



INDUCTION PLAN

Induction Council Approved: December 8, 2023

Board Approved on January 8, 2024

*To be Submitted to PDE via the Comprehensive Plan Web Application 2023-2024

Submitted for and with the cooperation of:

Blue Mountain School District

Gillingham Charter School

Mahanoy Area School District

Minersville Area School District

North Schuylkill School District

Pine Grove Area School District

Pottsville Area School District

Saint Clair Area School District

Schuylkill Haven Area School District

Shenandoah Valley School District

Tamaqua Area School District

Tri-Valley School District

Williams Valley School District

Schuylkill Technology Centers

Schuylkill Intermediate Unit Special Education Program

Pre-K Counts - Child Development, Inc.

Pre-K Counts - Dawn to Dusk Learning and Childcare Center

I. Goals/Objectives:

Goal:

This two year program provides a series of planned experiences, activities, and studies designed to increase the beginning teacher's knowledge and improve his or her teaching skills; thereby, helping to facilitate an orderly and successful passage for that teacher through his or her initial teaching period.

Objective:

1. To emphasize the importance of and review the Code of Professional Practice and Conduct for Educators.
2. To familiarize teachers with local policies and procedures.
3. To provide certification and contractual information.
4. To provide information, training, and on-going technical assistance in the following areas:
 - a. Classroom Management
 - b. Classroom Organization and Arrangement
 - c. Confidentiality
 - d. Cultural Awareness and Competence
 - e. Curriculum Development
 - f. Data Analysis and Interpretation
 - g. Diverse Learner Strategies
 - h. Educational Technologies
 - i. Interpersonal Skills and Relations:
 - i. Teacher to teacher
 - ii. Teacher to student
 - iii. Teacher to administrator
 - iv. Teacher to parent/guardian
 - j. Materials and Supplies Acquisition
 - k. Mental Wellness
 - l. Parent/guardian/community Involvement
 - m. Pupil and Teacher Support Services
 - n. Pupil Grading and Assessment
 - o. Pupil Motivation and Incentive Systems
 - p. Professionalism: dress/manners/image
 - q. Professional Growth and Development
 - r. Record Keeping
 - s. Safety and Crisis Planning
 - t. Special Education Procedures and Teacher Responsibilities
 - u. Trauma-Informed Instruction
 - v. Technological and Virtual Engagement

II. Local District Teacher Induction Organizational Structure:

Board:

- Approves local program.

Superintendent:

- Approves local program.
- Appoints Intermediate Unit Induction Council Representative.
- Certifies completion of Induction Program by the inductee.

Intermediate Unit Induction Council Representative:

- Serves on Intermediate Unit Induction Council.
- Represents local concerns in the Plan.
- Assists in the planning of the Intermediate Unit wide Plan.
- Orients district participants to the process.
- Orients new administrator to plan.

Principal:

- Implements induction process within their building in conjunction with the Intermediate Unit.
- Meets role and responsibilities as defined in Section IV and V.
- Designates collection of induction files.

Mentor:

- Attends Intermediate Unit Mentor Training Workshop.
- Meets role and responsibilities as defined in Sections IV and V.

Inductee:

- Attends the Inductee Training Workshops.
- Meets role and responsibilities as defined in Section V.

III. List Membership (by title) of the Induction Organizational Structure:

Intermediate Unit Council:

- Intermediate Unit Educational Services Supervisor
- Participating School District Induction Coordinators and Pre-K Counts Administrators
- Schuylkill Technology Center Induction Coordinator
- Special Education Induction Coordinator

School District Building Level Team:

- District Superintendent or Assistant
- District Coordinator (appointed by Superintendent)
- Building Principal or Assistant
- Mentor Teacher Team
- Inductee

IV. Describe Briefly the Selection and Role of the Mentor:

Mentor Selection Criteria

School district administration will select support mentors according to recommended criteria, which may include:

- Similar certification and assignment.
- Outstanding work performance.
- Models continuous learning and reflection.
- Knowledge of district / school policies, procedures and resources.
- Ability to work effectively with students and other adults.
- Willingness to accept additional responsibility.
- Mentor training or previous experience.
- Compatible schedules so the mentor and inductee can meet regularly.
- Willingness to mentor inductee for two year required timeframe.

V. List Responsibilities of Each Component of the Organizational Structure:

Role and Responsibilities of Intermediate Unit Induction Council:

- Develop, submit, and update the Induction Plan utilizing the annual program evaluations and other appropriate data.
- Coordinate district activities with Intermediate Unit wide activities.
- Serve as liaison between the district and Intermediate Unit Program.
- Secure necessary approvals at the local level for plan submission.
- Suggest curriculum, resources, and activities that the Intermediate Unit may provide to meet local induction needs.
- Provide collaboration time for mentors and inductees.
- Provide district with list of inductees who have completed the program.

