

Tyrone Area SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
Tyrone Area School District		108078003
Address 1		
701 CLAY AVE		
Address 2		
City	State	Zip Code
Tyrone	PA	16686
Chief School Administrator		
Leslie A Estep		
Chief School Administrator Email		
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Educator Induction Plan Coordinator Name		
Kristen Pinter		
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814-684-0710		4137

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Beth Cannistraci	Teacher	Teacher	Teacher
Jane Bugden	Teacher	Teacher	Teacher
John Coltabaugh	Teacher	Teacher	Teacher
Jonathan Holmes	Teacher	Teacher	Teacher
Shane Cowher	Principal	Administrator	Administration Personnel
Sean Harker	Teacher	Teacher	Teacher
Josh King	Teacher	Teacher	Teacher
Curtis Neff	Teacher	Teacher	Teacher
Kristen Pinter	Director of Curriculum & Instruction	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: 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
Other Mentors must be comfortable with an inductee observing their classrooms.	

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

Principals use observation data to determine a preliminary pool and then match content area and proximity before offering a mentor position.

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	No
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
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**

The Induction and New Educator Program was developed in accordance with the PDE Educator Induction Plan Guidelines, research about the importance of supporting new teachers as a means to retain them in the field, and criteria set forth in 22 Pa.Code 49.16 and 49.83. The Induction and New Educator program is a three-year program designed to assist new professionals, defined in Act 13 as temporary professional educators or temporary non-teaching professional educators, in the early part of their careers to ensure that they feel supported and ready to meet all students' needs. During all three years of the Induction and New Educator Program, new educators joining T ASD are placed in the Mode I: Focused Assistance mode of our district Professional Growth Plan. The Mode I: Focused Assistance mode is a method of supervision focused on supporting non-tenured professional employees to achieve proficiency in the four domains of professional practice according to their role as defined by Act 13. Each semester of the three-year program, Mode I professionals participate in a formal observation cycle with their respective principals to secure the six Act 13 Ratings needed for their Instructional II certificate.

Observations, both formal and informal, and Act 13 Ratings are housed in the PA-Estep system. Additional information about the T ASD Mode levels and Act 13 can be found in the T ASD Professional Growth Plan in the district Staff Access Center. During their first two years as educators in the state of PA, all temporary professional educators and non-teaching professional educators are also required to complete an Induction program as part of the process to convert their Instructional I Temporary Professional certificate to the Permanent Instructional II certificate. The Induction program includes specialized sessions to help new educators acclimate to the district and fulfill the state Induction requirement. The purpose of the Tyrone Area School District Induction and New Educator Program is to help all new teachers and education specialists function more effectively and grow professionally during their first three years. The Program is designed to provide a schedule of opportunities, activities, and experiences that will ensure a successful entry and promote collaboration, effective classroom management, and reflective practices of highly qualified educational professionals. Research shows that what an educator knows and can do is the determining factor in student achievement. We believe it is our responsibility to provide a strong support system that contributes to staff retention and allows educators to continually grow as professionals. New educators meet monthly with their building principal and other new professionals in their cohort to share experiences, questions, and concerns, and they participate in activities, readings, and discussions to help further develop necessary skills and address inductee questions and concerns. They also review district procedural expectations and individual information based on their professional assignments. The individual nature of some of this information allows staff to best utilize their time and resources to most effectively drive their professional growth. Who Participates in the Induction and New Educator Program? ? All full and part-time teachers and non-teaching professional educators governed by Act 13 who are in their first three years of teaching ? Long-term substitute teachers who are employed by the district in the same position for 45 or more days. ?

Full and part-time teachers and non-teaching professional educators who have prior teaching experience in another state but are not tenured in PA and/or have not completed a PA-approved Induction Program. The overarching goal of the Induction and New Educator Program is to provide support for new educators to ensure an orderly and successful experience during the three years leading up to tenure. Specifically, the Program will: A. Educate the new professional about school district policies and practices; B. Provide an opportunity for the professional to establish a support system and analyze and reflect on their practice with coaching and collegial support from a mentor professional and other colleagues; C. Provide professionals with the opportunity to acquire and develop the knowledge and skills associated with proficient and distinguished professional performance within the context of the Act 13 Effective Educator Framework; D. Assist professional with the mastery of instructional delivery skills such as material selection, classroom management, effective teaching techniques, curriculum planning, effective assessment practices, data analysis, and communication skills; E. Cultivate a professional attitude toward teaching and learning and working with others, ex. students, parents, and colleagues; F. Provide specific training in the Standards Aligned System, data informed decision-making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students. ? Orientation ? Monthly meetings with the building principal ?

