



## Profile

<b>LEA Type</b>	AUN	
State College Area School District	110148002	
<b>Address 1</b>		
240 Villa Crest Drive		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
State College	PA	16801
<b>Chief School Administrator</b>		
Curtis Johnson		
<b>Chief School Administrator Email</b>		
cej12@scasd.org		
<b>Educator Induction Plan Coordinator Name</b>		
Christine Merritt		
<b>Educator Induction Plan Coordinator Name Email</b>		
cmm16@scasd.org		
<b>Educator Induction Plan Coordinator Phone Number</b>	<b>Extension</b>	
814-231-1183		

## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Christine Merritt	Supervisor of Curriculum	Administrator	Administration Personnel
Brian Ishler	Mount Nittany Middle School Principal	Administrator	Administration Personnel
Kris De Witt	Gray's Woods Elementary Principal	Administrator	Administration Personnel
Jackie Saylor	Assistant Principal, High School	Administrator	Administration Personnel
Dr. Heather Pringle	Special Education Director	Administrator	Administration Personnel
Mary Lou Manhart	Teacher	Teacher	Teacher
Jessica James	Teacher	Teacher	Teacher
Laurie Pagnotto	Teacher	Teacher	Teacher
Andrea DeCarle	Teacher	Teacher	Teacher
Ona Gabriel	Teacher	Teacher	Teacher
Helen Quinn	Instructional Technology Coach	Education Specialist	Education Specialist
Danielle Gibbs	Instructional Technology Coach	Education Specialist	Education Specialist
Steve Packer	Instructional Technology Coach	Education Specialist	Education Specialist
Shai McGowan	Teacher	Teacher	Teacher

## 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.**

The building principals evaluate every teacher in their building, and they assist with the selection of mentors based on their knowledge of the teachers' strengths in their building. We offer additional compensation for the mentor and inductee to meet outside of the school day to ensure the inductee is supported. The mentor is also typically a member of the professional learning community in which the inductee participates.

## 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**

Program Structure includes new faculty induction day, technology orientation, regular (scheduled) induction meetings, and frequent meetings with their mentors and coaches (or coordinators). The content includes effective teaching practices, curriculum resources/programs, professionalism, district procedures and processes, equity as a foundation, student services, etc. Our district also builds professional learning community (PLC) meetings into each teacher's schedule during the day. It is typical that the mentor is a member of the PLC. Meeting frequency: The whole induction group meets approximately 8-9 times per year (two of those meetings are full-day), and there are weekly meetings with their mentor. Delivery format: a combination of synchronous and asynchronous sessions. We maintain a Google Classroom "course" for induction where we keep all of the presentations, resources, and videos.

## Educator Induction Plan Topic Areas

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

K-12 Induction Plan for State College Area School District - Google Docs\_63704a85.pdf

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

4f: Showing Professionalism

4d: Participating in a Professional Community

### **Timeline**

Year 1 Fall

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

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

3a: Communicating with Students

1f: Designing Student Assessments

### **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

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

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

3d: Using Assessment in Instruction

2c: Managing Classroom Procedures

1a: Demonstrating Knowledge of Content and Pedagogy

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

2d: Managing Student Behavior

3b: Using Questioning and Discussion Techniques

1e: Designing Coherent Instruction

4b: Maintaining Accurate Records

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Summer

Year 2 Fall

Year 2 Winter

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

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2e: Organizing Physical Space

3e: Demonstrating Flexibility and Responsiveness

2d: Managing Student Behavior

**Timeline**

Year 1 Fall

Year 1 Winter



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

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

3c: Engaging Students in 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

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

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

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

**Timeline**

Year 1 Fall

Year 2 Fall

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

- 1c: Setting Instructional Outcomes
- 4c: Communicating with Families
- 4b: Maintaining Accurate Records
- 3a: Communicating with Students

**Timeline**

Year 1 Fall

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

- 2b: Establishing a Culture for Learning
- 2a: Creating an Environment of Respect and Rapport
- 3e: Demonstrating Flexibility and Responsiveness
- 1b: Demonstrating Knowledge of Students

**Timeline**

Year 1 Fall

Year 1 Winter

Year 2 Winter

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

- 3d: Using Assessment in Instruction
- 1c: Setting Instructional Outcomes
- 4d: Participating in a Professional Community
- 4b: Maintaining Accurate Records

**Timeline**

Year 1 Fall

Year 2 Fall

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

2c: Managing Classroom Procedures

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

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

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

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

1b: Demonstrating Knowledge of Students

3a: Communicating with Students

2c: Managing Classroom Procedures

2a: Creating an Environment of Respect and Rapport

**Timeline**

Year 1 Fall

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

4d: Participating in a Professional Community

4c: Communicating with Families

**Timeline**

Year 1 Fall

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

4f: Showing Professionalism

4e: Growing and Developing Professionally

**Timeline**

Year 1 Fall

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

2a: Creating an Environment of Respect and Rapport

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

**Timeline**

Year 1 Winter

Year 2 Winter

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

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

3e: Demonstrating Flexibility and Responsiveness

**Timeline**

Year 1 Fall

Year 1 Spring

Year 2 Spring

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

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

**Timeline**

Year 2 Winter

Year 2 Spring

## Evaluation and Monitoring

### **Evaluation and Monitoring**

We survey all new staff at the beginning of induction (needs survey), and we survey at the end of the first year to analyze the effectiveness of the induction sessions. We will also now survey at the end of the second year of induction to improve support for new teachers. We use the data to plan for future induction meetings. The induction steering team meets periodically during the year to plan and discuss needs.

## 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.

<b>Educator Induction Plan Coordinator</b>	<b>Date</b>
Christine Merritt	2024-02-07

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](#).

<b>Chief School Administrator</b>	<b>Date</b>
Curtis Johnson	2024-02-08