

Governor Mifflin SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type	AUN	
School District	114063003	
Address 1		
10 South Waverly Street		
Address 2		
City	State	Zip Code
Shillington	PA	19607
Chief School Administrator		
Dr Lisa T Hess		
Chief School Administrator Email		
lisa.hess@gmsd.org		
Educator Induction Plan Coordinator Name		
Karen DeNunzio		
Educator Induction Plan Coordinator Name Email		
Karen.DeNunzio@gmsd.org		
Educator Induction Plan Coordinator Phone Number	Extension	
6107751461	7017	

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
test	test	Administrator	Administration Personnel
Melissa Mellinger	Reading Specialist	Teacher	Teacher
Rick Lapi	Instructional Technology Specialist and Instructional Coach	Education Specialist	Education Specialist
Karen DeNunzio	Director of Teaching & Learning	Administrator	Education Specialist
Cynthia Stevens	Instructional Coach	Teacher	Administration Personnel
Amanda Phillips	Instructional Coach	Teacher	Administration Personnel
Rebecca Boyer	Instructional Coach	Teacher	Administration Personnel
T.J. Miller	Associate Principal	Administrator	Administration Personnel
Erin Anderson	Assistant Superintendent	Administrator	School Board of Directors
Rachel Sebastian	Librarian	Teacher	Administration Personnel
Melissa Belinski	Science Department Leader	Teacher	Administration Personnel
Troy Murphy	Special Education	Teacher	Administration Personnel
Allison Giandomenico	Instructional Coach/Special Education	Teacher	Administration Personnel

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	Yes
Other Instructional Coach led Instructional Learning Visits, per inductee preference of focus.	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

Program Structure

The district's New Teacher Induction Program is a multi-year, job-embedded professional learning model designed to support new educators in developing proficiency across the four domains of the Danielson Framework. Mentors and inductees participate in four full-day (six-hour) professional learning sessions prior to the start of the school year. Teachers hired after the start of the school year are expected to participate in the full induction experience during the following summer to ensure consistency and fidelity of implementation. Throughout the school year, mentors, inductees, the Director of Teaching & Learning, and instructional coaches meet on a bi-monthly basis for 60-90-minute professional learning sessions. These sessions are intentionally aligned to the Danielson Domains and include embedded professional learning experiences focused on instructional practice, classroom environment, planning and preparation, and professional responsibilities. In addition, mentors and inductees meet bi-weekly to support understanding of district systems and structures, clarify professional responsibilities, and address individual instructional and professional needs. Inductees also participate in a structured coaching model with instructional coaches using a Before–During–After (BDA) cycle of professional learning. In Year 1, inductees engage in three to four coaching cycles, including two Instructional Learning Visits. In Year 2, inductees participate in two to three coaching cycles,

including one Instructional Learning Visit. In Year 3, inductees engage in one to two coaching cycles, with an Instructional Learning Visit provided upon request, allowing for differentiated and responsive support as teachers progress toward independence. Each inductee receives a professional learning binder that outlines the Danielson Domains, district expectations, and curated professional texts focused on high-impact instructional strategies aligned to the framework. Inductees are required to demonstrate growth by submitting evidence and exemplars of proficient practice within each of the four domains through a digital portfolio. At the conclusion of Year 1, portfolios are reviewed by the Director of Teaching & Learning and shared with the inductee's direct supervisor to inform ongoing support and professional growth.

Content Included

Professional learning for new teacher inductees is intentionally aligned to the four domains of the Danielson Framework to establish strong foundational instructional practice and professional habits. Induction content will address Domain 1: Planning and Preparation by supporting teachers in developing standards-aligned instructional outcomes, demonstrating knowledge of content and pedagogy, and designing lessons informed by student data and assessment. Domain 2: The Classroom Environment will focus on creating respectful, inclusive learning environments through effective classroom procedures, proactive behavior expectations, and relationship-building strategies that promote student engagement and executive function skills. In Domain 3: Instruction, new teachers will engage in professional learning centered on the use of high-impact instructional strategies, formative assessment practices, questioning techniques, and instructional flexibility to respond to student learning needs. Finally, Domain 4: Professional Responsibilities will emphasize reflective practice, participation in professional learning communities, collaboration with colleagues and families, and adherence to ethical and professional standards, ensuring new teachers are supported in developing as reflective practitioners committed to continuous growth and student success. In addition, every administrator within the district, both instructional and non-instructional, meet the inductees, share their role and responsibility and how they support them within their role/responsibility in the district.

