

**Mifflinburg Area SD**

Induction Plan (Chapter 49) | 2024 - 2027

## Profile

<b>LEA Type</b>	AUN	
School District	116605003	
<b>Address 1</b>		
178 Maple St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Mifflinburg	PA	17844
<b>Chief School Administrator</b>		
Dr Kenneth J Dady Jr		
<b>Chief School Administrator Email</b>		
kdady@mifflinburg.org		
<b>Educator Induction Plan Coordinator Name</b>		
Dr. Sandra Mattocks		
<b>Educator Induction Plan Coordinator Name Email</b>		
smattocks@mifflinburg.org		
<b>Educator Induction Plan Coordinator Phone Number</b>	<b>Extension</b>	
5709668200	8335	

## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
James R Case	Elementary School Principal	Administrator	Administration Personnel
Mrs. Emily Gaugler	Elementary School Parent	Other	Administration Personnel
Mr. Philip Heggenstaller	Intermediate School Principal	Administrator	Administration Personnel
Mr. Daryl Hunsberger	Middle School Principal	Administrator	Administration Personnel
Mrs. Erica Underhill	Middle School Teacher/Dept Lead	Teacher	Teacher
Mrs. Crystal Nylund	Middle School Teacher/Dept Lead	Teacher	Teacher
Mrs. Debra Rapson	Middle School Teacher/Dept Lead	Teacher	Teacher
Mrs. Corrie Post	Community Member	Other	Administration Personnel
Mrs. Jennifer Brubaker	Community Member	Other	Administration Personnel
Mrs. Janell Weaver	Parent	Other	Administration Personnel
Mr. Jeremiah Allen	High School Principal	Administrator	Administration Personnel
Dr. Ken Dady, Jr.	Superintendent	Administrator	Administration Personnel
Mrs. Amy Wehr	Parent	Other	Administration Personnel
Mr. Duane Snayberger	High School Ass't Principal	Administrator	Administration Personnel
Mrs. Mindy Criswell	High School Parent	Other	Administration Personnel
Mrs. Beth Faunce	High School Teacher/Dept Lead	Teacher	Teacher
Mrs. Renee Jilinski	Business Administrator	Administrator	Administration Personnel
Dr. Sandra Mattocks	Director of Curriculum and Instruction	Administrator	Administration Personnel
Mrs. Jane Spickler	Special Education Supervisor	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) and 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.**

It is important for the mentor to understand his or her role in the induction process. The Director of Curriculum and Instruction discusses with the Building Principal or Special Education Supervisor prospective candidates for mentoring new professional employees. Careful consideration goes into the selection of a mentor, including the level of experience and performance of the mentor, similar subject and grade-level experiences, willingness to continue learning and reflecting on instructional practices and professionalism, knowledge and understanding of the district’s policies, procedures, and resources, and the manner in which the mentor collaboratively works with colleagues. The Director of Curriculum and Instruction conducts an orientation for new professional employees and their mentors and regularly meets with them as a group or individually when needed. A Mentor Implementation Plan is provided to mentors at the beginning of their assignment that lists specific topics to be discussed with their inductee every marking period.

## 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	No
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**

Mifflinburg Area School District strives to provide support for new professional employees. The goals of the induction program are to: 1) build professional relationships among the inductee, mentor, and other new professional employees; 2) develop and maintain positive attitudes for the continued study of teaching and learning; 3) assist to fulfill their role in accomplishing the district's mission, curricular goals, and state standards; 4) to familiarize the new professional employee with the school district and building policies, procedures and expectations; 5) instill effective management techniques and procedures to facilitate learning; 6) support the development of the knowledge and skills needed by new professional employees to be successful; 7) integrate new professional employees into the social system of the school, the district, and the community; 8) continue the retention of excellent professional employees in the profession; 9) foster lifelong learning in new professional employees; 10) develop and enhance the new professional employee's instructional skills; 11) provide opportunities for the new professional employee to observe others; and 12) meet the district's obligation to provide induction for new professional employees.