Role and Responsibilities of Building Level Mentor Team:

Principals/Supervisors - It shall be the responsibility of the Principals/Supervisors to:

- Insure the overall administration of the induction process in their building.
- Submit progress reports to the superintendent.
- Select and train support teachers.
- Orient faculty to induction process.
- Orient first year teachers to building level management functions and support services.
- Formally assure that orientation to building level management functions and support services has been carried out.

Mentor- It shall be the responsibility of the mentor to:

- Establish rapport as a support person(s).
- Assist the new teacher in identification of most immediate and pressing needs (New Teacher Needs Assessment – Appendix C).
- Suggest ways to organize and manage the classroom.
- Suggest ways to plan for instruction.
- Arrange peer-support, teacher exchange visits and feedback.
- Suggest group procedures for instruction.
- Help with ways to teach curriculum.
- Help with all aspects of the teaching process.
- Serve as a sounding board.
- Help obtain available resources (materials and support services).
- Meet with inductee regularly during the two year induction and as needed thereafter.

Role and Responsibilities of the Inductee:

Inductee - It shall be the responsibility of the inductee to formally fulfill all the requirements for induction that include:

- Complete and submit all forms including Program Record, Program Evaluation and Needs Assessment to mentor and district administration.
- Attend all scheduled trainings and meetings.
- Keep a log detailing their experiences during the induction process.
- Seek the aid of their supervisor should serious conflicts arise between the new teacher and the mentor.
- Utilize the expertise of the mentor on a regular basis.

VI. Topics/Activities to be Covered for Inductees:

Intermediate Unit Level:

Inductee Training Workshop

Each inductee will be expected to attend workshops sponsored by the Intermediate Unit. These workshops are mandatory for completion of the induction process. The workshops will be held throughout the two year induction process and will include, but not be limited to, topics for effective teaching:

- Concept of Induction and Level II Certification
- Code of Professional Practice & Conduct for Educators
- Elements of Effective Instruction
- Classroom Management/Discipline
- School Safety
- Assessment/Student Evaluation
- Child Development
- Sexual Harassment & Mandatory Reporting
- Inclusive Practices
- Diverse Learners

- Data Informed Decision Making
- Technology Integration and Resources
- PDE Initiatives: SAS, PA CCSS, RtII, etc.
- Cultural Awareness
- Mental Wellness
- Trauma-Informed Instruction
- Technological and Virtual Engagement

Mentor Training Workshop

Prior to the start of school, the mentor will attend a workshop on how to be an effective mentor. The workshop topics may include but are not limited to:

- Goals of the process
- Review of legal requirements
- Review of Induction Plan
- Review of record keeping procedures
- Topics for local consideration
- Responsibilities of being a “good mentor”
 - Communication and listening skills
 - Coaching and conferencing skills
 - Problem solving skills
 - Knowledge of adult learning and development

Local District Level:

Since local programs vary greatly, each district/program will select topics from this list to include in the local induction program. Districts/programs are encouraged to add topics to this list and/or provide additional clarification as needed.

District PreK-12:	Early Intervention/Pre-K Counts:
1. Discipline	1. Discipline
2. Classroom Management	2. Classroom Management
3. De-escalation Techniques	3. De-escalation Techniques
4. Student Rights and Responsibilities	4. At Home Activities/Family Involvement
5. Grading	5. Employee / Family Handbook
6. Retention	6. Confidentiality
7. Homework Policy	7. Code of Employer/Employee Relations
8. Teacher /Student Handbook	8. Materials Acquisition
9. Confidentiality	9. Requisition Procedures
10. Chain of Command	10. Attendance Procedures –Staff/Children
11. Materials Acquisition	11. Daily and Work Schedules
12. Attendance/ Requisition Procedures	12. Extra Duties
13. Schedule	13. School Safety – Bus, Pedestrian, First Aid, emergency Plans
14. Extra Duties	14. School Closings
15. School Safety	15. Record Keeping
16. School Closings	16. Home/School Communications Procedures
17. Record Keeping	17. Conference Procedures
18. Home/School Communications Procedures	
19. Internal Communications	

