

CARLISLE AREA SD

540 W. North St.

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

K-12 Public School District

15211103

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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
Michael Gogoj	Director of Education	Administrator	School Board of Directors
Stephanie Douglas	Director of Digital Learning	Administrator	School Board of Directors

Name	Title	Committee Role	Chosen/Appointed by
Malinda Mikesell	Reading Supervisor	Education Specialist	Administration Personnel
Chris Cook	Induction Coach	Education Specialist	Administration Personnel
Holly Miller	Executive Secretary	Other	Administration Personnel

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.

Carlisle Area School District Administration selects mentors for all new employees. The District ensures that mentors have experience in the same or a relevant subject area, and have the capacity to interact regularly with their new employees. Principals and program chairpersons select and recommend mentors based on strong, high quality professional attributes, to include: professionalism, responsibility, instructional knowledge, strong classroom management skills, positive attitude, knowledge of District policies and procedures, and the ability to forge and maintain strong relationships. Mentors are trained at the beginning of each year.

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	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 Carlisle Area School District provides all teachers new to the profession and all experienced teachers new to the school district with a two-year comprehensive induction experience that includes a wide-range of professional development and strong mentoring by experienced teachers. Both in-person and asynchronous workshops include topics such as school law, safety and security, introductions to special education and English language learners, lesson planning, technology used at our District both in the classroom and for evaluations and observation, and specific grade level programming. A literacy coach in each of our three Title I buildings and an instructional coach at the secondary level provide additional in-class support and informal observation of classroom instruction. Building principals in all ten of our buildings conduct four formal observations each year of all new teachers. Principals also conduct informal walkthrough observations. Program supervisors also assume responsibility for formal observations and walkthrough observations. Principals and instructional coaches review weekly lesson plans and provide feedback to new teachers. The Director of Education works closely with all administrators to ensure that all new teachers are providing appropriate instruction to students. A formal orientation meeting is held in August each year to outline the goals of the induction program with all new teachers. All new teachers complete an evaluation at the end of each workshop. New teachers also complete an evaluation of the entire induction program at the end of each year. Information received from these evaluations guides future induction workshops and schedules.

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
4e: Growing and Developing Professionally 4f: Showing Professionalism	Year 2 Winter, Year 1 Winter, Year 1 Summer, Year 2 Fall, Year 1 Fall, Year 1 Spring, Year 2 Spring

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments	Year 1 Summer, Year 1 Winter, Year 2 Fall, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 2 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes
3c: Engaging Students in Learning

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of
Content and Pedagogy

Year 2 Fall, Year 1 Summer, Year 2 Spring, Year 2 Winter, Year 1 Spring, Year 1 Winter, Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction

Year 1 Fall, Year 2 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families
1f: Designing Student Assessments

Year 1 Spring, Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of
Students

Year 1 Fall, Year 2 Fall, Year 1 Winter, Year 2 Winter, Year 1 Summer, Year 1 Spring, Year 2 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Spring, Year 1 Winter, Year 2 Fall, Year 1 Summer, Year 1 Fall, Year 2 Spring, Year 2 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of

Year 1 Fall, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 1 Winter, Year 2 Spring, Year 1 Spring

Selected Danielson Framework(s)

Timeline

Resources

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior

Year 1 Winter, Year 2 Winter, Year 2 Fall, Year 1 Summer, Year 1 Fall, Year 1 Spring, Year 2 Spring

2c: Managing Classroom Procedures

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism

Year 1 Winter, Year 1 Fall, Year 1 Spring

1b: Demonstrating Knowledge of
Students

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 Director of Education oversees the induction process. The Director of Education and a secondary instructional coach work closely with the teachers acting as facilitators for workshops and/or attending induction workshops. Informal conversations and formal evaluations of each workshop provide additional information and guide future planning. All new teachers are asked to evaluate the effectiveness of the induction program. Instructional coaches and principals review weekly lesson plans and provide feedback as needed. Formal observations are conducted four times each year by the teacher's principal or program chair. New teachers receive two formal evaluations each year. Mentor teachers meet with their new teacher weekly during the first semester and bi-weekly during the second semester to discuss curriculum, instruction, assessment, resources, building procedures, classroom management strategies, etc. New teachers are permitted and/or required to conduct an observation of their mentor teacher and one other teacher of their choosing.

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.

Michael R. Gogoj

06/28/2022

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