Monthly Induction sessions – years 1 & 2 ? Journal reflections ? An assigned mentor - years 1 & 2 ? Meeting log between mentor and

inductee – years 1 & 2 ? Needs Assessment ? Evaluation of the program - end of each year

The New Teacher Orientation is of the utmost importance not only to orient new staff in an appropriate and thorough manner but also to provide a welcoming and supportive environment. Because of this importance, all teachers new to the district attend this orientation prior to the regularly scheduled teacher in-service days. The orientation is designed to provide essential skills and knowledge so that new teachers begin the school year well-equipped for success. The orientation has the following general objectives: (1) to familiarize all new teachers with the employee benefits, personnel procedures, and professional teacher organizations (2) to introduce inductees and mentor teachers and to help initiate a collegial relationship (3) to orient new teachers to the Tyrone Area School District community (4) to have new teachers interact with the operational systems in place (SIS, Staff Access Center, PAETEP, etc.) and to provide assistance in learning the function of each

The multi-day orientation will consist of, but is not limited to, the following activities: Building and District Information P Welcome by Superintendent, Director of Curriculum, and Building Principals P Ice Breaker Activity P Bus/van tour of Tyrone Area School District P Luncheon P District Handbooks P Business Office Items P Review of Induction and New Educator Program Requirements P Individual Building Orientation with Principals and Mentors Technology Session P Management Platforms (Sapphire, Staff Access Center, Frontline, ML Scheduling, etc.) Onboarding Session P Instructional Platforms (Canvas, Discovery Ed, Boardworks, Textbooks, etc.) P District and Building common practices/policies

The after-school meetings are an opportunity to build relationships and network with other new teachers. At the meetings, principals have activities tied to the goals of their buildings, the needs of students, and/or topics concerning effective instruction. The new teachers also share their concerns, questions, and ideas with other teachers who are in their first, second, or third year. Each month, inductees will participate in workshop sessions. Some of the topics of these sessions are required by the state and some are determined by previous Needs Assessments, end of year evaluations, district data, and district priorities.

Educator Induction Plan Topic Areas

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

Copy of 2024-2025 Induction Schedule.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of Resources

Timeline

Year 2 Fall

Year 2 Spring

Year 3 Fall

Year 3 Winter

Year 3 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2c: Managing Classroom Procedures
- 4c: Communicating with Families
- 2b: Establishing a Culture for Learning
- 4a: Reflecting on Teaching
- 1d: Demonstrating Knowledge of Resources
- 3a: Communicating with Students
- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning
- 1c: Setting Instructional Outcomes
- 2d: Managing Student Behavior
- 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 3 Fall

Year 3 Winter

Year 3 Spring

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

3e: Demonstrating Flexibility and Responsiveness

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

4a: Reflecting on Teaching

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

2d: Managing Student Behavior

2e: Organizing Physical Space

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 3 Fall

Year 3 Winter

Year 3 Spring

Standards/Curriculum

Selected Observation and Practice Framework(s):

- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3c: Engaging Students in Learning
- 1c: Setting Instructional Outcomes
- 3d: Using Assessment in Instruction
- 1e: Designing Coherent Instruction
- 3b: Using Questioning and Discussion Techniques
- 2b: Establishing a Culture for Learning

Timeline

- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

Technology Instruction

Selected Observation and Practice Framework(s):

- 1d: Demonstrating Knowledge of Resources
- 3c: Engaging Students in Learning

Timeline

- Year 2 Fall
- Year 2 Winter

Evaluation and Monitoring

Evaluation and Monitoring

During the two year Induction, after each session, participants complete a Google form evaluation that is specific to the content of the session. At mid-year and end of year, participants complete a program evaluation. All mentors and participants in the New Teach Program (Induction plus the third year), complete a survey at the end of the year as both an evaluation and a Needs Assessment. Throughout the three years of the Induction/New Teacher Program, administrators observe educators for application of session content.

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

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