

**Lancaster-Lebanon IU 13**

Induction Plan (Chapter 49) | 2024 - 2027

## Profile

<b>Intermediate Unit Name</b>		AUN
Intermediate Unit		113000000
<b>Address 1</b>		
1020 New Holland Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lancaster	PA	17601
<b>Executive Director Name</b>		
Mr Matthew Stem		
<b>Executive Director Email</b>		
matthew_stem@iu13.org		
<b>Educator Induction Plan Coordinator Name</b>		
Dr. Peggy Anastasio		
<b>Educator Induction Plan Coordinator Name Email</b>		
peggy_anastasio@iu13.org		
<b>Educator Induction Plan Coordinator Phone Number</b>		<b>Extension</b>
717-947-1150		

## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Peggy Anastasio	Program Director	Administrator	Administration Personnel
Sherry Zubeck	Department Director	Administrator	Administration Personnel
Linda Murr	Program Support Liaison	Other	Administration Personnel
Laura Lent	Program Director	Administrator	Administration Personnel
Barbara Love	Supervisor	Administrator	Administration Personnel
Jennifer Houser	Supervisor	Administrator	Administration Personnel
Lauren Wise	Service Coordinator	Education Specialist	Education Specialist
Amy Roth	School Social Worker	Other	Education Specialist
Pam Overmeyer	Special Education Consultant	Education Specialist	Education Specialist
Brenda Eichelberger	Service Coordinator	Education Specialist	Education Specialist
Jenna Giner	Supervisor	Administrator	Administration Personnel
Annette Ruth	HR Generalist	Administrator	Administration Personnel

## Educator Induction Plan

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? <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 for the duration of the induction program? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(24 P.S. § 11-1138.8 (c)(3)</a> and <a href="#">22 Pa Code, 49.16 )</a>	Yes
Does the induction plan:	Yes
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
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

## Mentors

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
<b>Other</b>	

**Please explain the LEA's process for ensuring their mentors have the above selected characteristics.**

Mentors are assigned to an Inductee through a prescribed selection process. This process is developed and reviewed annually by Lancaster-Lebanon IU13. Mentors must meet the following qualifications: • be a tenured professional; • possess a Level II certificate; • demonstrate a minimum of three years of satisfactory ratings on summative evaluations; • possess programmatic knowledge base and skill set matched to the needs of the inductee; and is • approved by his/or her supervisor. Professional employees interested in becoming a mentor are provided the opportunity to complete a mentor application form annually for submission to the program director that oversees the Induction/Mentor programs. The past performance of the mentor is taken into consideration during the mentor pool selection process. Mentors are assigned to inductees by the program supervisor and program director with "job alike" consideration a priority. All mentors must complete the following activities: • meet with their assigned Inductee for half a day prior to the first day of school; • attend the end of year Induction session with their Inductee; • submit a quarterly mentor report (listing of completed mentor/inductee tasks) in accordance with the assigned due dates; and • maintain regular communication with the assigned inductee.

## Needs Assessment

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
<b>Other</b>	

**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**

IU13's Induction Program Details: Inductees will know, understand, and implement instructional practices validated by the LEA as known to improve student achievement for diverse student populations. Inductees will be able to effectively navigate PDE's Standards Aligned System (SAS) website and utilize curriculum frameworks to design lessons that lead students to mastery of state standards, assessment anchors and related eligible content. Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, and procedures. Inductees will know and apply LEA endorsed classroom management strategies. Inductees will know and utilize school/LEA resources that are available to assist students in crisis. Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie. IU13's Educator Induction Program (EIP) is a total of 43 hours across the first two years of an educator's career. The program is comprised of two full-day sessions in year one (13 hours), 13 two-hour evening sessions presented throughout year one and two (26 hours), and two hours of focused independent study activities in both year one and year two (4 hours). The content addressed includes: Educator Effectiveness, Code of Professional Practice and Conduct for Educators; Assessments; Best Instructional Practices; Safe and Supportive Schools; Standards and Curriculum; Accommodations and Adaptations for Diverse Learners; Data Informed Decision Making; Materials and Resources for Instruction; and Culturally-Relevant and Sustaining Education (CR-SE).



## Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

24-25 Induction Program\_e259b075.pdf

### **Selected Observation and Practice Framework(s):**

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

### **Timeline**

- Year 1 Fall
- Year 1 Spring
- Year 2 Spring

### **Selected Observation and Practice Framework(s):**

- 3d: Using Assessment in Instruction
- 3a: Communicating with Students
- 3c: Engaging Students in Learning
- 3e: Demonstrating Flexibility and Responsiveness
- 3b: Using Questioning and Discussion Techniques

### **Timeline**

- Year 1 Fall
- Year 2 Fall

### **Selected Observation and Practice Framework(s):**



- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1f: Designing Student Assessments
- 1d: Demonstrating Knowledge of Resources
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction

**Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 2 Spring

**Selected Observation and Practice Framework(s):**

- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2a: Creating an Environment of Respect and Rapport
- 2e: Organizing Physical Space

**Timeline**

- Year 1 Fall
- Year 2 Spring

**Selected Observation and Practice Framework(s):**

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1f: Designing Student Assessments

**Timeline**

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

**Selected Observation and Practice Framework(s):**

1e: Designing Coherent Instruction  
1f: Designing Student Assessments  
1d: Demonstrating Knowledge of Resources  
1a: Demonstrating Knowledge of Content and Pedagogy  
1b: Demonstrating Knowledge of Students

**Timeline**

Year 1 Spring

**Selected Observation and Practice Framework(s):**

4f: Showing Professionalism  
4a: Reflecting on Teaching  
4b: Maintaining Accurate Records  
4c: Communicating with Families

**Timeline**

Year 1 Fall  
Year 1 Winter

**Selected Observation and Practice Framework(s):**

3c: Engaging Students in Learning

1f: Designing Student Assessments  
1d: Demonstrating Knowledge of Resources  
1e: Designing Coherent Instruction  
1b: Demonstrating Knowledge of Students  
3d: Using Assessment in Instruction  
1c: Setting Instructional Outcomes  
3e: Demonstrating Flexibility and Responsiveness

**Timeline**

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

**Selected Observation and Practice Framework(s):**

3d: Using Assessment in Instruction  
3b: Using Questioning and Discussion Techniques  
4a: Reflecting on Teaching  
4b: Maintaining Accurate Records  
3e: Demonstrating Flexibility and Responsiveness

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 2 Fall

**Selected Observation and Practice Framework(s):**

1f: Designing Student Assessments  
1e: Designing Coherent Instruction  
3c: Engaging Students in Learning  
1d: Demonstrating Knowledge of Resources

**Timeline**

Year 1 Winter

Year 1 Spring

Year 2 Fall

**Selected Observation and Practice Framework(s):**

2e: Organizing Physical Space

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

**Timeline**

Year 1 Fall

**Selected Observation and Practice Framework(s):**

4c: Communicating with Families

4d: Participating in a Professional Community

**Timeline**

Year 1 Fall

Year 1 Winter

**Selected Observation and Practice Framework(s):**

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

4f: Showing Professionalism

**Timeline**

Year 1 Fall

Year 2 Winter

**Selected Observation and Practice Framework(s):**

2a: Creating an Environment of Respect and Rapport

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

**Timeline**

Year 1 Fall

Year 1 Spring

Year 2 Spring

**Selected Observation and Practice Framework(s):**

1f: Designing Student Assessments

3a: Communicating with Students

4b: Maintaining Accurate Records

1e: Designing Coherent Instruction

2e: Organizing Physical Space

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

2a: Creating an Environment of Respect and Rapport

3b: Using Questioning and Discussion Techniques

- 4c: Communicating with Families
- 1d: Demonstrating Knowledge of Resources
- 2d: Managing Student Behavior
- 3e: Demonstrating Flexibility and Responsiveness
- 4f: Showing Professionalism
- 1b: Demonstrating Knowledge of Students
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 4d: Participating in a Professional Community

**Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

## Evaluation and Monitoring

### **Evaluation and Monitoring**

IU13 evaluates its induction program through inductee and mentor surveys, reviews of lesson plans and portfolios, classroom observations and walk-throughs, and student achievement data. Results of the data gathered from these sources are analyzed, compared to data from previous years, and used to revise the induction program as appropriate.

## InductionPlan

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.**



## Signatures and Quality 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