

Carbon-Lehigh IU 21

Induction Plan (Chapter 49) | 2024 - 2027

Profile

Intermediate Unit Name		AUN
Carbon-Lehigh Intermediate Unit 21		121000000
Address 1		
4210 Independence Drive		
Address 2		
City	State	Zip Code
Schnecksville	PA	18078
Executive Director Name		
Gregory Koons		
Executive Director Email		
koonsg@cliu.org		
Educator Induction Plan Coordinator Name		
Gretchen Boyer		
Educator Induction Plan Coordinator Name Email		
boyerg1@cliu.org		
Educator Induction Plan Coordinator Phone Number		Extension
610-769-4111		1553

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Gretchen Boyer	Director of Human Resources	Administrator	Administration Personnel
Lisa Schumacher	Assistant Director of Special Programs & Services	Administrator	Administration Personnel
Matthew Martucci	Supervisor of Special Programs & Services	Administrator	Administration Personnel
Clifford Castoral	Special Education Facilitator	Education Specialist	Education Specialist
Michael Heater	Coordinator of Curriculum & Instruction	Administrator	Administration Personnel
Lisa Lux	Teacher	Teacher	Teacher
Jeremy Silimperi	Educational Consultant	Education Specialist	Education Specialist
Cheryl Faustner	HR Specialist	Other	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	No
Other	

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

Human resources provides a pool of candidates based on years of service as well as performance standards. Next, supervisors recommend candidates to the committee for mentorship. The steering committee then works to match mentors with inductees based on assignment and job responsibilities.

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
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 program is a blend of in-person and asynchronous learning. Inductees participate in 5 in person learning days prior to the start of their assignment. The content during these days includes localized policy and procedure, professional ethics, human resources requirements, state and federal mandated trainings (child abuse recognition & reporting, suicide awareness, culturally relevant & sustaining education), overview of CLIU structure and offerings, professional development topics relevant to responsibilities, and school safety. Those inductees who are working on a level I certification also participate in a four module asynchronous learning experience which covers effective instruction, student motivation, PDE standard aligned systems, and technology resources. Mandatory weekly check-ins and monthly face-to-face meetings with the mentor are required as part of the plan.

Educator Induction Plan Topic Areas

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

CLIUInduction.pdf

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 2 Fall

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

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

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

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

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures
4b: Maintaining Accurate Records
2e: Organizing Physical Space

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes
4e: Growing and Developing Professionally
1a: Demonstrating Knowledge of Content and Pedagogy

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

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

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

Selected Observation and Practice Framework(s):

4c: Communicating with Families
3a: Communicating with Students

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

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

2c: Managing Classroom Procedures

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

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

1e: Designing Coherent Instruction

Timeline

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

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

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space

2c: Managing Classroom Procedures

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

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

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

4c: Communicating with Families

4f: Showing Professionalism

Timeline

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

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

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

4e: Growing and Developing Professionally

2a: Creating an Environment of Respect and Rapport

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

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally
1c: Setting Instructional Outcomes
4b: Maintaining Accurate Records
4a: Reflecting on Teaching

Timeline

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

Evaluation and Monitoring

Evaluation and Monitoring

The CLIU induction plan is reevaluated annually by the induction steering committee and includes frequent observations of inductees. Regular communication is emphasized to ensure that desired characteristics are displayed. The CLIU recognizes the need for increased interaction between mentors and inductees with an emphasis in this area during future planning. Additional professional days at the onset of employment are underutilized for this purpose. Survey data is collected from mentors and inductees annually and helps to drive future planning efforts.

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