



# North Hills School District

Educator Induction Program

*Proposed September 2021*



## North Hills School District Educator Induction Program

### Overview

#### **What are the goals of the Educator Induction Program?**

The North Hills School District's Induction Program is designed to support new professional staff and promote a successful transition, to foster a culture for learning, and to develop collaboration and professional rapport between established and newly hired employees.

#### **What are the objectives for the Educator Induction Program?**

- Provide educators with a working knowledge of district curriculum and resources
- Provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching
- Provide educators with basic information and knowledge about the school community, school district, and students in order to increase effectiveness
- Provide training in topics such as
  - PDE Standards Aligned System (SAS)
  - Educator Effectiveness System
  - Data informed decision making
  - Lesson planning, teaching strategies
  - Classroom management and effective interaction with students
  - Parent conferencing
- Provide new educators with staff development experiences to achieve a successful transition into the district's educational program
- Provide experience and professional insights and encouragement to achieve success as new employees
- Provide opportunity for reflection and growth



## North Hills School District Educator Induction Program

### Guidelines for Mentor Teachers

#### Who is a Mentor Teacher?

Mentor teachers are those educators recognized for instructional leadership and their ability to work collaboratively with colleagues. They are respected among their peers for their ability to demonstrate knowledge and skills that help students grow academically and socio-emotionally. Being a mentor is an honor, and mentoring provides the opportunity for leadership. When fully committed to the mentorship, mentors gain valuable experiences in ways that enhance their professional growth as well as that of the Inductee.

A mentor teacher provides the following types of support:

#### Instructional support such as:

- Classroom management
- Standards-based instructional planning and implementation
- Standards-aligned reading strategies
- Differentiated instruction and supports for struggling students
- Peer coaching and conferencing with the beginning teacher
- Instruction for diverse learners in inclusive settings, including ELLs and students with IEPs
- Data-informed decision making

#### Professional support such as:

- Information about school policies and procedures
- Student formative and summative assessments and evaluation
- Educator Effectiveness in accordance with Pennsylvania Act 13 of 2020
- Information about quality professional development opportunities

#### Personal support such as:

- Introductions to other faculty and administrators
- Personal encouragement within the context of a confidential relationship
- Liaison to referral to other key people and resources

#### How are mentor teachers selected?

The criteria below is used to consider professional staff for the role of a mentor teacher.

- Similar certification and assignment
- Outstanding work performance
- Model continuous learning and reflection
- Knowledge of district/school policies, procedures, and resources
- Ability to work with students and other adults
- Willingness to accept additional responsibility
- Mentor training or previous experience
- Compatible schedules so the mentor and inductee can meet regularly
- Training in use and application of the Standards Aligned System
- Understanding the Level of Blooms Taxonomy and Webb's Depth of Knowledge



## North Hills School District Educator Induction Program

### Guidelines for Mentor Teachers continued

- Understanding the concept of promoting further inquiry by asking open-ended questions and using open-ended tasks
- Ability to differentiate instruction that supports higher order thinking skills and the development of metacognitive skills
- Developing quality assessments that are based on standards and eligible content
- Data analysis training (e.g., Pennsylvania Value Added Assessment System [PVAAS])
- Ability to write Student Learning Objectives in accordance with Pennsylvania Act 13 of 2020

#### What is expected of a Mentor Teacher?

Agreeing to serve as a Mentor Teacher is a one-year commitment. Along with the list below, mentor teachers have the responsibility to promote a positive school culture and foster the development of collaborative, collegial relationships for the Inductee.

- Attend Mentor Teacher Training
- Attend beginning of the year induction day with Inductee
- Maintain a confidential relationship with the Inductee
- Meet with the Inductee on a regular basis (*record on Mentor/Inductee Topic Guide*)
- Assist Inductee in completing the *Inductee Action Plan*
- Complete the *Mentor Teacher Assessment of Induction Program*
- Follow the calendar of events for induction and participate as assigned
- Visit the Inductee's Classroom and complete the *Induction Classroom Visit Recording Form* (2 times per semester)
- Invite the Inductee to visit the Mentor Teacher's classroom to view a lesson and complete the *Induction Classroom Visit Recording Form*
- Access the Google Classroom for Induction to access documents, share communication, and submit forms
- Celebrate successes with the Inductee

#### How are Mentor Teachers compensated?

Mentor teachers serve for one year and are compensated only for the first year of their inductee's three-year induction program.

