

Fleetwood Area SD

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type	AUN	
Fleetwood Area School District	114062503	
Address 1		
801 N. Richmond Street		
Address 2		
City	State	Zip Code
Fleetwood	Pennsylvania	19522
Chief School Administrator		
Greg Miller		
Chief School Administrator Email		
gmiller@fleetwoodasd.org		
Educator Induction Plan Coordinator Name		
Michael P Kelly		
Educator Induction Plan Coordinator Name Email		
mkelly@fleetwoodasd.org		
Educator Induction Plan Coordinator Phone Number	Extension	
610-944-8111	10103	

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Michael Kelly	Assistant Superintendent	Administrator	Administration Personnel
Natalie Lytle	Director of Curriculum and Assessment	Administrator	Administration Personnel
Beverly Schroader	Instructional Coach (2-4)	Education Specialist	Education Specialist
Tracy Achenbach	Instructional Coach (K-2)	Education Specialist	Education Specialist
Linda Bollendorf	Instructional Coach (5-12)	Education Specialist	Education Specialist
Kyle Bollendorf	Instructional Technology Coach (K-12)	Education Specialist	Education Specialist
Jennifer Meals	Elementary Teacher	Teacher	Teacher
Elizabeth Wilkie	Middle School Math Teacher / Math Interventionist	Teacher	Teacher
Melissa Dunn	Secondary Math Teacher / HS Math Department Chair	Teacher	Teacher
Sarah Crissman	Elementary Teacher	Teacher	Teacher
Samanth Philips	Secondary Math Teacher	Teacher	Teacher
Todd Dreisbach	Secondary Science 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? (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 for the duration of the induction program? (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?	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	Yes
Other	
Principals collaborate with teachers to select mentors to support new educators.	

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

The criteria for mentors are listed in our Induction Plan. Principals are responsible for working with teachers to select mentors and ensure they meet the criteria outlined in this plan. Criteria within the plan includes: Five years' experience in the district (with exceptions) and Instructional II certificate. Expected to attend training day(s) at the beginning of the school year. Demonstrated leadership within the school/department in curriculum or program development. Demonstrated knowledge of instructional and classroom management techniques, which includes the Danielson domains, district technology, and data analysis. Open-minded and positive attitude toward the teaching profession with the desire to be a life-long learner. Active participant within the school community. Whenever possible, the instructional staff mentor assigned will work in the same building and same grade level or department as the new employee with compatible schedules. Willing to complete collaborative peer observations and complete necessary paperwork alongside mentee. Willingness to accept additional responsibilities.

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**

Philosophy The Fleetwood Area School District is committed to providing an educational environment that will encourage each of our students to take full advantage of all the instructional opportunities that are available in the district. To facilitate such an environment, the school district is further committed to seeking and obtaining the services of the most qualified professional educators available. To ensure that all teachers and administrators new to the district will fully understand the district's educational programs, services, policies, and procedures, and, at the same time provide outstanding learning opportunities for our students, a comprehensive mentor program has been designed.

Goal The goal of the Fleetwood Area School District Induction Plan is to provide opportunities which systematically orient newly elected Fleetwood Area School District professional staff to become effective educators within an atmosphere of collegial support.

Objectives To provide a formal structure through which all new employees may become familiar with district programs, policies, procedures, and resources. To provide a support system for the employee using a mentor. To provide professional learning for the

