

## **CHESTER-UPLAND SD**

Attn: Administration Suite

Induction Plan (Chapter 49) | 2022 - 2025

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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 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

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### 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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	Yes

**Plan requirements****Yes/No**

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 will identify potential mentors for new teachers and submit names to the Chief Academic Officer (or designee). Approval of mentors will require the following:

- A minimum of three years of teaching experience in CUSD
- Instructional II certificate
- Demonstrated competence in the four domains of Danielson's Framework as represented on PDE 13 forms and principal recommendations.
- Demonstrated interpersonal skills, particularly those that correlate with facilitating and coaching adult learners
- Positive attitude towards the teaching profession
- Commitment to mentoring and willingness to invest the time and support to an inductee

## 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 consists of eight 2-hour monthly sessions and participants are required to attend all sessions for the duration of the time scheduled to receive credit for completing the program. Sessions are scheduled to be facilitated in person, however, if the need arises there will be a shift to a synchronous program using a virtual platform. In addition to participating in the monthly professional development sessions, inductees must meet with their mentors for at least an hour per week. A log is kept by the mentor describing the activities or discussion points.

## 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
4e: Growing and Developing Professionally 4b: Maintaining Accurate Records 4d: Participating in a Professional Community 4a: Reflecting on Teaching 4c: Communicating with Families 4f: Showing Professionalism	Year 1 Winter

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3b: Using Questioning and Discussion	Year 1 Fall, Year 1 Winter



**Selected Danielson Framework(s)**

**Timeline**

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Techniques

1a: Demonstrating Knowledge of  
Content and Pedagogy

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

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## **INSTRUCTIONAL PRACTICES**

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**Selected Danielson Framework(s)**

**Timeline**

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1e: Designing Coherent Instruction

Year 1 Winter

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of  
Content and Pedagogy

3e: Demonstrating Flexibility and  
Responsiveness

1c: Setting Instructional Outcomes

3b: Using Questioning and Discussion

Techniques

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## **SAFE AND SUPPORTIVE SCHOOLS**

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

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4a: Reflecting on Teaching  
1b: Demonstrating Knowledge of Students  
2a: Creating an Environment of Respect and Rapport  
4e: Growing and Developing Professionally  
4c: Communicating with Families

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Year 1 Fall

## **STANDARDS/CURRICULUM**

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

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3c: Engaging Students in Learning  
1a: Demonstrating Knowledge of Content and Pedagogy  
1c: Setting Instructional Outcomes  
3e: Demonstrating Flexibility and Responsiveness  
1e: Designing Coherent Instruction

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Year 1 Winter, Year 1 Fall

## ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

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Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 4b: Maintaining Accurate Records 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 4c: Communicating with Families	Year 1 Winter, Year 1 Spring

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## DATA INFORMED DECISION MAKING

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Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1f: Designing Student Assessments 3d: Using Assessment in Instruction	Year 1 Winter

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## MATERIALS AND RESOURCES FOR INSTRUCTION

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

## CLASSROOM AND STUDENT MANAGEMENT

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Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning 2e: Organizing Physical Space 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 2c: Managing Classroom Procedures 2d: Managing Student Behavior	Year 1 Fall, Year 1 Winter, 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**

Participants in the Induction Program will complete a survey.

## 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

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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](#).

Chief School Administrator

Date