

Gettysburg Area SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
Public School District		112013753
Address 1		
900 Biglerville Road		
Address 2		
City	State	Zip Code
Gettysburg	PA	17325
Chief School Administrator		
Jason Perrin		
Chief School Administrator Email		
jperrin@gasd-pa.org		
Educator Induction Plan Coordinator Name		
Dr. Jeffrey S. Matzner		
Educator Induction Plan Coordinator Name Email		
jmatzner@gasd-pa.org		
Educator Induction Plan Coordinator Phone Number		Extension
717-334-6254		1264

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Jeffrey Matzner	Assistant Superintendent	Administrator	Administration Personnel
Ann Baum	Director of Instructional Tech	Education Specialist	Administration Personnel
Niki Kubeck	Teacher	Teacher	Teacher
Audrey Bacher	Teacher	Teacher	Teacher
Kristi Raffensperger	Teacher	Teacher	Teacher
Jeremy Lusk	Principal	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? (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
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	No
List the Pre-K Counts Program and address	

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
<p>Other</p> <p>Mentor teachers receive a Mentor Handbook that includes a monthly list of responsibilities to provide to their mentees. It serves as a reminder and the checklist provides accountability for their duties as an assigned mentor. The checklist is reviewed annually and mentors/mentees are asked to provide feedback regarding additions, deletions, recommendations for updates.</p>	

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

The selection of mentors will be guided by the “Essential Qualities of a Mentor Teacher”: a. Knowledge and skills in the classroom. b. A commitment to the teaching profession and service to children. c. Instructional leadership. d. The ability to teach the district standards-based curriculum. e. The use of appropriate, effective problem-solving techniques. f. The use of a variety of instructional, classroom organizational, management and grouping techniques, g. The ability to convey enthusiasm for a subject to students. h. A willingness to give special attention to students requiring assistance. i. Success in fostering excellent student performance. j. The ability to give and receive constructive criticism. k. The ability to effectively communicate with colleagues, parents, and students. l. Knowledge of policies and procedures within the specific school building. Further, the GASD will seek to recruit mentor teachers who: a. Are tenured. b. Hold an Instructional II Certificate. c. Have taught a minimum of two years with the school entity. d. Are recognized and respected by colleagues. e. Teach at the same grade level or in the same subject area as the beginning teacher. f. Are assigned to classrooms in close proximity to the beginning teacher.

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 N/A	

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 Adam's County Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each participating school entity. The Induction Consortium provides each inductee with a comprehensive induction program focusing on Consortium and local goals based upon best practices. Seminars conducted under the auspices of the Adams County Teacher Induction Program are designed to address some of the general concerns faced by all beginning teachers. The seminars, scheduled throughout the school year, provide opportunities to meet and share first-year experiences with beginning teachers from other schools and school entities. Specific needs of individual beginning teachers are assessed at the building level both formally and informally throughout the school year. At the Adams County Teacher Induction Program level, induction participants are asked to identify additional seminar topics at mid-year. These recommendations are used to develop an "Emerging Needs Seminar" to take place in the spring of the year. Induction sessions are delivered in person, via Zoom, and asynchronously through CANVAS.

Educator Induction Plan Topic Areas

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

2024-2025 Induction Information.docx - Google Docs.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

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

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Instructional Practices

Selected Observation and Practice Framework(s):

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3a: Communicating with Students

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

Standards/Curriculum

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

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

Technology Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

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

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Fall
Year 2 Fall

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

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

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

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

Common Ground

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students
2a: Creating an Environment of Respect and Rapport
3e: Demonstrating Flexibility and Responsiveness

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

Educator Effectiveness

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

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

GASD surveys participants to determine their levels of satisfaction and to understand the strengths and weaknesses of the program annually and at the completion of each session on the Induction Schedule. Formal observations are conducted by the school administration to assess the effectiveness of the educator induction program. Individual interviews are conducted as requested by members of the educator induction team.

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
Dr. Jeffrey S. Matzner	2024-10-22

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
Jason Perrin	2024-10-23