employee in instructional skills and district expectations as they relate to curriculum, instruction, classroom management, and organization. New Employees Cohorts Requiring Mentors (Including Long Term Subs) Employees new to their field, new to the district, and have not previously completed an approved induction program (Cohort 1) - Two school years required. Employees with previous teaching experience, but have not previously completed an approved induction program (Cohort 2) - Two school years required. Employees new to the district who have previously completed an approved induction program (Cohort 3) - One school year required. Teacher mentors will be assigned to support mentees for the first year of their induction program. In year two, building administrators will be assigned as the mentor for those in Cohorts 1 and 2. Staff Mentor Selection (selected by the building administrator) Criteria and Role of Mentor Five years' experience in the district (with exceptions) and Instructional II certificate. Expected to attend training day(s) at the beginning of the school year. Demonstrated leadership within the school/department in curriculum or program development. Demonstrated knowledge of instructional and classroom management techniques, which includes the Danielson domains, district technology, and data analysis. Open-minded and positive attitude toward the teaching profession with the desire to be a life-long learner. Active participate within the school community. Whenever possible, the instructional staff mentor assigned will work in the same building and same grade level or department as the new employee with compatible schedules. Willing to complete collaborative peer observations and complete necessary paperwork alongside mentee. Willingness to accept additional responsibilities. Compensation Each instructional staff member serving as a mentor will receive a stipend as stipulated in the FEA collective bargaining agreement for each full-year employee (the annual stipend will be prorated for other than full-year employees). Mentor Expectations Teacher mentors will be assigned to support mentees for the first the first year of their induction program. In year two, building administrators will be assigned as the mentor for those in Cohorts 1 and 2. A checklist will be kept by the mentee to confirm that all necessary district procedures have been discussed with the appropriate staff member. Complete Mentee Log of meeting with Mentor. The instructional staff mentor and the mentee will keep a log jointly to confirm by date the occurrence of each of the expected activities. Mentor completes Assessment of Program Google Form and submits to Assistant Superintendent upon completion of program Mentee completes Assessment of Program Google Form and submits to Assistant Superintendent upon completion of program All forms must be returned to the Assistant Superintendent for the mentee to successfully complete the program and the instructional staff mentor to receive payment. Schedule meetings throughout the school year. Mentee Expectations A checklist will be kept by the mentee to confirm that all necessary district procedures have been discussed with the appropriate staff member. The instructional staff mentor and the mentee will keep a log jointly to confirm by date the occurrence of each of the expected activities. Mentor completes Assessment of Program Google Form and submits to Assistant Superintendent upon completion of program Mentee completes Assessment of Program Google Form and submits to Assistant Superintendent upon completion of program All forms must be returned to the Assistant Superintendent for the mentee to successfully complete the program and the instructional staff mentor to receive payment. Instructional Coach Support Teachers will be expected to meet with their grade level instructional coach. The coach will complete one classroom visit per marking period based on experience. (experienced teacher- 2 visits, new to the profession- 4

visits) The visit will be followed with a debriefing session within 5 days of the visit. One of the visits can include the new teacher observing an experienced teacher alongside the instructional coach. The instructional coach and the new employee will determine if additional classroom visits will be needed. Instructional Technology Coach Support Teachers will be expected to meet with their grade level instructional coach. The coach will complete one classroom visit per marking period based on experience. (experienced teacher- 2 visits, new to the profession- 4 visits) The visit will be followed with a debriefing session within 5 days of the visit. One of the visits can include the new teacher observing an experienced teacher alongside the instructional coach) The instructional coach and the new employee will determine if additional classroom visits will be needed.

Educator Induction Plan Topic Areas

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

Induction Plan 2024-2027_c6a7ad72.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

3b: Using Questioning and Discussion Techniques

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1f: Designing Student Assessments

3a: Communicating with Students

3d: Using Assessment in Instruction

3b: Using Questioning and Discussion Techniques

3a: Communicating with Students

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

Timeline

Year 1 Fall

Standards/Curriculum

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

3a: Communicating with Students

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

4c: Communicating with Families

3a: Communicating with Students

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

4c: Communicating with Families

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 3 Spring

Year 3 Summer

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

- 4c: Communicating with Families
- 4b: Maintaining Accurate Records
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

- 3e: Demonstrating Flexibility and Responsiveness
- 1b: Demonstrating Knowledge of Students
- 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 1 Spring

Year 1 Summer

Data informed decision making

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Summer

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Summer

Classroom and student management

Selected Observation and Practice Framework(s):

- 2a: Creating an Environment of Respect and Rapport
- 2c: Managing Classroom Procedures
- 2b: Establishing a Culture for Learning
- 2d: Managing Student Behavior

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer

Parental and/or community involvement

Selected Observation and Practice Framework(s):

- 4c: Communicating with Families

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Summer

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 2 Fall

Year 2 Winter

Year 2 Spring

Culturally Relevant and Sustaining Education Program Framework Guidelines

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

Timeline

Year 2 Fall

Year 2 Winter

Year 2 Spring

Educator Effectiveness

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Other

Selected Observation and Practice Framework(s):

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

Evaluation and Monitoring

Evaluation and Monitoring

A New Teacher Needs assessment is conducted at the end of year one to identify the continued need areas that can be supported in year two of the program. In addition, a mentor and mentee survey is conducted at the end of each year to gather feedback on the quality of our induction program to inform adjustments and improvements in the future. The Induction Plan committee will review feedback from these surveys and make recommendations for improvements. Observation documents, surveys, group interviews, and individual conversations will occur at monthly meetings, check-ins, and at the end of each year. This process is outlined in our Induction Plan, with documents/tools included.

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
Michael P Kelly	2024-02-15

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
Greg M. Miller	2024-03-22