A mentor teacher for an Inductee will be granted one (1) compensatory day for the day of consulting with the inductee and (1) compensatory day for a minimum of seven (7) hours of consultation with the inductee during the course of the school year. In lieu of compensatory days, an employee may request payment of seven (7) hours per compensatory day at the hourly rate set forth above. Determination of the need and assignment of the companion teacher shall be made by the Superintendent or designee and the responsibilities of said companion teacher, inductee, and the principal are included in the induction plan.

A time sheet documenting the 7 hours of conferencing is to be submitted at the conclusion of the school year. Mentor teachers should submit their time sheets to the office of the Director of Elementary Education. If requesting compensatory time, a time sheet should be attached to the Compensatory Day Request Form.



## North Hills School District Educator Induction Program

### Guidelines for Inductees

#### Who is an Inductee?

Inductees may be

- Newly hired contractual employees, including those with experience from another public school district
- Newly hired long-term substitutes working 45 days or more
- Individuals as assigned by administration to participate in activities as appropriate on a case-by-case basis

#### What is expected of an Inductee?

- Attend all orientation and Teacher Induction activities
- Actively participate in mentoring activities and relationships
- Seek out help from colleagues
- Schedule regular meetings with the mentor teacher
- Accept and act upon constructive feedback provided by the mentor teacher
- Schedule visits to classrooms of experienced teachers
- Schedule classroom visit by the mentor
- Complete an evaluation of the Educator Induction Program
- Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) in order to be awarded an Induction Completion Certificate
- Maintain a confidential relationship with the assigned mentor

#### What are the meeting requirements for the Educator Induction Program?

Newly hired contractual employees are required to attend the North Hills School District Educator Induction Program (Year 1, Year 2, and Year 3) that consists of

Year 1 - Three days of in-service prior to the beginning of the school year including orientation, two days of assigned activities including monthly after-school meetings

Year 2 and Year 3 – The equivalent of three days of assigned induction activities each year

Newly hired contractual employees who have previous teaching experience or have acquired tenure in a Pennsylvania public school district are required to attend the North Hills School District Educator Induction Program (Year 1)

Newly hired employees and long-term substitutes hired after the Induction Program has commenced for the school year will be required to complete no more than five days of induction in-service during the first year at the discretion of Administration.



## North Hills School District Educator Induction Program

### Guidelines for Inductees continued

#### **How is information organized for an Inductee?**

In addition to email, written, and personal correspondence, information about the Educator Induction Program will be shared via Google Classroom.

#### **How is Induction related to permanent teacher certification?**

All persons who receive an Instructional I or Vocational Instructional I Certificate on or after June 1, 1987 must present evidence of having successfully completed a PDE-approved induction program in order to qualify for an Instructional II or Vocational Instructional II Certificate. Individuals holding Educational Specialist I Certificates issued in accordance with September 1, 1999 regulations must also complete a PDE-approved Induction program.

#### **How are Inductees compensated?**

Employees who complete the three-year Induction Program will be compensated at \$60/day for each day of attendance in the Induction Program. Said compensation will be issued by the October 15<sup>th</sup> pay of year in which the Prescribed Induction Program is completed. Newly hired contractual employees who have acquired tenure in a Pennsylvania public school district are required to attend induction activities with first-year teachers.



North Hills School District  
Educator Induction Program

**Inductee Action Plan**

Page **1**/2

Inductee \_\_\_\_\_ Assignment \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ School \_\_\_\_\_

1. List the specific areas of focus, in objective format, for the Inductee.

2. List the activities that will be used to support the areas of focus.

**SIGNATURES:**

Inductee

\_\_\_\_\_

Mentor Teacher

\_\_\_\_\_

Principal

\_\_\_\_\_



North Hills School District  
Educator Induction Program

Inductee Action Plan

Page 2/2

**First Semester Reflection:**

Discuss examples that demonstrate growth in the area of focus for the Inductee. List next steps.