Meeting Frequency

The district's New Teacher Induction Program is structured as a multi-year, job-embedded professional learning model aligned to the four domains of the Danielson Framework. Prior to the start of the school year, mentors and inductees participate in four full-day (six-hour) induction sessions designed to establish foundational understanding of instructional practice, classroom environment, planning and preparation, and professional responsibilities. Teachers hired after the start of the school year are required to participate in the full summer induction sequence during the following year to ensure consistency and fidelity of implementation. During the academic year, mentors, inductees, the Director of Teaching & Learning, and instructional coaches meet on a bi-monthly basis for 60–90 minutes. These sessions focus on domain-aligned professional learning, reflection on practice, and application of instructional strategies. In addition, mentors and

inductees meet bi-weekly to support navigation of district systems and structures, clarify professional responsibilities, and address individualized instructional and professional needs. Inductees participate in ongoing instructional coaching using a Before–During–After (BDA) cycle. Year 1: Three to four coaching cycles, including two Instructional Learning Visits Year 2: Two to three coaching cycles, including one Instructional Learning Visit Year 3: One to two coaching cycles, with an Instructional Learning Visit available upon request

Delivery Format

Professional learning for new teacher inductees will be delivered through a blended, job-embedded model that combines cohort-based learning, mentoring, instructional coaching, and reflective practice. Learning experiences are intentionally sequenced and aligned to the four domains of the Danielson Framework to ensure new educators develop strong instructional foundations, effective classroom practices, and professional habits that support long-term success. Professional learning aligned to Domain 1: Planning and Preparation will be delivered through summer induction institutes, collaborative lesson design sessions, mentor-supported planning meetings, and instructional coaching cycles. Inductees will focus on developing standards-aligned instructional outcomes, demonstrating knowledge of content and pedagogy, and designing lessons informed by student data and assessment. Teachers will be supported in aligning instructional outcomes to assessments and using data to inform instructional decisions, with artifacts and reflections collected to demonstrate growth. Professional learning aligned to Domain 2: The Classroom Environment will be delivered through interactive workshops, modeling, classroom routines and procedures labs, mentor support, and instructional learning visits. Inductees will focus on establishing respectful, inclusive learning environments through effective classroom procedures, proactive behavior expectations, and relationship-building strategies that promote student engagement and the development of executive function skills. Observation feedback and reflective practice will support continuous improvement in classroom management and student engagement. Professional learning aligned to Domain 3: Instruction will be delivered through job-embedded coaching cycles using a before–during–after model, peer observation opportunities, instructional strategy labs, and collaborative analysis of student work. Inductees will engage in professional learning focused on the use of high-impact instructional strategies, formative assessment practices, effective questioning techniques, and instructional flexibility to respond to student learning needs. Evidence of instructional adjustments and student learning outcomes will be used to guide reflection and growth. Professional learning aligned to Domain 4: Professional Responsibilities will be delivered through participation in professional learning communities, mentor-guided reflection and goal-setting, and sessions focused on ethics and professionalism. Inductees will be supported in developing reflective practice, collaborating effectively with colleagues and families, and adhering to professional and ethical standards. Throughout the induction program, teachers will document evidence of proficient practice across all four domains within a digital portfolio that is reviewed at the conclusion of Year 1 to inform ongoing support and professional development.

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	No
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

Other

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

Mentors are teachers who have, over the course of at least six years in the district, have been rated as proficient or distinguished in formal observations conducted by administration. In addition, mentor teachers are teacher leaders within their building and have the recommendation of their building principal to apply for a mentor position. Prospective mentors must complete an application, provide a professional resume with the application, and go through an interview process with administration to demonstrate they have the following qualities: Potential mentors will work in the same building and will benefit from having similar certifications and assignments. Potential mentors must model continuous learning and reflection. Potential mentors must have knowledge of LEA policies, procedures and resources. Potential mentors must have demonstrated the ability to work effectively with students and other adults. Potential mentors must be willing to accept additional responsibility. Pool of possible mentors consists of teachers with outstanding work performance. 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). Mentor Characteristics and Qualities of a High Performing Mentor District mentors offer their time and talent to assisting inductees through their first year as an employee. Mentors have checklists of topics to cover on a quarterly basis. The mentor in coordination with the building principal has the discretion to address additional topics as needed. The mentors will be teachers selected by

the administrative team who meet the criteria listed under “Qualities of a High-Performing Mentor.” Additionally interested mentors should:

- Complete an application.
- Provide a resume to accompany their application.
- Interview to demonstrate proficiency in mentor requirements.

