	Secondary Health / PE 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	Yes

OTHER

Mentors must hold an Instructional II certificate, be able to demonstrate effective classroom management and discipline, is familiar with

blended learning, inclusionary practices and assessing individual student achievement.

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

Mentors are selected by building administrators based on observation and yearly evaluations demonstrating proficiency on Danielson as well as service to the school community.

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	Yes

OTHER

Inductee self assessment of practice as well as self-evaluation/reflections of recorded lessons.

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**

Overview of Year 1 Activities: Pre-Service Induction Days – “A Successful Beginning”: This two day session in August will be planned by the building principal in coordination with the Inductee and the Mentor Teacher. Topics covered during this training include, but are not limited to: building tour, New Teacher Induction Plan overview, review of curriculum and materials, technology training and set-up, and an overview of goals and expectations. Monthly Required Meetings with Mentor, Building & District Staff: Year 1 Inductees are required to attend monthly sessions after school. These meetings will serve as a continuation of the New Teacher Induction Days with topics ranging from Special Education and MTSS to technology, professional learning, and wellness with the goal of providing continuous support throughout the first year of teaching. Inductees will submit the reflection form after each meeting. Inductees will also receive professional learning in the following competencies or frameworks: Culturally Relevant and Sustaining Education (CR-SE), Structured Literacy (where applicable), and Professional Ethics, Act 13/Educator Effectiveness, as well as professional development in Teacher Competency and Student Learning. Inductees will submit the reflection form after each meeting. After School Technology Training Sessions – Student Information System, Schoology, Google Suite: Year 1 Inductees will receive after school training sessions as well as in class support in the use of our technology tools for blended learning. In addition, training in the SIS system for grading, attendance, and parent access will occur within the 1st week of school. Inductees will commit to at least 3 after school training sessions related to technology within the first marking period. Informal Classroom Visitations by

Building and Central Office Administrators and Mentors: It is the expectation that the building principal will visit the inductee's classroom bi-weekly during the school year in Year 1. Some of these visitations will be drop by visitations, others will be more formal. It is also the expectation that a Central Office Administrator will visit each inductee's classroom as scheduled in the induction plan. These informal visitations are intended to provide support to ensure success of our first year teachers. Formal Supervision and Evaluation Process (completed by building level supervisor): 2 – Formal Evaluations and Follow up Conferences (PA ETEP) 4 – Clinical Observations with 4 Reflective Conferences (PA ETEP) 1 – Cycle of Walk through Observations Classroom Visitations Artifact Professional Portfolio year end evaluation PDE form 82-1 Montgomery Area School District Professional Development Activities: The MASD provides, during the course of the school year, numerous professional development activities both on in-service days and after school. It is the expectation that the inductee will engage in these professional development activities. Self-Selected Professional Development Activities: During the course of the school year inductees, as well as other professional staff members, will have the opportunity to attend workshops and conferences outside of the district relevant to their curricular area, building level and district level goals. Overview of Year 2 and 3 Activities: Selection of Improvement Goal & Criteria: Year 2 and 3 inductees will choose two areas for improvement as outlined in the Danielson Rubric at the beginning of each year. Improvement areas should be selected with prior observations and evaluations in mind. Inductees will complete the Needs Assessment to assist in the development of goals for improvement. Goals and the plan for improvement must be submitted to the building principal before the start of the school year. Final reflection and evaluation of goals and improvement will be submitted to the building principal at the end of the year via the professional portfolio. Monthly Required Meetings with Mentor: Year 2 and 3 Inductees are required to meet with their mentor quarterly. These meetings will serve to support the inductee on their improvement goals. Inductees will submit the reflection form after each meeting. Informal Classroom Visitations by Building and Central Office Administrators and Mentors: It is the expectation that the building principal will visit the inductee's classroom monthly during the school year in Years 2 and 3. Some of these visitations will be drop by visitations, others will be more formal. It is also the expectation that a Central Office Administrator will visit each inductee's classroom as scheduled in the induction plan. These informal visitations are intended to provide support to ensure success of our first year teachers. Formal Supervision and Evaluation Process (completed by building level supervisor): 2 – Formal Evaluations and Follow up Conferences (PA ETEP) 4 – Clinical Observations with 4 Reflective Conferences (PA ETEP) 1 – Cycle of Walk through Observations Classroom Visitations Artifact Professional Portfolio year end evaluation PDE form 82-1 Montgomery Area School District Professional Development Activities: The MASD provides, during the course of the school year, numerous professional development activities both on in-service days and after school. It is the expectation that the inductee will engage in these professional development activities. Self-Selected Professional Development Activities: During the course of the school year inductees, as well as other professional staff members, will have the opportunity to attend workshops and conferences outside of the district

relevant to their curricular area, building level and district level goals.

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 Winter, Year 1 Spring, Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
4a: Reflecting on Teaching 3d: Using Assessment in Instruction 1f: Designing Student Assessments 3e: Demonstrating Flexibility and Responsiveness	Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes	Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring

SAFE AND SUPPORTIVE SCHOOLS

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of
Content and Pedagogy

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

1f: Designing Student Assessments

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

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families

4b: Maintaining Accurate Records

Year 1 Fall, Year 1 Spring, Year 1 Winter

Selected Danielson Framework(s)**Timeline**

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

3e: Demonstrating Flexibility and Responsiveness

4b: Maintaining Accurate Records

4a: Reflecting on Teaching

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

	Year 1 Fall, Year 1 Winter, Year 1 Spring
--	-------------------------------------------

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

4c: Communicating with Families 4b: Maintaining Accurate Records	Year 1 Spring, Year 2 Fall, Year 3 Fall, Year 1 Winter, Year 1 Fall
---------------------------------------------------------------------	---------------------------------------------------------------------

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

Inductees complete a yearly evaluation of program answering the following questions: 1. Did this program provide the support that you needed to make the transition to the Montgomery Area School District? Explain. 2. What things would you suggest be added to aid an incoming teacher? 3. What changes in the program would you recommend? 4. To what extent were the following objectives met by the program?

Inductees then evaluate their improvement of teaching skills, adjustment to both district & building as well as student needs, and assess their professional development. The steering committee will review inductee evaluations and address concerns.

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

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