

YORK CITY SD

31 N Pershing Avenue

Induction Plan (Chapter 49) | 2022 - 2025

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

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

Name	Title	Committee Role	Chosen/Appointed by
Ashley White	Assistant Principal	Administrator	Administration Personnel
Alynn Hanson	Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Jamil Alexander	Business Representative	Other	Administration Personnel
Ja’Nas Simms	Student	Other	Administration Personnel
Alex Kadyszewski	Communities in Schools	Other	Administration Personnel
Eva Curett	Parent	Other	Administration Personnel
Kim MaMahon	Teacher	Teacher	Teacher
TayIn Smiley	Teacher	Teacher	Teacher
Robert Jamison Jr.	Teacher	Teacher	Teacher
Alana Barnes	Counselor	Education Specialist	Teacher
Danielle Miles	Director of Schools	Administrator	School Board of Directors

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.

Principals identify teacher mentors for inductees through a process of consideration; prioritizing teachers with similar teaching certifications, grade level experience, knowledge of content, school policies & procedures, experience in inclusive settings with diverse learners and strong classroom management. Mentors have also obtained tenure in the state of Pennsylvania and show strong leadership qualities.

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)	No
Review of inductee lesson plans	No
Review of written reports summarizing instructional activity	Yes
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**

Program Structure: All new teachers who are hired by the School District of the City of York are identified and enrolled in the District's Induction program. Inductees are paired with a mentor teacher. The teacher induction program parallels Charlotte Danielson's Framework of Professional Practice. The program consists of 5 phases and outlines support from professionals in various roles. Content Included: All activities are aligned to The Danielson Model for Educator Effectiveness: Planning & Preparation, Classroom Culture, Instruction, and Professional Responsibilities. Topics include Developing Essential Routines, Writing and Internalizing Lesson Plans, Rolling Out & Monitoring Routines, Independent Practice, Engaging Every Student, Responding to the Learning Needs, Setting Routines for Discourse, Leading Student Discourse 101, and Leading Discourse 201. All phases include threads of Equity (from PDE's Equity Pillars), CRSE, and trauma-informed practices. Meeting Frequency: Inductees attend a week-long training before the beginning of the school year, then meet monthly with their mentor and principal. There are also 4 district-level induction seminars throughout the school year. Delivery Format: All trainings, meetings, and seminars are held either virtual or in-person.

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 3d: Using Assessment in Instruction 1f: Designing Student Assessments	Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students
3d: Using Assessment in Instruction
1c: Setting Instructional Outcomes
3c: Engaging Students in Learning
2c: Managing Classroom Procedures
1a: Demonstrating Knowledge of Content and Pedagogy
2d: Managing Student Behavior
1e: Designing Coherent Instruction
2b: Establishing a Culture for Learning

Year 1 Winter, Year 1 Fall, Year 1 Spring

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior
1b: Demonstrating Knowledge of Students
2b: Establishing a Culture for Learning
3a: Communicating with Students

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of
Content and Pedagogy

Year 1 Fall, Year 1 Winter

1c: Setting Instructional Outcomes

2a: Creating an Environment of Respect
and Rapport

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

3e: Demonstrating Flexibility and
Responsiveness

Year 1 Fall

1d: Demonstrating Knowledge of
Resources

4b: Maintaining Accurate Records

3c: Engaging Students in Learning

4c: Communicating with Families

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Winter, Year 1 Fall

4b: Maintaining Accurate Records

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning

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

1b: Demonstrating Knowledge of
Students

3a: Communicating with Students

3e: Demonstrating Flexibility and
Responsiveness

2b: Establishing a Culture for Learning

2e: Organizing Physical Space

2d: Managing Student Behavior

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

4c: Communicating with Families

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 1f: Designing Student Assessments 3e: Demonstrating Flexibility and Responsiveness	Year 1 Fall, Year 1 Summer, Year 1 Spring, Year 1 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of Resources	Year 1 Fall
4c: Communicating with Families	

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

Induction Program monitoring and evaluation includes teacher surveys, mentor surveys, qualitative feedback from Principals, and Act 13 evaluation results. The results of these surveys and feedback are used to inform planning for future induction programs and support for new teachers.

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