

## **DOVER AREA SD**

101 Edgeway Road

Induction Plan (Chapter 49) | 2023 - 2026

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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

Dover Area School District  
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101 Edgeway Rd , Dover, PA 17315

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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

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Name	Title	Committee Role	Chosen/Appointed by
Aaron Mastrilli	STEM Teacher	Teacher	Teacher
Pat Ishler	Music Teacher	Teacher	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Alyssa Elliott	School Counselor	Other	Teacher
Trisa Warren	Elementary Teacher	Teacher	Teacher
Kimberly Stielper	English Language Arts Teacher	Teacher	Teacher
Diane Patch	Mathematics Teacher	Teacher	Teacher
Tuesday Hufnagel	Principal	Administrator	Administration Personnel
Galen Rupp	Principal	Administrator	Administration Personnel
Nate Eifert	School Board	Other	School Board of Directors
Amy Brinton	School Board	Other	School Board of Directors
Kathy Herman	School Board	Other	School Board of Directors

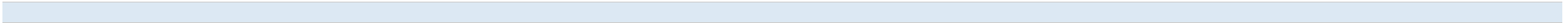
## EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

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
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	No

## OTHER

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

Mentors are chosen by the building principals in collaboration with the Human Resources department. The qualities of an effective mentor and the responsibilities of mentors are listed in the Induction handbooks. The handbook is referenced when making the selection.

## 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**

The DASD Induction Program is a series of planned experiences, activities, and goals developed cooperatively by the mentor, mentee, and building administrator, which increases the mentee's knowledge and improves their skills. The New Teacher Induction Program is a two-year process designed to provide a series of opportunities, activities, and experiences that will support every new faculty member's growth in becoming a distinguished Professional Employee. Inductees are required to attend a 2 day orientation before the start of the school year, designed to familiarize them with the Dover Area School District, curriculum, foundational technology skills/systems, and the induction program. During the day, inductees are welcomed to the district by the Superintendent, Assistant Superintendent, and the administrative team. Mentors will join their inductees to provide an opportunity for collaboration and support for curriculum and instruction. Inductees will also participate in technology training with one of the technology specialists. The focus is on foundational technology skills such as attendance reporting, email, etc. Activities and topics addressed through the induction program are aligned with DASD and PDE goals and initiatives. These are: Observation and Evaluation Planning and Preparation Classroom Environment Instructional Delivery Professionalism Meeting the Needs of English Language Learners Data-driven instruction Using technology to improve instruction within and outside of the classroom PDE SAS School Safety Act 13 Teacher evaluation

## 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 4c: Communicating with Families 4e: Growing and Developing Professionally	Year 1 Fall

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 1e: Designing Coherent Instruction	Year 1 Spring, Year 2 Fall, Year 2 Spring, Year 2 Winter, Year 1 Fall, Year 1 Winter

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

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4b: Maintaining Accurate Records  
1c: Setting Instructional Outcomes  
4a: Reflecting on Teaching  
1f: Designing Student Assessments  
3c: Engaging Students in Learning

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## INSTRUCTIONAL PRACTICES

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

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1e: Designing Coherent Instruction  
3a: Communicating with Students  
1d: Demonstrating Knowledge of Resources  
2e: Organizing Physical Space  
1c: Setting Instructional Outcomes  
2d: Managing Student Behavior  
2a: Creating an Environment of Respect and Rapport  
3b: Using Questioning and Discussion Techniques  
1a: Demonstrating Knowledge of Content and Pedagogy  
2c: Managing Classroom Procedures

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

**Selected Danielson Framework(s)**

**Timeline**

3e: Demonstrating Flexibility and Responsiveness  
2b: Establishing a Culture for Learning  
3c: Engaging Students in Learning

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## **SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)**

**Timeline**

2a: Creating an Environment of Respect and Rapport    Year 2 Winter, Year 2 Spring, Year 1 Spring, Year 1 Fall, Year 2 Summer, Year 1 Winter, Year 2 Fall  
1b: Demonstrating Knowledge of Students  
2d: Managing Student Behavior

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## **STANDARDS/CURRICULUM**

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**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of Resources    Year 1 Spring, Year 1 Fall, Year 1 Winter, Year 2 Spring, Year 2 Winter, Year 2 Fall  
1a: Demonstrating Knowledge of

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

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Content and Pedagogy  
3b: Using Questioning and Discussion Techniques  
1c: Setting Instructional Outcomes  
3a: Communicating with Students  
1e: Designing Coherent Instruction  
1f: Designing Student Assessments

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**TECHNOLOGY INSTRUCTION**

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

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2c: Managing Classroom Procedures  
2e: Organizing Physical Space  
3a: Communicating with Students  
1d: Demonstrating Knowledge of Resources  
4b: Maintaining Accurate Records  
3c: Engaging Students in Learning  
3e: Demonstrating Flexibility and Responsiveness

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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 Fall

3e: Demonstrating Flexibility and Responsiveness

4b: Maintaining Accurate Records

4c: Communicating with Families

4a: Reflecting on Teaching

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## DATA INFORMED DECISION MAKING

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

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1c: Setting Instructional Outcomes

Year 1 Spring, Year 1 Fall, Year 1 Winter

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

1f: Designing Student Assessments

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## MATERIALS AND RESOURCES FOR INSTRUCTION

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

1d: Demonstrating Knowledge of Resources

3a: Communicating with Students

1a: Demonstrating Knowledge of Content and Pedagogy

2c: Managing Classroom Procedures

1e: Designing Coherent Instruction

Year 1 Fall, Year 1 Winter, Year 1 Spring

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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

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

Year 1 Winter, Year 1 Spring, Year 1 Fall

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

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

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

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Year 1 Fall

## **PARENTAL AND/OR COMMUNITY INVOLVEMENT**

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

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1b: Demonstrating Knowledge of  
Students  
4f: Showing Professionalism  
4c: Communicating with Families

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Year 1 Fall, Year 1 Spring, Year 1 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**

A survey is administered to evaluate the first two full days of induction at the beginning of the school year. The teachers are also asked to write a reflection following every induction session throughout the year. A final evaluation is administered at the end of the school year.

## 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.

Catherine Houck  
Educator Induction Plan Coordinator

09/21/2022  
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](#).

Kelly K. Cartwright  
Chief School Administrator

09/21/2022  
Date