



705 N. Shady Retreat Rd.  
Doylestown, PA 18901  
Tel: 215-348-2940  
[www.BucksIU.org](http://www.BucksIU.org)

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## **Bucks IU Induction Plan (2022-2028)**

An Induction Plan, as required by Chapter 4 of the Pennsylvania School Code, is a plan for supporting and developing new teachers in accordance to the Chapter 4 guidelines.

While the Bucks County Intermediate Unit #22 is committed to providing resources that are fully accessible to individuals with disabilities, this document has been created through the mandated use of the Pennsylvania Department of Education's (PDE) Future Ready Comprehensive Planning Portal (FRCPP).

If you need assistance accessing any part of this document please contact us at:

Chad Evans  
Bucks County Intermediate Unit  
RE: Induction Plan Accessibility  
705 N. Shady Retreat Rd.  
Doylestown PA 18901  
215-348-2940 ext. 1405  
[Cevans@BucksIU.org](mailto:Cevans@BucksIU.org)

## **BUCKS COUNTY IU 22**

705 N Shady Retreat Rd

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 IU 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

Bucks County Intermediate Unit #22

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705 N. Shady Retreat Rd. , Doylestown, PA 18901

Jennifer Young

jyoung@BucksIU.org

215-348-2940 Ext. 1306

Mark Hoffman

mhoffman@bucksiu.org

## INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the IU’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 IU.

## STEERING COMMITTEE

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Name	Title	Committee Role	Chosen/Appointed by
Pamela Dinan	Supervisor of Education	Administrator	Teacher
Jamie Lill	Program and Training Specialist	Education Specialist	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Melanie Sands	Teacher	Teacher	Teacher
Tracey Vogt	Teacher	Teacher	Teacher
Kathe Bryner	PEI Supervisor	Administrator	Teacher
Mary Jane Laquer	SLP/President of Education Association	Teacher	Teacher
Carli Dovidio	Teacher	Teacher	Teacher

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

By checking each of the following boxes, the IU 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 Intermediate Unit (IU) use to select mentors?

Characteristics used by IU	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 IU 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 IU'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED**

## **CHARACTERISTICS.**

Upon hire of a new teacher, supervisors are asked to select a new teacher mentor keeping in mind the following criteria: history of exemplary performance in his/her role, same or similar position and certification, same or similar area in the county where work is performed, willingness to provide support both in person and through other means of communication. The teacher support specialist communicates expectations with mentor to review induction program, responsibilities of the mentor and inductee and reviews how to submit communication reflection logs using Canvas, our Learning Management System. The teacher support specialist provides monthly updates on the mentor program, highlighting topics regarding best practices in providing support to adult learners and new teachers.



## NEEDS ASSESSMENT

Which of the following characteristics does the Intermediate Unit (IU) use to select mentors?

Characteristics used by IU	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	No
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	No
Other, please specify below	No

## **OTHER**

**BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE IU'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:**

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

The Bucks IU Induction Program is a two-year program that includes a track for full participation (those with a Level 1 teacher certificate or less than 4 years of service) and a modified track (those with a level 2 certificate or more than 4 years of service). All inductees attend Induction Week programming in August which is 5 days of professional development provided either in person and virtually, including topics such as Co-Teaching, Act 13, Writing IEPs, and Progress Monitoring. Participants also attend meetings throughout the school year; 5 meetings are scheduled during the first Induction year, including Technology/AAC, Danielson's Framework, History of the IU, UDL and Traumatic Brain Injury. Three meetings occur during the second year, which is focused on more independent work such as a book study or research project.

## 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**

Year 1 Summer

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## ASSESSMENTS AND PROGRESS MONITORING

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**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments

Year 1 Fall, Year 1 Summer

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## INSTRUCTIONAL PRACTICES

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**Selected Danielson Framework(s)**

**Timeline**

1c: Setting Instructional Outcomes

Year 1 Summer

**Selected Danielson Framework(s)**

**Timeline**

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## **STANDARDS/CURRICULUM**

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**Selected Danielson Framework(s)**

**Timeline**

Year 1 Summer

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## **TECHNOLOGY INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

Year 1 Fall

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

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**Selected Danielson Framework(s)**

**Timeline**

1b: Demonstrating Knowledge of  
Students

Year 1 Summer, Year 1 Winter

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## DATA INFORMED DECISION MAKING

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Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction	Year 1 Summer

## MATERIALS AND RESOURCES FOR INSTRUCTION

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Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	Year 1 Winter, Year 1 Summer

## CLASSROOM AND STUDENT MANAGEMENT

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

2d: Managing Student Behavior

Year 1 Summer

**PARENTAL AND/OR COMMUNITY INVOLVEMENT****Selected Danielson Framework(s)****Timeline**

4c: Communicating with Families

Year 1 Fall, Year 1 Summer

**OTHER****Selected Danielson Framework(s)****Timeline**4d: Participating in a Professional  
CommunityYear 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer,  
Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring

## **EVALUATION AND MONITORING**

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process IUs 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**

The Bucks County Intermediate Unit uses a variety of tools to evaluate and inform decisions. Survey tools such as Formstack and Microsoft Forms are used to gain feedback following professional development activities and to provide opportunities for staff to provide suggestions for trainings that would be helpful to their professional growth. The Bucks IU also use Canvas, an LMS, which allows inductees and mentors to submit reflections on both the Induction Program and the Mentoring Program. These reflections occur monthly for mentors and at least five times per school year for inductees. Informal discussions with Induction staff occur throughout the year during in person classroom visits. Prior to the school year, meetings occur between the teacher support specialist and directors and supervisors of Early Childhood Program, Preschool Early Intervention, School Age and Programs and Services to review the Induction Program content in order to provide alignment and coherence across programs. During meetings, there are discussions based on the needs of the inductees and ways in which we can best meet these needs as an organization.

## 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
IU 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 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

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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](#).

Executive Director

Date