20. Conference Procedures	18. Internal Communications
21. Curriculum Development	19. Professional Development
22. Textbook/Resource Materials	20. Curriculum Development
23. Community Resources	21. Textbook/Resource Materials
24. Field Trip Procedures	22. Community Resources
25. Library Services	23. Field Trip Procedures
26. Pupil Support Services	24. Library Services
27. Federal Programs	25. Pupil Support Services, Referrals, Mental Health
28. PA Academic Standards/Assessment Anchors	26. Federal Programs
29. Assessment/Analysis	27. Early Childhood Education Standards
30. STC Program	28. Assessment/Analysis: Ages.Stages/Work Sampling/OUNCE
31. Enrichment/Gifted Program	29. Transportation
32. Transportation	30. Cultural Awareness
33. Code of Professional Practice and Conduct for Educators	31. Mental Wellness
34. Others unique or appropriate to the district	32. Trauma-Informed Instruction
35. Transportation	33. Technological and Virtual Engagement
36. Cultural Awareness	34. Code of Professional Practice and Conduct for Educators
37. Mental Wellness	35. Others unique or appropriate to the organization
38. Trauma-Informed Instruction	
39. Technological and Virtual Engagement	
40. Code of Professional Practice and Conduct for Educators	
41. Others appropriate or unique to the district	

VII. Plans for Evaluating Program and Maintaining Records

Inductee and mentor teams will complete an Induction Program Record (Appendix A) and submit the record to the chief school administrator upon completion of the two year induction period. The inductee should also complete the Program Evaluation form (Appendix B) and the Needs Assessment form (Appendix C) and submit to mentor and district administration at the beginning of the school year after completion of the program. It is suggested that inductee maintain a copy of all forms.

Records of Induction Program completion will be kept on file in each school's administrative office. Each district's administrative team and Induction Council representative will review completed Program Evaluations and submit to the Induction Council in verbal or written form a summary of the district evaluation. Updates and revisions will be made to the Induction Program as necessary as shown through the program evaluations and Induction Plan updates from the Pennsylvania Department of Education.

Program Evaluation:

Inductee: Complete and discuss with mentor

Mentor: Discuss with inductee; make 2 copies (one for principal and one for District Induction Council representative)

1. Did this program provide the support that you needed to make the transition to your position in this district? Explain.
2. What topics would you suggest be added to aid an incoming teacher?
3. What changes in the Induction Program would you recommend?
4. To what extent were the following objectives met by the program?

OBJECTIVES	5 Excellent	4 Very Well	3 Average	2 Poor	1 Objectives not met
To familiarize teachers with the Code of Professional Practice and Conduct for Educators.					
To familiarize teachers with local policies and procedures.					
To provide certification/contractual information.					
To provide information, training, and on-going technical assistance.					

Inductee Name _____ Date _____

School District _____

NAME _____ DISTRICT _____

New Teacher Needs Assessment

This survey component asks you to indicate the type of training that is needed to satisfy your present or anticipated job responsibilities. Once complete, share with your mentor and then your mentor will provide copies to the principal and Induction Council representative in order to guide your district level program.

Your options are:

- Low Need** I can demonstrate the skill or have strong knowledge of the topic.
I do not feel that further training is necessary; or the skill is not appropriate in my current position.
- Moderate Need** I need awareness training that could help me become more familiar with this skill or topic.
- High Need** I need proficiency training that could help me use the skill or topic in an acceptable manner and under appropriate conditions.

Place an "x" under the column that most accurately reflects your level of need in the following areas.

	Low Need	Moderate Need	High Need
Discipline			
Classroom Management			
De-escalation Techniques			
Student Rights & Responsibilities			
Grading			
Retention			
Homework Policy			
Attendance Procedures			
Schedule			
Teacher/Student Handbook			
Confidentiality			

Record Keeping			
Home School Communications Procedures			
Internal Communications			
Technological and Virtual Engagement			
Curriculum Development			
Textbook/Resource Materials			
Community Resources			
Field Trip Procedures			
Library Services			
Pupil Support Services			
Federal Programs			
PA Common Core State Standards/ Assessment Anchors/ Standardized Tests			
Assessment/Analysis			
Schuylkill Technology Center			
Enrichment/Gifted Program			
Transportation			
Code of Professional Practice and Conduct for Educators			
Cultural Awareness			
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- Assessment/Student Evaluation
- Child Development
- Sexual Harassment & Mandatory Reporting
- Inclusive Practices
- Diverse Learners

