

Selinsgrove Area SD

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
Selinsgrove Area School District		116557103
Address 1		
329 Seals Avenue		
Address 2		
City	State	Zip Code
Selinsgrove	PA	17870
Chief School Administrator		
Dr. Frank R. Jankowski		
Chief School Administrator Email		
fjankowski@seal-pa.org		
Educator Induction Plan Coordinator Name		
Matt Lehman		
Educator Induction Plan Coordinator Name Email		
mlehman@seal-pa.org		
Educator Induction Plan Coordinator Phone Number	Extension	
570-372-2230		

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Brian Parise	Assistant Superintendent	Administrator	Administration Personnel
Matt Conrad	High School Principal	Administrator	Administration Personnel
John Bohle	Middle School Principal	Administrator	Administration Personnel
Paul Bozella	Intermediate School Principal	Administrator	Administration Personnel
Damian Gessel	Elementary School Principal	Administrator	Administration Personnel
Matt Lehman	Committee Chair/Guidance Counselor	Education Specialist	Education Specialist
Steph Underhill	Math Teacher	Teacher	Teacher
Susan Roup	Parent	Administrator	Administration Personnel
Susan Lipsey	Director of Special Education	Administrator	Administration Personnel
Colton Moyer	MS Assistant Principal	Administrator	Administration Personnel
Michelle Garman	ES/IS Assistant Principal	Administrator	Administration Personnel
Caitlyn Swank	HS Assistant Principal	Administrator	Administration Personnel

Educator Induction Plan

<p>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)</p>	Yes
<p>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)</p>	Yes
<p>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)</p>	Yes
<p>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)</p>	Yes
<p>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)</p>	Yes
<p>Does the induction plan:</p> <p>a. Assess the needs of inductees?</p>	Yes
<p>b. Describe how the program will be structured?</p>	Yes
<p>c. Describe what content will be included, along with the delivery format and timeframe?</p>	Yes
<p>d. Include a two-year induction program effective the 2024-2025 school year?</p>	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.

Prospective mentors participate in an application process and are selected by a team of Induction Committee Members in conjunction with building-level and district-level administrators. In cases where there are few applicants, administrators will personally request/ask veteran teachers to serve as mentors.

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**

BEGINNING TEACHER INDUCTION PLAN

I. Goals and Objectives

A. Goal

1. To support and to enhance an orderly and successful passage of the beginning teacher through the initial two-year teaching period.

B. Objectives

1. To help new teachers:

a. Understand the needs of their students

- b. Improve teaching skills by knowing, understanding and implementing instructional practices validated by the District as known to improve student achievement.
 - c. Improve classroom management skills by knowing and applying District endorsed classroom management strategies.
 - d. Understand school district and building policies and procedures.
 - e. Assess their professional development.
 - f. Enhance their development throughout the initial teaching period.
 - g. Know and utilize school resources that are available to assist students in crisis
 - h. Know the basic details and expectations related to District-wide initiatives, practices, policies and procedures.
 - i. Know, understand and implement instructional practices validated by the District as known to improve student achievement.
- II. Structure
- A. District Induction Council
- 1. Composition
 - a. Superintendent or his/her designee
 - b. High School Principal or his/her designee
 - c. Middle School Principal or his/her designee
 - d. Intermediate School Principal or his/her designee
 - e. Elementary School Principal or his/her designee
 - f. One professional employee from the high school level
 - g. One professional employee from the middle school level
 - h. One professional employee from the intermediate school level
 - i. One professional employee from the elementary school level

- j. One council elected chairperson
- 2. Function
 - a. To formulate, initiate, and evaluate the Induction Plan
 - b. To serve as an advisory group for the Induction process
 - c. To review Induction logs and checklists
- 4. Meetings

The District Induction Council shall meet:

- (1) Beginning of the school year
- (2) For purposes of a mid-year evaluation, as needed
- (3) At the end of the school year
- (4) Additional meetings shall be held as deemed necessary by the Council
- B. Mentor
 - 1. Criteria
 - a. A volunteer from a pool of tenured professional employees who has taught within the Selinsgrove Area School District for a minimum of one school year
 - b. Preferable to be assigned to the same building and department/ similar certifications and assignments
 - c. Must complete beginning of year mentor training or have previous related experience
 - d. Demonstrate satisfactory/ proficient or outstanding work performance
 - e. Willing to accept additional responsibility
 - f. Must have demonstrated ability to work effectively with students and other adults
 - g. Must have knowledge of District/School policies, procedures and resources