Educator Induction Plan Topic Areas

Common Ground

Topic Objectives

The district's four-day summer induction program for new teachers intentionally integrates the Common Ground Framework to ensure educators develop the competencies necessary to serve all students equitably and effectively. Over the course of the four days, inductees engage in professional learning experiences aligned to the framework's three core areas: Cultural Awareness, Trauma-Aware Mental Health and Wellness, and Technological and Virtual Engagement. Educators reflect on their own cultural lens, examine potential biases, and explore strategies to provide equitable, asset-based learning opportunities for students from diverse socio-economic, cultural, and ability backgrounds. Sessions include exploration of trauma-informed practices, strategies to promote student resiliency and wellness, and approaches for engaging learners using technology in inclusive and accessible ways. Activities are designed to support new teachers in meeting students where they are, fostering safe and supportive learning environments, and promoting high expectations for all learners. In addition to content knowledge, the summer program introduces inductees to Professional Ethics and Common Ground Program Framework Guidelines and provides foundational understanding of Educator Effectiveness, the process used to evaluate professional and temporary professional employees in PK–12 education across the Commonwealth. Educators participate in interactive workshops, guided reflection, and collaborative discussions that connect Common Ground competencies to their instructional practice, classroom environment, and professional responsibilities. By the end of the four-day induction, teachers are equipped with the knowledge, resources, and strategies to integrate culturally responsive teaching, trauma-informed approaches, and digital engagement techniques into their classrooms, while aligning their practice with district expectations and Danielson Framework standards.

Lead Person/Position

Director of Teaching & Learning

Anticipated Start

2026-08-10

Anticipated Completion

2026-08-13

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2e: Organizing Physical Space

3a: Communicating with Students

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

4c: Communicating with Families

4b: Maintaining Accurate Records

4f: Showing Professionalism

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

Educator Effectiveness

False Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

Topic Objectives

The district's Educator Induction Plan incorporates the following content areas to ensure comprehensive support for new teachers: Develops teacher competency – Induction activities build educator skill across all Danielson Framework domains. Specifically, Domain 1: Planning and Preparation is addressed through workshops and coaching on standards-aligned lesson design, data-informed instruction, and differentiated planning. Domain 3: Instruction is reinforced through modeling of high-impact strategies and formative assessment

practices, increasing teacher effectiveness in promoting student learning. Timeline: Summer PD, Bi-monthly cohort meetings, Coaching cycles (Year 1–3). Increases student learning – Activities are explicitly linked to improving student outcomes. Inductees engage in instructional practice labs, classroom simulations, and analysis of student work to connect planning and instruction to measurable learning growth (Domain 3: Instruction and Domain 2: Classroom Environment). Timeline: Summer PD, Ongoing coaching, Classroom observations. Expands knowledge of the Professional Ethics Program Framework Guidelines – Inductees participate in focused sessions addressing ethical decision-making, professional standards, and reflective practice aligned with Domain 4: Professional Responsibilities. Timeline: Summer PD, Bi-monthly mentor-cohort meetings. Includes training on the Common Ground Program Framework Guidelines – New teachers receive training in Cultural Awareness, Trauma-Informed Practices, Mental Health and Wellness, and Technological Engagement, supporting equitable learning environments and inclusive classroom management practices (Domain 2: Classroom Environment; Domain 1: Planning and Preparation). Timeline: Summer PD, Coaching cycles, Ongoing reflective practice. Introduces Educator Effectiveness – The program provides an overview of the PK–12 evaluation process, including goal setting, evidence collection, and the role of observation, aligned to all four Danielson domains with emphasis on Domain 4: Professional Responsibilities. Timeline: Summer PD, Bi-monthly meetings, Year 1 coaching cycles. Inductees demonstrate learning through a digital portfolio containing evidence and exemplars aligned to each Danielson domain, which is reviewed at the end of Year 1 by the Director of Teaching & Learning and shared with supervisors to guide ongoing professional growth.