**Second Semester Reflection:**

Discuss examples that demonstrate growth in the area of focus for the Inductee. List next steps.

**SIGNATURES:**

Inductee

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Mentor Teacher

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Principal

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Classroom \_\_\_\_\_  
(mentor teacher, inductee, or special education teacher name)

Visitor \_\_\_\_\_  
(mentor teacher or inductee name)

Date \_\_\_\_\_

Subject/Period \_\_\_\_\_

**BEFORE:** Prior to the classroom visit, the inductee and teacher should identify an area of focus for the visit.

**DURING:** Highlight and describe 2 components that were observed in each of the Domains of Professional Practice (domains 1-3). Reference PDE Educator Effectiveness Observation & Practice: Framework for Evaluation: Classroom Teacher for a full description of each domain and component.

**AFTER:** Use the identified area of focus and highlighted components to guide the discussion about the visit.

**Domain 1: Planning and Preparation**

<p><b>Components</b></p> <p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Demonstrating Knowledge of Students</p> <p>1C: Setting Instructional Outcomes</p> <p>1D: Demonstrating Knowledge of Resources</p> <p>1E: Designing Coherent Instruction</p> <p>1F: Designing Student Assessments</p>	<p>Component: _____</p> <p>Description:</p>
	<p>Component: _____</p> <p>Description:</p>

**Domain 2: Classroom Environment**

<b>Components</b>	Component: _____
2A: Creating an Environment of Respect and Rapport	Description:
2B: Establishing a Culture for Learning	
2C: Managing Classroom Procedures	
2D: Managing Student Behavior Expectations	Component: _____
2E: Organizing Physical and Digital Space	Description:

**Domain 3: Instruction**

<b>Components</b>	Component: _____
3A: Communicating with Students	Description:
3B: Questioning and Discussion Techniques	
3C: Engaging Students in Learning Activities and Assignments	
3D: Using Assessment in Instruction	Component: _____
3E: Demonstrating Flexibility and Responsiveness	Description:



North Hills School District  
Educator Induction Program

**Confirmation of Educator Induction Program**

We, the undersigned, agree that \_\_\_\_\_  
has completed the requirements of the North Hills School District Induction Program.

Year 1 \_\_\_\_ School Year \_\_\_\_\_

Year 2 \_\_\_\_ School Year \_\_\_\_\_

Year 3 \_\_\_\_ School Year \_\_\_\_\_

Inductee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

Companion Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

Building Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

District Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

Copy: Inductee Personnel File



North Hills School District  
Educator Induction Program

**Checklist of Documents**

Submit in Google Classroom:

1. Inductee Action Plan
2. Induction Classroom Visit Recording Form (7 Total: 2 Inductee's Visits to Mentor Teacher's Classroom, 1 Inductee's Visit to Special Education Classroom, 4 Mentor Teacher's Visits to Inductee's Classroom)
3. Mentor Teacher/Inductee Guide for Topics
4. Confirmation of Induction Program

Complete Google Form:

1. Assessment of Program (Inductee)
2. Assessment of Program (Mentor Teacher)
3. Assessment of Program (Building Principal)

**NORTH HILLS SD**

135 6th Ave

Induction Plan (Chapter 49) | 2021 - 2024

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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

Public School District

103026902

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Dr. Patrick Mannarino

mannarinop@nhsd.net

## 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
Amy Mathieu	Director of Elementary Education	Administrator	Administration Personnel
Jesse Simpson	Elementary Principal	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Jessica Sapsara	Assistant MS Principal	Administrator	Administration Personnel
John Lesjack	Assistant HS Principal	Administrator	Administration Personnel
Bridget Scherer	Elementary Classroom Teacher	Teacher	Teacher
Lindsay McKamish	MS Autistic Support Teacher	Education Specialist	Teacher
Debra Everhart	HS Teacher	Teacher	Teacher
Marlena Musico	MS Learning Support Teacher	Education Specialist	Teacher