- h. Must model continuous learning and reflection
- 2. Application Procedures
 - a. Interested members shall apply in writing to the Induction Council (see Appendix A)
 - b. The District Council will keep an updated listing of available mentors (see Appendix B)
 - c. New applications for mentors will be received by the Chairperson at any time
 - d. In order to remove one's name from the mentor listing, a written request must be made to the Chairperson
- 3. Selection Procedures
 - a. Selection of a specific mentor for an inductee will be determined by the Building Principal and the faculty representative from the Induction Council, both at the appropriate level, and contact will be made by committee chair
 - b. Selection of the mentor shall be prior to the orientation of the new employee
 - c. If suitable mentors are available, each mentor will have no more than one inductee at the same time
- 4. Qualities of the Mentor
 - a. Recognized as an excellent professional employee who has knowledge of the following:
 - (1) School district policies and procedures
 - (2) Curriculum and instructional techniques
 - (3) Problem-solving skills
 - (4) Decision-making skills
 - (5) Testing and measurement skills
 - (6) Classroom management skills
 - (7) Ability to work well with children and adults
 - (8) Personal qualities that enhance a mentor-inductee relationship

5. Role of the Mentor
 - a. Attend building level orientation day with new employee
 - b. Establish rapport as a helping person
 - c. Help new employee to identify most immediate and pressing needs
 - d. Help with ways to organize and manage the classroom
 - e. Suggest ways to plan for instruction
 - f. Arrange peer-support teacher exchange visits and feedback sessions
 - g. Suggest group procedure for instruction
 - h. Help with ways to teach curriculum
 - i. Help with all aspects of the teaching process
 - j. Suggest ways to communicate with parents
 - k. Serve as a sounding board
 - l. Help obtain available resources (materials and support services)
 - m. Confer with inductee one (1) time per week (Year 1); every three weeks (Year 2)
 - n. Review Board Policy Manual and Guidelines
 - o. Review existing Professional Employees contract
 - p. Participate with inductee in training seminars provided by District
 - q. If requested, notify building administrator/ supervisor of scheduled meetings with mentee
6. Preparation of the Mentor
 - a. The preparation program for the mentor shall include an understanding of the Induction Program and:
 - (1) Methods of helping the inductee understand, assess, and determine the needs of their students

- (2) Knowledge of curriculum
- (3) Knowledge of areas of concern of new teachers
- (4) Knowledge of classroom management procedures
- (5) Knowledge of effective instruction
- (6) Knowledge and practice in conference skills
- (7) Sharing experience
- (8) Communication and interpersonal skills
- (9) Problem-solving and decision-making skills
- (10) Knowledge of the Framework for Teaching (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities)

b. Every effort will be made by the Induction Council to involve external resource personnel and services as part of the Mentor preparation program

7. Compensation of Mentor

- a. See Contract – Appendix J
- b. Maximum compensation of \$513.00 based on completion of all components of Mentor Contract

8. Condition of Participation

- a. Released time for exchange visits as per contract
- b. Preparation time should remain intact

C. Inductee

1. Definition of Inductee

- a. New to the profession

- b. New to the district
- c. Long-term substitute
- d. Level/building changes of professional position
- 2. Condition of Participation
 - a. Released time for exchange visits – as per contract
 - b. Preparation time should remain intact
- 3. Training of Inductee – YEAR 1
 - 1) District Level Orientation
 - a. Review district-wide goals and objectives (Superintendent/Assistant to the Superintendent C& I) to include:
 - b. Comprehensive Plan
 - c. Professional Education and Growth Plan
 - d. Assessment Plan
 - 2) Review PDE Professional Ethics Principles and Framework Guidelines
 - a. Responsibility to the Profession
 - b. Responsibility for Professional Competence
 - c. Responsibility to Students
 - d. Responsibility to the school Community
 - e. Responsibility and Ethical Use of Technology
 - 3) Review/Introduce PDE Culturally Relevant and Sustaining Education Program Framework
 - a. Competency 1: Reflect on One’s Cultural Lens
 - b. Competency 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System

- c. Competency 3: Design and Facilitate Culturally Relevant Learning that Brings Real-World Experiences into Educational Spaces
 - d. Competency 4: Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed
 - e. Competency 5: Promote Asset-based Perspectives about Differences
 - f. Competency 6: Collaborate with Families and Communities through Authentic Engagement Practices
 - g. Competency 7: Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families
 - h. Competency 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success
 - i. Competency 9: Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use
- 4) Act 13/Act 82 – Educator Effectiveness
 - 5) Access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in District curricula
 - 6) District Technology (Network Administrator, if available)
 - 7) Student Management System (Sapphire) Training
 - 8) Review needs of special learners/ Special Education Plan (Assistant to the Superintendent Special Education)
 - 9) Review of Bargaining Unit Contract
 - 10) Discuss public relations and professional ethics as they relate to the educational process
 - a. Tenure procedures
 - b. Certification information
 - 11) Induction Plan (Chair) or Designee • Student Management System (Sapphire) Training • Information on benefits package
 (Business Office)- Individually scheduled • Payroll procedures (Business Office)- Individually scheduled b.
 Building Level Orientation – Year 1

