

OXFORD AREA SD

125 Bell Tower Lane

Induction Plan (Chapter 49) | 2022 - 2025

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

Oxford Area School District

124156703

125 Bell Tower Lane , Oxford, PA 19363-1208

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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
David Woods	Superintendent	Administrator	School Board of Directors
Nicole Addis, Ed.D.	Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Margaret Billings-Jones, Ed.D.	Asst. Superintendent	Administrator	School Board of Directors
Pamela Brown, Ed.D.	President of OAEA	Teacher	Teacher
Jamie Canaday	Principal	Administrator	Administration Personnel
Lisa Yinsgt-Pyle	Principal	Administrator	Administration Personnel
Michael Garrison	Human Resource Director	Administrator	Administration Personnel
Chad Kinsey, Ed.D.	Director of Special Education	Administrator	Administration Personnel
Shawn Mellinger	Director of Technology	Administrator	Administration Personnel
Matt Hovanec	Principal	Administrator	Administration Personnel
Abby Markel	Teacher	Teacher	Teacher
Krista Gioffre	School Counselor	Education Specialist	Education Specialist

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	No

OTHER

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

CHARACTERISTICS.

Building principals select mentors that are similarly certificated and have satisfactory or distinguished evaluations. Mentors are provided a financial payment for the work completed in mentoring.

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**

Upon teacher appointment to the district each teacher is assigned a teacher mentor and is scheduled to attend the teacher induction program. The initial component of the program is held prior to the first teacher inservice days. This format gives the new teachers three days of training and acclimation to the district prior to the arrival and participation with the entire faculty. New teachers are introduced to the District Administrative Team and then are provided with PD specific to the new induction. The professional code of conduct, the special services in the district, the technical services in the district and curriculum plan of the district are some of the topics initially shared with the new inductees. There are then monthly meeting with the teachers as a group under the direction of the assigned principal who conducts the monthly meetings. Teachers are assigned a mentor who they meet with regularly to avigate the initial phase of the profession and navigating the Oxford Educational system. There are in person meetings for the majority of sessions, yet some information is presented by video such as Act 126 as well as other specific PD.

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

Year 3 Spring

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments
3d: Using Assessment in Instruction
1a: Demonstrating Knowledge of
Content and Pedagogy

Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of Content and Pedagogy

Year 1 Winter

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2a: Creating an Environment of Respect and Rapport

Year 1 Fall

2d: Managing Student Behavior

3a: Communicating with Students

2e: Organizing Physical Space

2c: Managing Classroom Procedures

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

4e: Growing and Developing
Professionally

4f: Showing Professionalism

3b: Using Questioning and Discussion
Techniques

1d: Demonstrating Knowledge of
Resources

4d: Participating in a Professional
Community

Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of
Resources

1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and
Responsiveness

Year 1 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students

Year 1 Winter

4f: Showing Professionalism

4c: Communicating with Families

4e: Growing and Developing

Professionally

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

1e: Designing Coherent Instruction

Year 2 Fall

1d: Demonstrating Knowledge of Resources

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

4a: Reflecting on Teaching

2c: Managing Classroom Procedures

1c: Setting Instructional Outcomes

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

1c: Setting Instructional Outcomes
3c: Engaging Students in Learning
4b: Maintaining Accurate Records
4d: Participating in a Professional
Community

Year 2 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

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

Year 1 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students

Year 1 Winter

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

2c: Managing Classroom Procedures

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4d: Participating in a Professional Community

Year 1 Spring

4c: Communicating with Families

OTHER

Selected Danielson Framework(s)**Timeline**

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

Participant feedback is very important to the district. New teachers provide feedback throughout the year and an end of the year meeting is held to gain their overall experience feedback. Surveys are used by the induction team. Mentor information is also gathered.

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.

Nicole Addis, Ed.D.

11/18/2021

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](#).

David A. Woods, Ed.D.

07/19/2022

Chief School Administrator

Date