Lead Person/Position

Director of Teaching & Learning Assistant Superintendent

Anticipated Start

2026-08-10

Anticipated Completion

2029-05-20

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1f: Designing Student Assessments

4a: Reflecting on Teaching

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

Professional Ethics Program Framework Guidelines

Topic Objectives

Inductees will develop an understanding of their professional responsibilities by engaging in activities that expand knowledge of the Professional Ethics Program Framework Guidelines, introduce the Educator Effectiveness evaluation system, and support reflective practice and collaboration within professional learning communities. Participants will apply principles of ethical decision-making, effective communication with families, and participation in school and LEA initiatives to strengthen their professional practice, document evidence of growth, and contribute to continuous improvement of instructional practice. Alignment to Observation and Practice Framework for Teaching: Domain 4: Professional Responsibilities – Demonstrates high ethical standards, engages in reflective practice, participates in professional learning communities, collaborates with colleagues and families, and documents accurate, comprehensive evidence to support student learning. Anticipated Timeline: Summer Induction PD (4 full-day sessions) Bi-monthly cohort meetings (60–90 minutes) Mentor–Inductee bi-weekly meetings Instructional Coaching Cycles (Year 1–3)

Lead Person/Position

Director of Human Resources Assistant Superintendent

Anticipated Start

2026-08-10

Anticipated Completion

2030-05-31

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

4c: Communicating with Families

4b: Maintaining Accurate Records

4a: Reflecting on Teaching

Student Learning

Topic Objectives

Focus on Student Learning: Educator Induction Plan Objective: Induction activities are designed to increase student learning by equipping new teachers with the skills, strategies, and reflective practices needed to meet diverse learner needs. All professional learning is aligned to the Danielson Observation and Practice Framework, ensuring that planning, instruction, and classroom management directly support student growth and achievement. Alignment to Danielson Domains and Activities: Domain 1: Planning and Preparation – Inductees learn to design lessons using data-informed instructional outcomes, differentiated strategies, and high expectations to support all students. Activities include collaborative lesson design workshops, analysis of assessment data, and coaching on aligning outcomes with standards. Domain 2: Classroom Environment – Teachers practice creating inclusive, engaging classrooms where students take ownership of their learning, demonstrate executive function skills, and participate meaningfully in classroom procedures. Activities include trauma-informed practice workshops, culturally responsive strategies, and mentor-supported classroom simulations. Domain 3: Instruction – Inductees engage in job-embedded coaching cycles, modeling of high-impact instructional strategies, formative assessment practices, and questioning techniques that promote critical thinking and student engagement. Teachers learn to adjust instruction in real time to maximize

learning for all students. Domain 4: Professional Responsibilities – Reflection on teaching practice, collaboration with colleagues, and communication with families are emphasized as key levers to support student learning outcomes. Inductees document growth in a digital portfolio, linking professional practice directly to student achievement. Anticipated Timeline: Summer PD (four full-day sessions) Bi-monthly cohort meetings (60–90 minutes) Bi-weekly mentor–inductee meetings Instructional coaching cycles (Year 1–3)

Lead Person/Position

Director Teaching & Learning

Anticipated Start

2026-08-10

Anticipated Completion

2029-05-20

Observation and Practice Framework Met in this Topic

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

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3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

Teacher Competency

Topic Objectives

Objective: Inductees will build professional competency by engaging in activities designed to strengthen instructional planning, classroom management, and instructional delivery aligned to the Danielson Framework. Activities include collaborative lesson design, coaching cycles, observation and feedback sessions, and modeling of high-impact instructional strategies. Participants will demonstrate growth by applying evidence-based practices, differentiating instruction to meet the needs of all learners, and reflecting on their teaching to continuously improve instructional effectiveness. Alignment to Observation and Practice Framework for Teaching: Domain 1: Planning and

Preparation – Designs lessons with clear, standards-aligned outcomes informed by student data. Domain 2: Classroom Environment – Implements procedures and practices that create an inclusive, safe, and engaging learning environment. Domain 3: Instruction – Uses formative assessment, questioning strategies, and high-impact instructional approaches to promote student understanding and engagement. Anticipated Timeline: Summer Induction PD (4 full-day sessions) Bi-monthly cohort meetings (60–90 minutes) Mentor–Inductee bi-weekly meetings Instructional Coaching Cycles (Year 1–3)

Lead Person/Position

Building Principals Director of Teaching & Learning

Anticipated Start

2026-08-10

Anticipated Completion

2029-05-20

Observation and Practice Framework Met in this Topic

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

Evaluation and Monitoring

Monitoring Routines

New teachers are surveyed using Google Forms at the end of the first four days of induction, mid year, and at the end of the year. Mentors are surveyed using Google forms at the end of the first four days of induction, mid year, and at the end of the year. Feedback from both the new teachers and mentor is used to adjust the programs and meet the needs of all participants.

Uploaded Files

GMSD Teacher Induction Survey.pdf

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 (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.

Yes

Signatures and Quality Assurance

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? ([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 {SchoolYear} school year?

Yes

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

Yes

True 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.

True 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
Karen Dianne DeNunzio	2026-02-23

False 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
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