

Burrell SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type	AUN	
School District	107650703	
Address 1		
1021 Puckety Church Rd		
Address 2		
City	State	Zip Code
Lower Burrell	PA	15068
Chief School Administrator		
Dr Shannon L Wagner		
Chief School Administrator Email		
swagner@burrell.k12.pa.us		
Educator Induction Plan Coordinator Name		
Autumn Turk		
Educator Induction Plan Coordinator Name Email		
autumn.turk@burrell.k12.pa.us		
Educator Induction Plan Coordinator Phone Number	Extension	
(724)334-1406		

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Autumn Turk	Director of Curriculum & Development, C&I Co-Chair, Induction Coordinator	Administrator	Administration Personnel
Anthony Facemyre	Teacher	Teacher	Teacher
Courtney Barbiaux	Personalized Learning Coach, C&I Co-Chair	Education Specialist	Education Specialist
Kyle Boswell	Teacher	Teacher	Teacher
Morgan McClafferty	Teacher	Teacher	Teacher
Jennifer Baxter-Blubaugh	ESL Teacher	Education Specialist	Education Specialist
John Boylan	Principal, Induction Coordinator	Administrator	Administration Personnel
Travis Welch	Principal	Administrator	Administration Personnel
James Croushore	Principal	Administrator	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	No
Other	

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

Program Structure

Year 1 - Monthly topic-focused meetings with inductees, mentors, and induction coordinators, monthly mentor check-ins, two formal observations/year, mentor and principal walkthroughs/observations, induction survey (May) Year 2 - Quarterly meetings for Book Study "Transforming School Culture" & the PLC Process with inductees, mentors, and induction coordinators, monthly mentor check-ins, two formal observations/year, mentor and principal walkthroughs/observations, induction survey (May) Year 3 - Meeting at beginning of year to introduce the action research project & differentiated supervision model, meeting at midyear to review progress of action research plan, gallery walk and celebration at the end of the year to share results from action research process and celebrate completing the induction process. Two formal observations/year, principal walkthroughs/observations, induction survey (May)

Content Included

Year 1 - Comprehensive Plan Goals, Professional Ethics/Code of Conduct, Act 13 Educator Effectiveness, Cyber Security & Technology Integration, District Safety through SEL/PBIS/Trauma-Informed/ALICE Lens, Common Ground, Growth Mindset, PLC Process/Student Data Analysis, Parent Conferencing/Communication/Engagement Strategies, MTSS/Special Education, Personalized/Project-Based Learning Year 2 - Transforming School Culture book study: organizational culture, working with colleagues, tools to overcome toxic culture Year 3 - Action Research Process (use the PLC process to use data to drive and differentiate instruction - teacher agency of what to focus on), introduce and practice using differentiated supervision tool in PA-EETP, reflection about student learning, presentation skills

Meeting Frequency

Year 1 - Monthly (8 total) Year 2 - Quarterly (4 total) Year 3 - Beginning, Middle, & End of year (3 total)

Delivery Format

In-person meetings

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

Mentor/Inductee Checklist to structure monthly check-ins (years 1 & 2), Mentors attend induction sessions with their mentee (years 1 & 2)

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

Induction Coordinators meet with Principals to determine the mentor who could best support each inductee, Consult with department leaders when appropriate

Educator Induction Plan Topic Areas

Accommodations and Adaptations for Diverse Learners

Topic Objectives

Induction sessions about MTSS process, special education, and using data to drive instruction through PLC process

Lead Person/Position

Autumn Turk, Director of Curriculum & Development, Induction Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

2a: Creating an Environment of Respect and Rapport

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4b: Maintaining Accurate Records

4c: Communicating with Families

Assessments and Progress Monitoring

Topic Objectives

Induction session about using data to inform and differentiate student learning (integrated into sessions about PLC process & MTSS as well)

Lead Person/Position

Director of Curriculum & Development

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

3d: Using Assessment in Instruction

1f: Designing Student Assessments

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

Classroom and Student Management**Topic Objectives**

Induction Session about District Safety through the SEL, PBIS, Trauma-Informed Lens, additional professional learning will be provided to give teachers strategies for behavior management and helping students with emotional regulation.

