

**Moon Area SD**

Induction Plan (Chapter 49) | 2024 - 2027

## Profile

<b>LEA Type</b>		AUN
Moon Area School District		103026363
<b>Address 1</b>		
8353 University Blvd.		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Moon Township	PA	15108
<b>Chief School Administrator</b>		
Barry Balaski		
<b>Chief School Administrator Email</b>		
bbalaski@moonarea.net		
<b>Educator Induction Plan Coordinator Name</b>		
Susan Kazmierczak		
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skazmierczak@moonarea.net		
<b>Educator Induction Plan Coordinator Phone Number</b>		<b>Extension</b>
412-264-9440		4001

## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Mr. Barry Balaski	Superintendent	Administrator	Administration Personnel
Dr. Jason D'Alesio	Assistant Superintendent	Administrator	Administration Personnel
Dr. Susan Kazmierczak	Elementary Principal	Administrator	Administration Personnel
Mrs. Ashley Beeson	Elementary Principal	Administrator	Administration Personnel
Mrs. Kellie Crago	Human Resource Benefits and Payroll Supervisor	Administrator	Administration Personnel
Dr. Lucas Furlow	Elementary Principal	Administrator	Administration Personnel
Mr. David Gallup	Assistant Director of Curriculum/Safety and Security Director	Administrator	Administration Personnel
Mr. Michael Haslett	Director of Pupil Services	Administrator	Administration Personnel
Mrs. Melissa Heasley	Middle School Principal	Administrator	Administration Personnel
Ms. Nicole Hegerich	Assistant High School Principal	Administrator	Administration Personnel
Mr. Joseph Johnson	Elementary Principal	Administrator	Administration Personnel
Dr. Mary Raforth	Community Member	Other	Administration Personnel
Ms. Lynn Tatala	Community Member	Other	Administration Personnel
Dr. Lauren Morgan	Director of Curriculum and Instruction	Administrator	Administration Personnel
Dr. Julie Moore	Elementary Principal	Administrator	Administration Personnel
Ms. Megan Geddes	Assistant Middle School Principal	Administrator	Administration Personnel
Mr. Ryan Matsook	High School Principal	Administrator	Administration Personnel
Ms. Sue Spade	Community Member	Other	Administration Personnel
Dr. Kim Prevost	Director of Data and Analysis	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(24 P.S. § 11-1138.8 (c)(3)</a> and <a href="#">22 Pa Code, 49.16 )</a>	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
<b>Other</b>	

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

All tenured teachers have the opportunity to apply to become a mentor on an annual basis. From the list of teachers who have applied, the principal will select and recommend mentor teachers to the Assistant Superintendent. The Moon Area Education Association (MEA) and the Assistant Superintendent will mutually agree on the mentor assignment. The desirable qualities of the mentor are used as a guide during the selection process. One mentor is assigned for each inductee. Every attempt is made to match inductees with mentor teachers in the same content area and building. In cases where that may not be possible, principals work together to provide time for the mentor and inductee to meet regularly. All mentor teachers are trained internally by the school district with support from local colleges, universities, and /or intermediate unit through workshops as needed.

## 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
<b>Other</b>	

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 Moon Area School District Induction Program provides support for the new teacher/professional employee to help ensure a successful transition into the district. The monthly meetings are led by district administrators and are held in person. Inductees have a mentor who assists the administration with teaching the inductees how to develop effective working relationships with colleagues, administrators, parents, and the community. Inductees will be afforded opportunities to participate in professional growth activities. Inductees and mentors meet informally on a regular basis to support the ongoing needs of the inductee. Formal meetings of all mentors and inductees also occur monthly to provide professional development in key content areas that are pertinent to the inductee. Content for monthly meeting includes the following topics: Induction Handbook, Standards Aligned System and PA Standards, Assessment and Data Analysis, Technology Resources, School Safety and Security, Special Education, and English Language Development.



## Educator Induction Plan Topic Areas

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

Teacher Induction Program 23-24\_AEL edits\_b2df3474.docx

### **Selected Observation and Practice Framework(s):**

#### **Timeline**

Year 1 Fall  
Year 2 Fall  
Year 3 Fall

### **Selected Observation and Practice Framework(s):**

1f: Designing Student Assessments  
3d: Using Assessment in Instruction  
1d: Demonstrating Knowledge of Resources

#### **Timeline**

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

### **Selected Observation and Practice Framework(s):**

3e: Demonstrating Flexibility and Responsiveness  
2a: Creating an Environment of Respect and Rapport  
2c: Managing Classroom Procedures

**Timeline**

Year 1 Fall  
Year 2 Fall  
Year 3 Fall

**Selected Observation and Practice Framework(s):**

1e: Designing Coherent Instruction  
1d: Demonstrating Knowledge of Resources  
1a: Demonstrating Knowledge of Content and Pedagogy

**Timeline**

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

**Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources  
3a: Communicating with Students  
4d: Participating in a Professional Community  
3c: Engaging Students in Learning

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 3 Fall

Year 3 Winter

Year 3 Spring

**Selected Observation and Practice Framework(s):**

4b: Maintaining Accurate Records

4c: Communicating with Families

**Timeline**

Year 1 Fall

Year 2 Fall

Year 3 Fall

**Selected Observation and Practice Framework(s):**

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

**Timeline**

Year 1 Fall

Year 2 Fall

Year 3 Fall

**Selected Observation and Practice Framework(s):**

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

1d: Demonstrating Knowledge of Resources

1f: Designing Student Assessments

4b: Maintaining Accurate Records

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

**Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources

4b: Maintaining Accurate Records

3c: Engaging Students in Learning

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

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

**Selected Observation and Practice Framework(s):**

4c: Communicating with Families

**Timeline**

Year 1 Winter  
Year 2 Winter  
Year 3 Winter

**Selected Observation and Practice Framework(s):**

4a: Reflecting on Teaching  
1f: Designing Student Assessments  
1c: Setting Instructional Outcomes  
4e: Growing and Developing Professionally  
4d: Participating in a Professional Community  
1d: Demonstrating Knowledge of Resources  
1e: Designing Coherent Instruction

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 2 Fall  
Year 2 Winter  
Year 3 Fall  
Year 3 Winter

**Selected Observation and Practice Framework(s):**

3e: Demonstrating Flexibility and Responsiveness

4f: Showing Professionalism

4e: Growing and Developing Professionally

**Timeline**

Year 1 Fall

Year 2 Fall

Year 3 Fall

## Evaluation and Monitoring

### **Evaluation and Monitoring**

Inductees and their mentors in years 1 and 2 create an electronic portfolio of items such as goals, peer observations, inductee observations, summaries, book study, etc. to demonstrate what they have learned through the year's induction program and how it has helped them to grow as a professional. Inductees in year 3 present to the years 1 and 2 inductee a final culmination project that illustrates what they have learned from the induction program during their three years. Inductees in year 3 also submit a writing assignment each month that relates to their growth as a professional through the book study. Administrators review all teacher work that is submitted to monitor professional growth of the teachers involved in the induction program. Administrators look for phrases that align with the Danielson Framework as indicators of growth within the four domains. Future programming may be adjusted to strengthen any areas within the framework that need to be addressed to a greater extent.

## 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