## 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.

Excerpt from the Induction Plan: Who is a Mentor Teacher? Mentor teachers are those educators recognized for instructional leadership and their ability to work collaboratively with colleagues. They are respected among their peers for their ability to demonstrate knowledge and skills that help students grow academically and socio-emotionally. Being a mentor is an honor, and mentoring provides the opportunity for leadership. When fully committed to the mentorship, mentors gain valuable experiences in ways that enhance their professional growth as well as that of the Inductee. A mentor teacher provides the following types of support: Instructional support such as: · Classroom management · Standards-based instructional planning and implementation · Standards-aligned reading strategies · Differentiated instruction and supports for struggling students · Peer coaching and conferencing with the beginning teacher · Instruction for diverse learners in inclusive settings, including ELLs and students with IEPs · Data-informed decision making Professional support such as: · Information about school policies and procedures · Student formative and summative assessments and evaluation · Educator Effectiveness in accordance with Act 82 of 2012 (22 Pa. Code §19.1) · Information about quality professional development opportunities Personal support such as: · Introductions to other faculty and administrators · Personal encouragement within the context of a confidential relationship · Liaison to referral to other key people and resources

How are mentor teachers selected? The criteria below is used to consider professional staff for the role of a mentor teacher. Similar certification and assignment Outstanding work performance Model continuous learning and reflection Knowledge of district/school policies, procedures, and resources Ability to work with students and other adults Willingness to accept additional responsibility Mentor training or previous experience Compatible schedules so the mentor and inductee can meet regularly Training in use and application of the Standards Aligned System Understanding the Level of Blooms Taxonomy and Webb's Depth of Knowledge Understanding the concept of promoting further inquiry by asking open-ended questions and using open-ended tasks Ability to differentiate instruction that supports higher order thinking skills and the development of metacognitive skills Developing quality assessments that are based on standards and eligible content Data analysis training (e.g., Pennsylvania Value Added Assessment System [PVAAS]) Ability to write Student Learning Objectives in accordance with Act 82 of 2012 (22 pa. Code § 19.1) What is expected of a Mentor Teacher? Agreeing to serve as a Mentor Teacher is a one-year commitment. Along with the list below, mentor teachers have the responsibility to promote a positive school culture and foster the development of collaborative, collegial relationships for the Inductee. Participate in Mentor Teacher Training Attend beginning of the year induction day with Inductee Maintain a confidential relationship with the Inductee Meet with the Inductee on a regular basis (record on Induction Checklist) Assist Inductee in completing the Inductee Action Plan Complete the Mentor Teacher Assessment of Induction Program Follow the calendar of events for induction and participate as assigned Visit the Inductee's Classroom and complete the Mentor Teacher

Classroom Visit Form. (2 times per semester) Access the Google Classroom “NHSD Induction – First Year” to access documents and submit forms Celebrate successes with the Inductee

## 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)	No
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	No
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**

Program Structure: -Three year induction plan -Year One: three induction days scheduled before the beginning of the school for transition activities and training; mentor teachers attend with inductees (one day), additional formal training throughout the school year, inductee/Mentor sessions throughout the school year; peer observation with mentor teacher -Year Two and Year Three: study groups and ongoing training  
Content: -Introduction of district administrators and staff -Introduction to curriculum and resources -Technology distribution and training - Overview of district procedures -Topic list for inductee/mentor meetings -Communication Strategies -Special Education and Student Services - Classroom Management -Google Classroom Setup  
Meeting Frequency: Year One - 3 days before start of school year; monthly check-ins and training (whole group); periodic meetings with mentor teacher no less than 7 hours  
Years Two and Three - 2 days  
Delivery Format: Combination of in-person meetings/training, asynchronous online work, book study, mentor-inductee meetings and classroom visits, and live streaming

## **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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<b>Selected Danielson Framework(s)</b>	<b>Timeline</b>
4f: Showing Professionalism	Year 1 Fall

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## **ASSESSMENTS AND PROGRESS MONITORING**