- (1) Present building/level goals and objectives, and general philosophy of the age level to which instruction will be provided and know the basic details and expectations related to school initiatives, practices and procedures.
- (2) Review of student handbook and policies
- (3) Review observation/evaluation process
- (4) Discuss grading and recording system
- (5) Present record keeping procedures
- (6) Discuss procedures and forms/ AESOP/Frontline for absence from school
- (7) Review non-instructional duties with Inductee
- (8) Review teaching schedule
- (9) Explain class rosters and/or resourced period assignments
- (10) Review curriculum guide, teacher handbook, and teacher plan book
- (11) Discuss methods of effective discipline and ways in which disciplinary referrals should be handled
- (12) Explain drop/ add procedures
- (13) Review material requisition procedures
- (14) Discuss lesson plans (include sample)
- (15) Explain activity account voucher and procedures
- (16) Discuss late pass, admittance and removal from class, and attendance procedures
- (17) Review Board Policy No. 218 - Student Discipline - Reasonable Physical Force
- (18) Explain forms relating to student services (i.e., student insurance, free/reduced lunch, etc.)
- (19) Discuss field trip procedures
- (20) Explain policy on unusual student behavior and services provided by school nurse

- (21) Present procedures needed for textbook requisitions and justification
 - (22) Review teacher job description
 - (23) Discuss needs of special learners (i.e., resource classes, enrichment, etc.)
 - (24) Explain emergency procedures and evacuation policy
 - (25) Explain parent/teacher conference, student/teacher conference, and incident documentation forms
 - (26) Review PA State Assessment System
 - (27) Provide information for group and individual student testing
- 4. Provisions for Inductee
 - a. Attempts will be made to provide Act 48 credit, if possible
 - b. Certificate of recognition upon completion of the two-year mentor program. (see Appendix I)
- III. Program Evaluation Evaluation of the program will be conducted by the Induction Council at the end of the school year with input from mentors and inductees.

Revised Induction Plan Prepared:

Revised – May 25, 2005

Revised – June 30, 2006

Revised – July, 2013

Revised- August 3, 2015

Revised – August 1, 2021

Revised August, 2023

Revised- March 2024

Educator Induction Plan Topic Areas

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

Beginning Teacher Induction Plan Rev March 2024.docx

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4c: Communicating with Families

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

4b: Maintaining Accurate Records

4d: Participating in a Professional Community

4f: Showing Professionalism

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

4c: Communicating with Families

3d: Using Assessment in Instruction

1f: Designing Student Assessments

4b: Maintaining Accurate Records

3a: Communicating with Students

Timeline

Year 1 Fall

Year 2 Fall

Instructional Practices

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

3a: Communicating with Students

3d: Using Assessment in Instruction

3b: Using Questioning and Discussion Techniques

3e: Demonstrating Flexibility and Responsiveness

3c: Engaging Students in Learning

Timeline

Year 1 Winter

Year 1 Spring

Year 2 Winter

Year 2 Spring

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

Timeline

Year 1 Fall

Year 2 Fall

Standards/Curriculum

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Year 2 Winter

Technology Instruction

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

Timeline

Year 1 Fall

Year 2 Fall

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4b: Maintaining Accurate Records

4c: Communicating with Families

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Year 2 Winter

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

1c: Setting Instructional Outcomes

2a: Creating an Environment of Respect and Rapport

3c: Engaging Students in Learning

Timeline

Year 1 Fall

Year 2 Fall

Data informed decision making

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and Responsiveness

4b: Maintaining Accurate Records

4a: Reflecting on Teaching

1f: Designing Student Assessments

1e: Designing Coherent Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Year 2 Winter

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Year 2 Winter

Classroom and student management

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

3c: Engaging Students in Learning

2d: Managing Student Behavior

Timeline

Year 1 Winter
Year 1 Spring
Year 2 Winter
Year 2 Spring

Parental and/or community involvement

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community
4c: Communicating with Families
3c: Engaging Students in Learning

Timeline

Year 1 Spring
Year 2 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4b: Maintaining Accurate Records
4e: Growing and Developing Professionally
4a: Reflecting on Teaching
4f: Showing Professionalism
4d: Participating in a Professional Community
4c: Communicating with Families

Timeline

Year 1 Fall

Year 2 Fall

Culturally Relevant and Sustaining Education Program Framework Guidelines

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

1d: Demonstrating Knowledge of Resources

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

Timeline

Year 1 Fall

Year 2 Fall

Educator Effectiveness

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

Timeline

Year 1 Fall

Year 2 Fall

Evaluation and Monitoring

Evaluation and Monitoring

Participants in all phases of the induction process are surveyed annually. This included mentors and mentees. The Induction Committee meets multiple times per year in order to analyze the program and its effectiveness. The Assistant Superintendent also interviews inductees formally and informally upon completion of each phase.

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

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