- Data Informed Decision Making
- Technology Integration and Resources
- PDE Initiatives: SAS, PA CCSS, RtII, etc.
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5. Grading	5. Employee / Family Handbook
6. Retention	6. Confidentiality
7. Homework Policy	7. Code of Employer/Employee Relations
8. Teacher/Student Handbook	8. Materials Acquisition
9. Confidentiality	9. Requisition Procedures
10. Chain of Command	10. Attendance Procedures –Staff/Children
11. Materials Acquisition	11. Daily and Work Schedules
12. Attendance/ Requisition Procedures	12. Extra Duties
13. Schedule	13. School Safety – Bus, Pedestrian, First Aid, emergency Plans
14. Extra Duties	14. School Closings
15. School Safety	15. Record Keeping
16. School Closings	16. Home/School Communications Procedures
17. Record Keeping	17. Conference Procedures
18. Home/School Communications Procedures	
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20. Conference Procedures	18. Internal Communications
21. Curriculum Development	19. Professional Development
22. Textbook/Resource Materials	20. Curriculum Development
23. Community Resources	21. Textbook/Resource Materials
24. Field Trip Procedures	22. Community Resources
25. Library Services	23. Field Trip Procedures
26. Pupil Support Services	24. Library Services
27. Federal Programs	25. Pupil Support Services, Referrals, Mental Health
28. PA Academic Standards/Assessment Anchors	26. Federal Programs
29. Assessment/Analysis	27. Early Childhood Education Standards
30. STC Program	28. Assessment/Analysis: Ages.Stages/Work Sampling/OUNCE
31. Enrichment/Gifted Program	29. Transportation
32. Transportation	30. Cultural Awareness
33. Code of Professional Practice and Conduct for Educators	31. Mental Wellness
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41. Others appropriate or unique to the district	

VII. Plans for Evaluating Program and Maintaining Records

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Records of Induction Program completion will be kept on file in each school's administrative office. Each district's administrative team and Induction Council representative will review completed Program Evaluations and submit to the Induction Council in verbal or written form a summary of the district evaluation. Updates and revisions will be made to the Induction Program as necessary as shown through the program evaluations and Induction Plan updates from the Pennsylvania Department of Education.

Induction Program Record (District PreK-12)

Inductee: _____ Mentor: _____

A. Activities to be completed by inductee:

Activity	Signature of Mentor/Administrator/Induction Council Representative/IU Representative
1. Attend district orientation	
2. Attend scheduled IU Workshops	
a. August Orientation Day 1-Year 1	
b. August Orientation Day 2 – Year 1	
c. IEPs and Special Education – Year 1	
d. Professional Ethics – Year 1	
e. Diverse Learner Strategies and Cultural Awareness – Year 1	
f. Technological and Virtual Engagement – Year 1	
3. Meet with mentor on a regular basis	
4. Attend Year 2 Meetings	
a. Summer/Fall Meeting – Year 2	
b. Winter Meeting – Year 2	
c. Spring Meeting – Year 2	
4. Complete and submit Program Record	
5. Complete and submit Program Evaluation	
6. Complete and submit Needs Assessment	

**Mentor and Inductee are expected to discuss each area listed below in context of current position as well as possible future positions. Mentor should initial/date as each topic listed below is covered in planned meetings.

District Pre-K-12:

DATE	TOPIC	DATE	TOPIC
_____	Discipline	_____	Community Resources
_____	Classroom Management	_____	Field Trip Procedures
_____	De-escalation Techniques	_____	Library Services
_____	Student Rights & Responsibilities	_____	Pupil Support Services (guidance, nurse, home/school visitor, psychologist, referral services, special education services, ESL
_____	Grading	_____	Federal Programs i.e. Title I, II, III
_____	Retention	_____	PA Academic Standards/Assessment Anchors
_____	Homework Policy	_____	Assessment Analysis
_____	Teacher /Student Handbook	_____	STC Program
_____	Confidentiality	_____	Enrichment/Gifted Program
_____	Chain of Command	_____	Transportation
_____	Materials Acquisition	_____	Code of Professional Practice and Conduct for Educators
_____	Attendance/Requisition Procedures	_____	Others Unique or Appropriate to the District
_____	Schedule	_____	Transportation
_____	Extra Duties	_____	Cultural Awareness
_____	School Safety	_____	Mental Wellness
_____	School Closings	_____	Trauma-Informed Instruction
_____	Record Keeping	_____	Technological and Virtual Engagement
_____	Home/School Communications	_____	Code of Professional Practice and Conduct for Educators
_____	Procedures	_____	Others appropriate or unique to the district
_____	Internal Communications		
_____	Conference Procedures		
_____	Curriculum Development		
_____	Textbook/Resource Materials		

The signatures below certify that the above named inductee has completed the requirements of the Induction Program.