The Director of Curriculum and Instruction holds an orientation with new professional employees and their mentors at the beginning of each school year. If new professional employees are hired during the school year, a mentor is immediately assigned to the new professional employee. The Director of Curriculum and Instruction holds an orientation meeting with the new professional employee and mentor soon after the new employee is hired. Each new professional employee is encouraged to complete a needs assessment to share with his or her mentor so the mentor can provide appropriate support. The mentor is required to meet with their inductee as needed but no less than once a month. An anecdotal report is completed each quarter to document the required meetings that includes a reflection piece on the previous quarter and a plan for focus areas for the next quarter. The Director of Curriculum and Instruction meets with new professional employees and their mentors as a group every month. During those meetings, each building administrator provides a presentation and discussion around a specific domain of the Danielson Framework for Supervision and Evaluation. Other content discussed in the quarterly meetings include, but is not limited to and may vary, the district's philosophy of Special Education, parent and family engagement, district technology, and trauma-informed classroom interaction strategies. Additionally, the inductee and mentor are required to observe each other once a quarter and discuss their observations. The inductee and mentor are also required to observe another teacher once each semester. The inductee completes a mid-year review and an end-of-year evaluation. The Building Principal is the direct supervisor of the new professional employee assigned to their building and is responsible for regularly discussing the new professional employee's successes and areas of need as well as conducting mid-year and end-of-year observations and evaluations. Each new professional employee completes a program evaluation at the end of their induction program. Such feedback helps new professional employees reflect on their own areas of strength and needs and allows the district to continue to improve its program responsive to the needs of new professional employees and the district's expectations.

## **Educator Induction Plan Topic Areas**

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

Two-year Induction Plan.pdf

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

3c: Engaging Students in Learning

2d: Managing Student Behavior

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

### **Timeline**

Year 1 Fall

Year 1 Winter

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

4e: Growing and Developing Professionally

4f: Showing Professionalism

### **Timeline**

Year 2 Fall

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

- 2b: Establishing a Culture for Learning
- 1b: Demonstrating Knowledge of Students
- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning

**Timeline**

Year 1 Winter

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

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2a: Creating an Environment of Respect and Rapport
- 3b: Using Questioning and Discussion Techniques
- 4c: Communicating with Families
- 1e: Designing Coherent Instruction
- 2e: Organizing Physical Space
- 4a: Reflecting on Teaching
- 1b: Demonstrating Knowledge of Students
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 4d: Participating in a Professional Community
- 1c: Setting Instructional Outcomes
- 2c: Managing Classroom Procedures
- 3d: Using Assessment in Instruction
- 4e: Growing and Developing Professionally
- 1f: Designing Student Assessments
- 3a: Communicating with Students
- 4b: Maintaining Accurate Records

1d: Demonstrating Knowledge of Resources

2d: Managing Student Behavior

3e: Demonstrating Flexibility and Responsiveness

4f: Showing Professionalism

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

## Evaluation and Monitoring

### Evaluation and Monitoring

As part of the quarterly anecdotal report, the inductee is asked to reflect on the previous quarter and identify goals and action steps for the next quarter. The mid-year review consists of the following questions: 1) How can you tell that you are being successful in your new position? 2) What systems or ideals do you have in place to facilitate your success as an educator? 3) Evaluate the success of your school year so far? 4) What additional assistance or support do you feel may help you in the months to come? and 5) How have you made use of the thoughts and ideas presented in your support material? For the end-of-year program evaluation, the inductee is asked the following: 1) to briefly explain how the induction program did or did not provide the support needed to make the transition to a professional staff position in our district; 2) to identify what items or activities would they suggest the district add to the program to better assist a new professional employee; 3) what items or activities could be deleted from the program; and 4) to what extent (good, fair, poor) did the program address the following objectives: improvement of instructional skills, adjustment to the district, adjustment to the building, adjustment to student needs, and professional development.

## 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