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<b>Selected Danielson Framework(s)</b>	<b>Timeline</b>
3d: Using Assessment in Instruction 1f: Designing Student Assessments 4c: Communicating with Families	Year 1 Winter, Year 2 Spring, Year 2 Fall, Year 1 Spring, Year 1 Fall, Year 2 Winter

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## **INSTRUCTIONAL PRACTICES**

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

3b: Using Questioning and Discussion Techniques

Year 1 Fall, Year 2 Winter, Year 3 Spring, Year 2 Fall, Year 3 Winter, Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 3 Fall

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

3a: Communicating with Students

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

**SAFE AND SUPPORTIVE SCHOOLS****Selected Danielson Framework(s)****Timeline**

3c: Engaging Students in Learning

Year 1 Fall, Year 1 Winter, Year 1 Spring

2d: Managing Student Behavior

1b: Demonstrating Knowledge of Students

4c: Communicating with Families

2a: Creating and Environment of Respect and Rapport

**STANDARDS/CURRICULUM**

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

1a: Demonstrating Knowledge of  
Content and Pedagogy

Year 1 Spring, Year 1 Fall, Year 1 Winter

1d: Demonstrating Knowledge of  
Resources

1e: Designing Coherent Instruction

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## **TECHNOLOGY INSTRUCTION**

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

2b: Establishing a Culture for Learning

Year 1 Fall, Year 1 Spring, Year 1 Winter

1d: Demonstrating Knowledge of  
Resources

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and  
Responsiveness

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

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

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1f: Designing Student Assessments 3c: Engaging Students in Learning 4b: Maintaining Accurate Records 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 4a: Reflecting on Teaching	Year 1 Fall, Year 1 Spring, Year 1 Winter
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**ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS****Selected Danielson Framework(s)****Timeline**

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1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness	Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Winter, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter, Year 3 Spring
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**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of Resources  
3b: Using Questioning and Discussion Techniques  
1a: Demonstrating Knowledge of Content and Pedagogy  
2a: Creating and Environment of Respect and Rapport  
3d: Using Assessment in Instruction  
1f: Designing Student Assessments  
3c: Engaging Students in Learning

**DATA INFORMED DECISION MAKING**

**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction  
3b: Using Questioning and Discussion Techniques  
1b: Demonstrating Knowledge of Students  
3a: Communicating with Students  
1f: Designing Student Assessments  
4a: Reflecting on Teaching

Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Spring, Year 2 Fall, Year 3 Winter, Year 1 Fall, Year 2 Winter, Year 3 Spring

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

2b: Establishing a Culture for Learning  
4b: Maintaining Accurate Records

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## **MATERIALS AND RESOURCES FOR INSTRUCTION**

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

1a: Demonstrating Knowledge of  
Content and Pedagogy  
1d: Demonstrating Knowledge of  
Resources

Year 1 Winter, Year 1 Spring, Year 1 Fall

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## **CLASSROOM AND STUDENT MANAGEMENT**

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

2a: Creating and Environment of  
Respect and Rapport  
2e: Organizing Physical Space  
1e: Designing Coherent Instruction  
2d: Managing Student Behavior  
1c: Setting Instructional Outcomes

Year 1 Spring, Year 1 Winter, Year 1 Fall

**Selected Danielson Framework(s)**

**Timeline**

2c: Managing Classroom Procedures

1b: Demonstrating Knowledge of  
Students

2b: Establishing a Culture for Learning

**PARENTAL AND/OR COMMUNITY INVOLVEMENT**

**Selected Danielson Framework(s)**

**Timeline**

4c: Communicating with Families

3a: Communicating with Students

4f: Showing Professionalism

Year 1 Spring, Year 1 Winter, Year 1 Fall

**OTHER**

**Selected Danielson Framework(s)**

**Timeline**

Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Winter, Year 2 Winter, Year 3 Winter, 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 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**

Yearly review of Inductee Evaluation of Program, Mentor Teacher Evaluation of Program, and Principal Evaluation of Program Induction Committee review of program at least every 6-years and as frequently as needed

## 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.

Amy Mathieu

09/10/2021

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.

Patrick Mannarino

09/10/2021

Superintendent/Chief Executive Officer

Date