Lead Person/Position

Autumn Turk, Director of Curriculum & Development

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

3a: Communicating with Students

4c: Communicating with Families

[Code of Professional Practice and Conduct and for Educators](#)

Topic Objectives

Induction Welcome - review professional ethics framework, code of conduct and Act 126 Educator Discipline

Lead Person/Position

Autumn Turk, Director of Curriculum & Development, Induction Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

Common Ground

Topic Objectives

Share Common Ground Framework during induction session, professional learning activity where educators look for alignment between the Common Ground Framework and Act 13 Educator Effectiveness Competencies, play a "Belonging" card game with a group of colleagues

Lead Person/Position

Autumn Turk, Director of Curriculum & Development, Induction Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

4c: Communicating with Families

Data Informed Decision Making

Topic Objectives

Induction session about using data to inform and differentiate student learning (integrated into sessions about PLC process & MTSS as well)

Lead Person/Position

Autumn Turk, Director of Curriculum & Development

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

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

Share Act 13 Educator Effectiveness Frameworks during induction session, integrate relevant sections into each induction section based on topic for the session, professional learning activity in which educators do a scavenger hunt to find different elements within their rubric (ex. common ground, PLC process, professional learning, etc)

Lead Person/Position

Autumn Turk, Director of Curriculum & Development, Induction Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

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

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4c: Communicating with Families

4e: Growing and Developing Professionally

4f: Showing Professionalism

4d: Participating in a Professional Community

Instructional Practices

Topic Objectives

Induction sessions focused on using PLC process to ensure all students are learning, curriculum work & use of high quality instructional resources & data to drive instruction, MTSS & special education support services, personalized & project-based learning

Lead Person/Position

Autumn Turk, Director of Curriculum & Development, Induction Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

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

4a: Reflecting on Teaching

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

[Material and Resources for Instruction](#)

Topic Objectives

Induction sessions focused on using PLC process to ensure all students are learning, curriculum work & use of high quality instructional resources & data to drive instruction, MTSS & special education support services, personalized & project-based learning

Lead Person/Position

Autumn Turk, Director of Curriculum & Development, Induction Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

[Parental and/or Community Involvement](#)

Topic Objectives

Induction session about parent conferencing, communication, and engagement

Lead Person/Position

Director of Curriculum & Development

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

4c: Communicating with Families

4f: Showing Professionalism

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

[Professional Ethics Program Framework Guidelines](#)

Topic Objectives

Induction Welcome - review professional ethics framework, code of conduct and Act 126 Educator Discipline

Lead Person/Position

Autumn Turk, Director of Curriculum & Development, Induction Coordinator Shannon Wagner, Superintendent

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-28

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

[Progress Reports and Parent-Teacher Conferencing](#)**Topic Objectives**

Induction session about parent conferencing, communication, and engagement (using data to have honest discussions about learning)

Lead Person/Position

Autumn Turk, Director of Curriculum & Development

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4c: Communicating with Families

4f: Showing Professionalism

Safe and Supportive Schools

Topic Objectives

Induction Session about District Safety through the SEL, PBIS, Trauma-Informed Lens, additional professional learning will be provided to give teachers strategies for behavior management and helping students with emotional regulation.

Lead Person/Position

Autumn Turk, Director of Curriculum & Development, Induction Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

3a: Communicating with Students

4c: Communicating with Families

Standards/Curriculum

Topic Objectives

Induction sessions focused on using PLC process to write, revise, and update standards-based curriculum, use high-quality instructional resources & data to drive instruction, and engage in curriculum writing on planning & collaboration days

Lead Person/Position

Director of Curriculum & Development, Induction Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

Student Learning

Topic Objectives

Induction sessions focused on using PLC process to ensure all students are learning, curriculum work & use of high quality instructional resources & data to drive instruction, MTSS & special education support services, personalized & project-based learning

Lead Person/Position

Autumn Turk, Director of Curriculum & Development, Induction Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

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

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4d: Participating in a Professional Community

Teacher Competency

Topic Objectives

Review of PA-EETEP system for observation, walkthrough, and differentiated supervision documentation. This is also covered through the professional ethics and Act 13 Educator Effectiveness sessions.

Lead Person/Position

Autumn Turk, Director of Curriculum & Development, Induction Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4f: Showing Professionalism

4a: Reflecting on Teaching

Technology Instruction**Topic Objectives**

Induction session about technology integration, district-approved programs, and AI to support innovative instruction

Lead Person/Position

Autumn Turk, Director of Curriculum & Development, Induction Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

4a: Reflecting on Teaching

Evaluation and Monitoring

Monitoring Routines

Annual induction survey (May) sent to all inductees, mentors, principals, and other educators who participated in induction sessions - feedback is used to make adjustments to the schedule / induction program to best meet our educators' needs. Midyear Reflection & Coaching Needs Survey sent to all educators - used to evaluate, refine professional learning, and provide coaching support. End of Year Staff Needs Survey sent to all educators - used to evaluate and plan professional learning and provide coaching support. Quarterly Curriculum & Instruction Committee meetings to review all survey feedback and professional learning plans.

Uploaded Files

BSD Induction - EOY 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?

No

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
Autumn Turk	2026-02-26

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
Shannon Wagner	2026-02-26