District Name _____ Mentor _____

Supervisor/Principal _____ Date _____

Superintendent _____ Date _____

Induction Program Record (Early Intervention/PreK Counts)

Inductee: _____

Mentor: _____

A. Activities to be completed by inductee:

Activity	Signature of Mentor/Administrator/Induction Council Representative/IU Representative
1. Attend district orientation	
2. Attend scheduled IU Workshops	
a. August Orientation Day 1-Year 1	
b. August Orientation Day 2 – Year 1	
c. IEPs and Special Education – Year 1	
d. Professional Ethics – Year 1	
e. Diverse Learner Strategies and Cultural Awareness – Year 1	
f. Technological and Virtual Engagement – Year 1	
3. Meet with mentor on a regular basis	
4. Attend Year 2 Meetings	
a. Summer/Fall Meeting – Year 2	
b. Winter Meeting – Year 2	
c. Spring Meeting – Year 2	
4. Complete and submit Program Record	
5. Complete and submit Program Evaluation	
6. Complete and submit Needs Assessment	

****Mentor and Inductee are expected to discuss each area listed below in context of current position as well as possible future positions. Mentor should initial/date as each topic listed below is covered in planned meetings.**

Early Intervention/Pre-K Counts:

DATE	TOPIC	DATE	TOPIC
_____	Discipline	_____	Professional Development
_____	Classroom Management	_____	Curriculum Development
_____	De-escalation Techniques	_____	Textbook/Resource Materials
_____	At Home Activities/Family Involvement	_____	Community Resources
_____	Employee / Family Handbook	_____	Field Trip Procedures
_____	Confidentiality	_____	Library Services
_____	Code of Employer/Employee Relations	_____	Pupil Support Services, Referrals, Mental Health
_____	Materials Acquisition	_____	Federal Programs
_____	Requisition Procedures	_____	Early Childhood Education Standards
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_____	Daily and Work Schedules	_____	Transportation
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_____	School Closings	_____	Trauma-Informed Instruction
_____	Record Keeping	_____	Technological and Virtual Engagement
_____	Home/School Communications Procedures	_____	Code of Professional Practice and Conduct for Educators
_____	Conference Procedures	_____	Others unique or appropriate to the organization
_____	Internal Communications		

The signatures below certify that the above named inductee has completed the requirements of the Induction Program.

School District/Organization Name _____

Supervisor/Principal _____ Date _____

Superintendent/CEO _____ Date _____

Program Evaluation:

Inductee: Complete and discuss with mentor

Mentor: Discuss with inductee; make 2 copies (one for principal and one for District Induction Council representative)

1. Did this program provide the support that you needed to make the transition to your position in this district? Explain.
2. What topics would you suggest be added to aid an incoming teacher?
3. What changes in the Induction Program would you recommend?
4. To what extent were the following objectives met by the program?

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To familiarize teachers with local policies and procedures.					
To provide certification/contractual information.					
To provide information, training, and on-going technical assistance.					

Inductee Name _____ Date _____

School District _____

NAME _____ DISTRICT _____

New Teacher Needs Assessment

This survey component asks you to indicate the type of training that is needed to satisfy your present or anticipated job responsibilities. Once complete, share with your mentor and then your mentor will provide copies to the principal and Induction Council representative in order to guide your district level program.

Your options are:

- Low Need** I can demonstrate the skill or have strong knowledge of the topic.
I do not feel that further training is necessary; or the skill is not appropriate in my current position.
- Moderate Need** I need awareness training that could help me become more familiar with this skill or topic.
- High Need** I need proficiency training that could help me use the skill or topic in an acceptable manner and under appropriate conditions.

Place an "x" under the column that most accurately reflects your level of need in the following areas.

	Low Need	Moderate Need	High Need
Discipline			
Classroom Management			
De-escalation Techniques			
Student Rights & Responsibilities			
Grading			
Retention			
Homework Policy			
Attendance Procedures			
Schedule			
Teacher/Student Handbook			
Confidentiality			

Record Keeping			
Home School Communications Procedures			
Internal Communications			
Technological and Virtual Engagement			
Curriculum Development			
Textbook/Resource Materials			
Community Resources			
Field Trip Procedures			
Library Services			
Pupil Support Services			
Federal Programs			
PA Common Core State Standards/ Assessment Anchors/ Standardized Tests			
Assessment/Analysis			
Schuylkill Technology Center			
Enrichment/Gifted Program			
Transportation			
Code of Professional Practice and Conduct for Educators			
Cultural Awareness			
Mental Wellness			
Trauma-Informed Instruction			