

## **CARBON-LEHIGH IU 21**

4210 Independence Dr

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 IU 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

Carbon-Lehigh Intermediate Unit 21

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## INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the IU'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 IU.

## STEERING COMMITTEE

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Name	Title	Committee Role	Chosen/Appointed by
Sheila Parnell	Special Programs Facilitator	Education Specialist	Education Specialist
Kim Talipan	Assistant Director of CLIU	Administrator	School Board of Directors

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Michael Heater	Coordinator Curriculum and Instruction	Administrator	Administration Personnel
Eric Lech	Director Curriculum and Instruction	Administrator	Administration Personnel
Donna Getz	Teacher	Teacher	Teacher
Donna Hibshman	Special Programs Supervisor	Administrator	Administration Personnel
Susan Gair	Special Programs Supervisor	Administrator	Administration Personnel
Cheryl Faustner	Human Resources Specialist	Other	Education Specialist
George Husack	Human Resources Specialist	Other	Administration Personnel
Lisa Schumacher	Assistant Director Special Programs	Administrator	Administration Personnel
Lenore Chippi	Teacher	Teacher	Teacher
Jen Parker	School Psychologist	Education Specialist	Education Specialist
Kari Walbert	Teacher	Teacher	Administration Personnel
Matthew Martucci	Special Program Supervisor	Administrator	Administration Personnel

## EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the IU 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 Intermediate Unit (IU) use to select mentors?

Characteristics used by IU	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 IU 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 IU'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED**

## **CHARACTERISTICS.**

Human resources provides a pool of candidates based on years of service as well as performance standards. Next, supervisors recommend candidates to the committee for mentorship. The steering committee then works to match mentors with inductees based on assignment and job responsibilities.

## NEEDS ASSESSMENT

Which of the following characteristics does the Intermediate Unit (IU) use to select mentors?

Characteristics used by IU	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 IU'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:**

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

The program is a blend of in-person and asynchronous learning. Inductees participate in 5 in person learning days prior to the start of their assignment. The content during these days includes localized policy and procedure, human resources requirements, state and federal mandated trainings, overview of CLIU structure and offerings, professional development topics relevant to responsibilities, and school safety. Those inductees who are working on a level I certification also participate in a four module asynchronous learning experience which covers effective instruction, student motivation, PDE standard aligned systems, and technology resources. Mandatory weekly check-ins and monthly face-to-face meetings with the mentor are required as part of the plan.

## 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
4f: Showing Professionalism 4e: Growing and Developing Professionally	Year 1 Spring, Year 1 Summer, Year 1 Winter, 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 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion	Year 1 Summer, Year 1 Spring, Year 1 Winter, Year 1 Fall

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

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Techniques

1f: Designing Student Assessments

1a: Demonstrating Knowledge of  
Content and Pedagogy

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## INSTRUCTIONAL PRACTICES

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

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1a: Demonstrating Knowledge of  
Content and Pedagogy

2a: Creating and Environment of  
Respect and Rapport

2e: Organizing Physical Space

4a: Reflecting on Teaching

1d: Demonstrating Knowledge of  
Resources

2c: Managing Classroom Procedures

3c: Engaging Students in Learning

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

2b: Establishing a Culture for Learning

3b: Using Questioning and Discussion

Techniques

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

3e: Demonstrating Flexibility and Responsiveness

1f: Designing Student Assessments

2d: Managing Student Behavior

3d: Using Assessment in Instruction

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## **SAFE AND SUPPORTIVE SCHOOLS**

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

2b: Establishing a Culture for Learning

Year 1 Winter, Year 1 Summer, Year 1 Spring, Year 1 Fall

2e: Organizing Physical Space

2c: Managing Classroom Procedures

2a: Creating and Environment of Respect and Rapport

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## **STANDARDS/CURRICULUM**

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

1e: Designing Coherent Instruction

Year 1 Spring, Year 1 Summer, Year 1 Fall, Year 1 Winter

3c: Engaging Students in Learning

**Selected Danielson Framework(s)**

**Timeline**

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1f: Designing Student Assessments  
3d: Using Assessment in Instruction  
1a: Demonstrating Knowledge of  
Content and Pedagogy  
2b: Establishing a Culture for Learning  
1c: Setting Instructional Outcomes  
3b: Using Questioning and Discussion  
Techniques

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**TECHNOLOGY INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

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3c: Engaging Students in Learning  
1d: Demonstrating Knowledge of  
Resources  
3e: Demonstrating Flexibility and  
Responsiveness  
2e: Organizing Physical Space  
1e: Designing Coherent Instruction

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**PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

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

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2b: Establishing a Culture for Learning 4c: Communicating with Families 4a: Reflecting on Teaching 4b: Maintaining Accurate Records	Year 1 Fall, Year 1 Summer, 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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1d: Demonstrating Knowledge of Resources 2c: Managing Classroom Procedures 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 2d: Managing Student Behavior 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 2e: Organizing Physical Space 3e: Demonstrating Flexibility and Responsiveness	Year 1 Spring, Year 1 Summer, Year 1 Fall, Year 1 Winter
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**Selected Danielson Framework(s)****Timeline**

1c: Setting Instructional Outcomes  
2a: Creating and Environment of  
Respect and Rapport  
3a: Communicating with Students  
1f: Designing Student Assessments

**DATA INFORMED DECISION MAKING****Selected Danielson Framework(s)****Timeline**

1f: Designing Student Assessments  
3d: Using Assessment in Instruction  
1c: Setting Instructional Outcomes  
4a: Reflecting on Teaching  
1e: Designing Coherent Instruction  
4b: Maintaining Accurate Records

Year 1 Spring, Year 1 Summer, Year 1 Fall, Year 1 Winter

**MATERIALS AND RESOURCES FOR INSTRUCTION****Selected Danielson Framework(s)****Timeline**

3c: Engaging Students in Learning

Year 1 Spring, Year 1 Winter, Year 1 Summer, Year 1 Fall

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

2e: Organizing Physical Space  
4e: Growing and Developing  
Professionally  
1d: Demonstrating Knowledge of  
Resources

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## CLASSROOM AND STUDENT MANAGEMENT

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

2b: Establishing a Culture for Learning  
2d: Managing Student Behavior  
2a: Creating and Environment of  
Respect and Rapport  
2e: Organizing Physical Space  
2c: Managing Classroom Procedures

Year 1 Winter, Year 1 Summer, Year 1 Fall, Year 1 Spring

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## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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

4c: Communicating with Families

Year 1 Fall, Year 1 Spring, Year 1 Winter, Year 1 Summer



**Selected Danielson Framework(s)**

**Timeline**

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1b: Demonstrating Knowledge of  
Students  
4f: Showing Professionalism

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## **EVALUATION AND MONITORING**

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process IUs 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 CLIU induction plan is reevaluated annually by the steering committee and ensure frequent observations of inductees. Regular communication is emphasized to ensure that desired characteristics are displayed. The CLIU recognizes the need for increased interaction between mentors and inductees with an emphasis in this area during future planning. Additional professional days are under consideration for this purpose. Survey data is collected from mentors and inductees annually and helps to drive future planning efforts.

## 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
IU 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 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](#).

Executive Director

Date