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

School District

125238402

1560 Delmar Rd , Folcroft, Pennsylvania 19302

Dr. Shannon Reddick-Smack

sreddicksmack@sedelco.org

610-522-4300 Ext. 5325

Dr. Brenda G. Wynder

bwynder@sedelco.org

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
Dr. Shannon Reddick-Smack	Principal on Special Assignment	Administrator	Administration Personnel
Mr. Daniel Ruane	Assistant Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Ms. Kathleen Garro	Reading Interventionist/Mentor	Teacher	Teacher
Tristian Hodges	Student in Grade 11	Other	School Board of Directors
Leila Badri	Student in Grade 11	Other	School Board of Directors
Mr. Tim Foxx	Director at University of Penn	Other	Administration Personnel
Mr. Craig Butler	Chief Operations and Finance Officer	Administrator	Administration Personnel
Ms. Stefanie McDevitt	Assistant Principal	Administrator	Administration Personnel
Ms. Latarsha Threadgill	English Teacher	Teacher	Teacher
Mr. Christopher Buckley	Alternative School Math Teacher	Teacher	Teacher
Ms. Vernell Peter-Koyi	Board Member	Other	School Board of Directors
Mr. Abu Mansalay	Parent	Other	School Board of Directors
Ms. Nadine Flowers	Parent	Other	School Board of Directors
Ms. Taneesha Maxwell	Community Business	Other	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: a. Assess the needs of inductees?	Yes
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.

Mentor teachers will be recommended and assigned by the building principal, and should demonstrate these basic qualities to best support new teachers: • Currently is a Level II educator in Pennsylvania • Has demonstrated satisfactory performance based u[on state rating guidelines • Is able to show commitment to students and adult learners • Has demonstrated positive classroom organization and management as evident by formal and informal classroom observations by the building administration • Is able to commit the time to support new teachers • Is able to serve as a support and liaison between the new inductee and school leadership

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**

Core Tenants • Southeast Delco School District Inductees will access and understand Pennsylvania Department of Education (PDE) core teaching standards and frameworks • Inductees will acquire knowledge and competency concerning district systems, process, procedures, and critical infrastructure related to student data and accountability • Inductees will review and understand basic Southeast Delco School District policy and procedure • Inductees will be introduced to PDE guidelines for compliance concerning Act 48 professional development criteria, state-mandated student safety training, and other requirements of teachers as required by the PDE • Inductees will review and understand the PDE rating and evaluation system for teachers, how state reportable ratings will be assigned to teachers, and how overall teacher performance is attributed • Inductees will review and understand the Standards Aligned Systems (SAS) portal and how this impacts instructional planning • Inductees will participate in discussion workshops to acquire and refine instructional practice skills and current instructional methodology • Inductees will discuss and participate in workshops centric to student achievement, and ensuring individualized needs of students are understood and met based upon available district and state data • Inductees will engage in discussion to ensure differentiated instructional practices are implemented within all classrooms Inductee Evaluation / Meeting the Professional Learning Requirements of Inductees • Ensure building administration provide frequent, meaningful feedback to new inductees • Building administration will meet and discuss relevant student data with new inductees • Feedback and meaningful critique will be provided to inductees concerning lesson planning • Weekly PLC (Professional Learning Community) meetings will be held within each district building for new inductees in that building • Building administration and district coordinator of induction will monitor and review new inductee professional portfolios they assemble during their induction year as they develop teaching strategies, assignments, projects, and evidence of best instructional practices • Inductees will be

monitored by the coordinator of induction monthly to support new inductees as they transition to their formal first year of instruction Full Year vs Partial Year Support • For inductees beginning the year new to teaching, a full year of induction support will be provided • For teachers new to Southeast Delco School District, teachers will be provided intensive support and training during a three-day window in August prior to the beginning of the academic year • Teachers who accept positions as the school year progresses will be provided induction support based upon the remaining time in the academic year. These decisions will be made in consult with the building principal, proposed mentor, inductee, coordinator of induction, and Chief Academic Officer

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.

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness	Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Winter, Year 3 Spring, Year 1 Winter, Year 2 Spring, Year 2 Fall, Year 3 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes	Year 2 Fall, Year 3 Winter, Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Winter, Year 3 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
	Year 1 Winter, Year 2 Spring, Year 2 Fall, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Winter, Year 3 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 4c: Communicating with Families	Year 2 Fall, Year 3 Winter, Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Winter, Year 3 Spring

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and	Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Winter, Year 1 Winter, Year 2 Spring, Year 1 Fall,

Selected Danielson Framework(s)	Timeline
Responsiveness 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students	Year 2 Winter, Year 3 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1f: Designing Student Assessments	Year 2 Fall, Year 3 Winter, Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Winter, Year 3 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter, Year 3 Spring, Year 2 Fall, Year 3 Winter

Selected Danielson Framework(s)	Timeline

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 2e: Organizing Physical Space 2d: Managing Student Behavior	Year 2 Fall, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter, Year 3 Spring

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families	Year 2 Fall, Year 3 Winter, Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Winter, Year 3 Spring

OTHER

Selected Danielson Framework(s)	Timeline
	Year 2 Fall, Year 3 Winter, Year 1 Fall, Year 2 Winter, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Spring

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	Year 2 Fall, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter, Year 3 Spring

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 4b: Maintaining Accurate Records 3d: Using Assessment in Instruction 3b: Using Questioning and Discussion Techniques	Year 1 Winter, Year 2 Spring, Year 2 Fall, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Winter, Year 3 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning	Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Winter, Year 2 Winter, Year 3 Winter

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

Inductee Evaluation / Meeting the Professional Learning Requirements of Inductees • Ensure building administration provide frequent, meaningful feedback to new inductees • Building administration will meet and discuss relevant student data with new inductees • Feedback and meaningful critique will be provided to inductees concerning lesson planning • Weekly PLC (Professional Learning Community) meetings will be held within each district building for new inductees in that building • Building administration and district coordinator of induction will monitor and review new inductee professional portfolios they assemble during their induction year as they develop teaching strategies, assignments, projects, and evidence of best instructional practices • Inductees will be monitored by the coordinator of induction monthly to support new inductees as they transition to their formal first year of instruction Full Year vs Partial Year Support • For inductees beginning the year new to teaching, a full year of induction support will be provided • For teachers new to Southeast Delco School District, teachers will be provided intensive support and training during a three-day window in August prior to the beginning of the academic year • Teachers who accept positions as the school year progresses will be provided induction support based upon the remaining time in the academic year. These decisions will be made in consult with the building principal, proposed mentor, inductee, coordinator of induction, and Chief Academic Officer

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