

MCKEESPORT AREA SD

3590 O'Neil Boulevard

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

Public School District

103026002

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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
Angela L. Cale	Coordinator of Special Education and Alternative Services	Administrator	Administration Personnel
Menas. E. Zannikos	Assistant Coordinator of Special Education	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Brianne Lion	Assistant Coordinator of Special Education	Administrator	Administration Personnel
Gerald McGrew	Social Studies Teacher	Teacher	Teacher
Erica Guadalupe	Secondary Literary Coordinator	Education Specialist	Education Specialist
Jane Coughenour	Director of Federal Programs	Administrator	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
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

Inductees are also assigned a central administrator for additional support.

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

The building principals assign the mentor for the Inductees based on prior performance in the subject area and grade level. The building administrators select the mentor based on the criteria listed above in conjunction with their ability to foster relationships with students and other staff members as well.

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

Informal meetings with Inductees monthly to ensure needs are being met. A Book Study and at least one Instructional Coaching Cycle is conducted for Inductees.

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 McKeesport Area School District's New Teacher Induction Program consists of in-person monthly meetings, scheduled during after school hours. The group meets on the second Tuesday of the month. The content included is: A introduction to the district and all administrators, procedures and policies. Classroom Management is reviewed along with de-escalation techniques. A bus tour takes place of of the communities that we serve. The Danielson Framework is reviewed in its entirety. Support is provided for current trends, issues, and topics identified Surveys are conducted for mid year and end of year data. Confidentiality is reviewed. SAS Website and PVAAS Information is highlighted with Standards and Curriculum. De-stressing activities are included. Portfolio Binder Information is reviewed and binders are presented.

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

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
4a: Reflecting on Teaching 4b: Maintaining Accurate Records 1f: Designing Student Assessments	Year 1 Fall

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction
3b: Using Questioning and Discussion
Techniques

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes
1a: Demonstrating Knowledge of
Content and Pedagogy
1e: Designing Coherent Instruction

Year 1 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
3a: Communicating with Students
3e: Demonstrating Flexibility and
Responsiveness

Year 1 Winter

Selected Danielson Framework(s)

Timeline

2a: Creating an Environment of Respect
and Rapport
4c: Communicating with Families
2d: Managing Student Behavior

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of
Content and Pedagogy
1d: Demonstrating Knowledge of
Resources
2b: Establishing a Culture for Learning
1c: Setting Instructional Outcomes
1e: Designing Coherent Instruction

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of
Year 1 Winter

Selected Danielson Framework(s)

Timeline

Resources

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Spring

1f: Designing Student Assessments

4c: Communicating with Families

4b: Maintaining Accurate Records

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of
Students

Year 2 Fall

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of
Resources

3c: Engaging Students in Learning

3a: Communicating with Students

Selected Danielson Framework(s)

Timeline

3e: Demonstrating Flexibility and Responsiveness

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

Year 2 Fall

3d: Using Assessment in Instruction

1f: Designing Student Assessments

3c: Engaging Students in Learning

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

Year 2 Winter

3e: Demonstrating Flexibility and Responsiveness

2e: Organizing Physical Space

Selected Danielson Framework(s)

Timeline

4e: Growing and Developing
Professionally

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2a: Creating an Environment of Respect
and Rapport Year 2 Fall
2c: Managing Classroom Procedures
1b: Demonstrating Knowledge of
Students
4f: Showing Professionalism
2d: Managing Student Behavior
4c: Communicating with Families
2e: Organizing Physical Space

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families Year 2 Winter

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism
4e: Growing and Developing
Professionally

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism
4d: Participating in a Professional
Community
4e: Growing and Developing
Professionally

Year 2 Winter

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

4a: Reflecting on Teaching
1a: Demonstrating Knowledge of
Content and Pedagogy
4d: Participating in a Professional

Year 2 Winter

Selected Danielson Framework(s)

Timeline

Community
1c: Setting Instructional Outcomes
4f: Showing Professionalism
4b: Maintaining Accurate Records
1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students
4e: Growing and Developing Professionally

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)

Timeline

3b: Using Questioning and Discussion Techniques
2b: Establishing a Culture for Learning
4b: Maintaining Accurate Records
1a: Demonstrating Knowledge of Content and Pedagogy
3d: Using Assessment in Instruction
3c: Engaging Students in Learning
2c: Managing Classroom Procedures

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

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families
1b: Demonstrating Knowledge of Students
4a: Reflecting on Teaching

OTHER

Selected Danielson Framework(s)**Timeline**

2a: Creating an Environment of Respect and Rapport
4c: Communicating with Families
2b: Establishing a Culture for Learning
4f: Showing Professionalism
3a: Communicating with Students
3e: Demonstrating Flexibility and Responsiveness
2d: Managing Student Behavior
1b: Demonstrating Knowledge of Students
4b: Maintaining Accurate Records

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 are surveyed at the mid point of the year and the end of the year to ensure the program is meeting the needs of the participants. The data collected is utilized to make changes to the program outline for the upcoming year(s). Inductees and other stakeholders are asked to review the activities and resources given to the inductees and the level of support given. Suggestions can be made also throughout the course of the program to best support inductees during the process. During each monthly meeting, program participants are asked to list one item that would support them during the month, and one item that is frustrating them, or wish that they could change. This data is recorded in real time to ensure the needs of the group are being met. During the second year of induction, an instructional coaching cycle and a book study take place. Assignments are completed on the book study and feedback is gathered in regards to the coaching cycle and the effectiveness of the process. Small group and individual interviews are conducted throughout the process to ensure that constant data is being collected on program effectiveness.

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.

Angela L. Cale
Educator Induction Plan Coordinator

10/05/2023
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](#).

Tia Wanzo
Chief School Administrator

09/29/2023
Date