

Bucks County IU 22

Induction Plan (Chapter 49) | 2025 - 2028

Profile

Intermediate Unit Name		AUN
Bucks County Intermediate Unit #22		122000000
Address 1		
705 N. Shady Retreat Rd.		
Address 2		
City	State	Zip Code
Doylestown	PA	18901
Executive Director Name		
Mark Hoffman		
Executive Director Email		
mhoffman@bucksIU.org		
Educator Induction Plan Coordinator Name		
Jennifer Young		
Educator Induction Plan Coordinator Name Email		
JYoung@BucksIU.org		
Educator Induction Plan Coordinator Phone Number		Extension
215-348-2940		

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Lauren Riether	Education Association President/TOD	Other	Teacher
Erin Carson	Director of School Age Programs	Administrator	Administration Personnel
Kristen Heath	Early Intervention Teacher	Teacher	Teacher
Sheri Herman	School Age Teacher	Teacher	Teacher
Nicole Buckman	Related Service Coordinator	Education Specialist	Education Specialist
Shawna Curran	Education Consultant	Teacher	Teacher
Pam Dinan	Supervisor of Education	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? (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?	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	Yes
<p>Other</p> <p>Mentors are chosen based on exemplary experience in their respective fields and their availability and interest in mentoring new staff. Mentors are interviewed and support a caseload of inductees based on their positions. Mentors provide classroom visits, modeling, and support in needed areas of growth.</p>	

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

Potential mentors go through an interview process with the Director of School Age services, the Director of Preschool Early Intervention, Supervisor of Related Services, Supervisor of Education and the Induction Program coordinator. Mentors must meet minimum requirements to be considered including at least four years of exemplary service time at the Bucks County IU, a Master's degree or higher, a Level II instructional certification and a willingness to support new staff. Mentors are chosen based on experience and proven ability to mentor new staff and provide two years of mentorship.

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	Yes
<p>Other The induction coordinator meets regularly throughout the school year to discuss program needs and to plan trainings and events. Trainings are reviewed and input is provided regarding staff who will provide content for each area. The induction program is differentiated based on program (school age, early childhood, related services) and experience level.</p>	

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 Bucks County IU Induction Program is two-years. We have an Induction Week in August of each year which includes five days of programming (three in person and two virtual). Sessions include IEP Writer and IEP Development, Structured Literacy, Positive Behavior Practices, Lesson Planning, Trauma Informed Care and more. We also provide meetings during the school year after school. Seven meetings are offered during the first year and three meetings are required during the second year. The majority of these sessions are in person. Topics include Supporting Multilingual Learners, AAC/AT, Supporting Students with TBI, Mandatory Reporting and Ethics, Co-Curricular Teaching and the History of IUs. Meetings are two hours in length.

Educator Induction Plan Topic Areas

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

2024-2025InductionMeetingScheduleCompPlan.pdf

PreK Counts Induction Week Schedule 2024.pdf

PEI Induction Week Schedule 2024.pdf

School Age Related Services Induction Week Schedule 2024.pdf

School Age Induction Schedule 2024.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Summer

Instructional Practices

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Summer

Standards/Curriculum

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Data informed decision making

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Classroom and student management

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer

Parental and/or community involvement

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter

Year 1 Spring
Year 1 Summer

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

Timeline

Year 1 Winter
Year 1 Summer

Common Ground

Selected Observation and Practice Framework(s):

Timeline

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

Year 3 Winter
Year 3 Spring
Year 3 Summer

Educator Effectiveness

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Summer

Other

Selected Observation and Practice Framework(s):

Timeline

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

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Evaluation and Monitoring

Evaluation and Monitoring

Meetings are held throughout the school year with program directors and supervisors to review the Induction Program plan, including meeting topics. The Induction Coordinator collaborates with administrators to determine facilitators for each training and content that will support staff. Information is gathered on program satisfaction using tools such as Formstack, Microsoft Forms and individual interviews. Questionnaires are sent out periodically to determine training needs from those in the cohort in order to provide formal or informal training opportunities that best meet their needs.

Documentation of Participation and 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.

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
Jennifer Young	2025-01-06

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