

## **UNION CITY AREA SD**

107 Concord St

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

Union City Area School District

105259103

107 Concord St , Union City, PA 16438

Stacey Dell

sdell@ucasd.org

8144383804 Ext. 5457

Matthew Bennett

mbennett@ucasd.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

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Name	Title	Committee Role	Chosen/Appointed by
Mr. Matthew Bennett	Superintendent	Administrator	Administration Personnel
Dr. Melissa Tomcho	Elementary School Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Mr. Adam Shrout	Middle School Principal	Administrator	Administration Personnel
Mr. Dan Keefer	High School Principal	Administrator	Administration Personnel
Mrs. Stacey Mulson	Director of Pupil Services	Administrator	Administration Personnel
Mrs. Stacey Dell	Director of Curriculum and Special Programs	Administrator	Administration Personnel
Mrs. Sue Conti	Teacher/Mentor	Teacher	Administration Personnel
Mrs. Robin Smith	Comprehensive Planning Steering Committee/Mentor/Teacher	Teacher	Administration Personnel
Mrs. Kim DeSimone	Teacher/Mentor	Teacher	Administration Personnel
Ms. Gena Mlynar	New Teacher/Inductee/Mentee	Teacher	Administration Personnel
Mr. Michael Payer	New Teacher/Inductee/Mentee	Teacher	Administration Personnel
Ms. Valerie Majewski	New Teacher/Inductee/Mentee	Teacher	Administration Personnel
Ms. Wendy Magnol	Teacher/Mentor	Teacher	Administration Personnel
Ms. Jennifer Thompson	New Teacher/Inductee/Mentee	Teacher	Administration Personnel
Ms. Mar Kuzma	Comprehensive Planning Steering Committee/Mentor/Teacher	Teacher	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Ms. Ashley-Lynn VanEarden	New Teacher/Inductee/Mentee	Teacher	Administration Personnel
Dr. Barb Miller	Board Member/Comprehensive Planning Steering Committee	Other	School Board of Directors
Ms. Jen Pitrone	Comprehensive Planning Steering Committee/Mentor/Teacher	Teacher	Administration Personnel
Ms. Morgan Burgess	New Teacher/Inductee/Mentee	Teacher	Administration Personnel

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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? (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	Yes

## OTHER

n/a

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

The administrative team meets to collaborate on possible mentors to ensure the pool of candidates have the characteristics identified above. Mentors are given information about the expectations, requirements, and outline of the program prior to committing so that they understand their roles and responsibilities.



## 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**

n/a

### **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 begins upon employment of the inductee. The administrative team meets upon hiring a new teacher in order to determine candidates for mentorship. Once selected, the first induction meeting occurs in the summer leading into the school year so that the new teachers have the opportunity to meet their mentors and administrative team, learn about the district and the community, and familiarize themselves with the campus, district policies, and school resources. At the initial meeting, the new teachers are given the POINT Membership Packet and a variety of resources to help acquaint them to the new district. The membership packet includes a very specific and comprehensive mentorship plan that the inductee must collaborate on with their mentors. We review this plan at that meeting and go over expectations for the future meetings. All mentors and mentees are given all meeting agendas at the start of the school year along with a calendar that specifies certain deadlines in the mentorship program plan. At the subsequent meetings, which are held in-person at various locations on campus in October, November, March, and May, the administrative team and mentors cover key topics in whole group lessons and discussions. Topics include, but are not limited to: teacher observation and best practices, state and local data analysis, professional development needs assessments, parent/family communication and engagement strategies, standardized testing, strategies for standards-driven assessment methods, and more. Inductees are given opportunities to collaborate with each other and their mentors, share observation experiences, and work on their mentorship plans. In addition to the mentors and mentees and the Director of Curriculum and Special

Programs, the Superintendent and building-level administrators participate in induction meetings. Throughout the course of the year, the mentors and inductees engage in observations of each other's classrooms as well as observations of other teachers on campus in order to strengthen the new teachers' practice and pedagogy. The inductee seeks opportunities to learn and grow based off of an initial needs assessment that is completed at the beginning of the year, and he/she meets with the mentor to continue to search for opportunities to strengthen specific areas outlined in the mentorship plan. At the end of the year, the teachers, including new teachers and mentors, are surveyed in order to evaluate the program and to seek continuous improvement in our district's commitment to supporting and growing new teachers. The inductees turn in their observation logs and mentorship plans and complete reflection activities. The Director of Curriculum and Special Programs works with the mentors and building-level administrators to ensure the new teachers have adequately met induction program requirements.

## 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
4f: Showing Professionalism	Year 3 Fall, Year 1 Fall, Year 2 Fall

## ASSESSMENTS AND PROGRESS MONITORING

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

## INSTRUCTIONAL PRACTICES

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

**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy  
1c: Setting Instructional Outcomes

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

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## **SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)**

**Timeline**

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

Year 3 Fall, Year 1 Fall, Year 2 Fall

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## **STANDARDS/CURRICULUM**

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**Selected Danielson Framework(s)**

**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy  
1e: Designing Coherent Instruction  
1d: Demonstrating Knowledge of Resources

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

**Selected Danielson Framework(s)**

**Timeline**

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## **TECHNOLOGY INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

2e: Organizing Physical Space  
1d: Demonstrating Knowledge of Resources

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

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## **PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

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**Selected Danielson Framework(s)**

**Timeline**

4b: Maintaining Accurate Records  
4c: Communicating with Families

Year 1 Fall

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## **ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS**

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**Selected Danielson Framework(s)**

**Timeline**

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1b: Demonstrating Knowledge of Students

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

1a: Demonstrating Knowledge of Content and Pedagogy

3d: Using Assessment in Instruction

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## DATA INFORMED DECISION MAKING

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**Selected Danielson Framework(s)**

**Timeline**

3d: Using Assessment in Instruction

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

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

4e: Growing and Developing Professionally

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## CLASSROOM AND STUDENT MANAGEMENT

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Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 2d: Managing Student Behavior	Year 1 Fall, Year 3 Fall, Year 2 Fall

## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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Selected Danielson Framework(s)	Timeline
4c: Communicating with Families	Year 2 Winter, Year 1 Fall, Year 3 Fall, Year 1 Winter, Year 3 Winter, Year 2 Fall



## **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**

Each year, we survey the participants to determine the levels of satisfaction and to understand the strengths and weaknesses of our program. The surveyed parties include the new teachers, mentors, and applicable administrators. We also host reflection activities geared toward analyzing the activities and resources that we use. We have aligned our program through evaluative instruments, such as surveys and questionnaires and observation tools.

## 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.

Stacey D. Dell  
Educator Induction Plan Coordinator

06/30/2022  
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](#).

Matthew W. Bennett  
Chief School Administrator

06/30/2022  
Date