

Educator Induction Plan

Component of the District Comprehensive Plan, 2026 - 2029

Overview of the Educator Induction Program

Duquesne City School District partners with the Allegheny Intermediate Unit (AIU) to provide a Pennsylvania Department of Education (PDE)-approved, two-year Educator Induction Program for newly hired educators, long-term substitutes, and educational specialists. The program is delivered fully online through the AIU and is designed to support novice educators as they acclimate to the demands of teaching and supporting students in a contemporary educational environment.

The induction program provides structured professional learning, mentoring, collaboration, and ongoing support aligned to state requirements and district priorities. Participants who successfully complete the program earn Act 48 hours, a digital badge, and a letter of completion that may be applied toward Level II certification.

The District utilizes this induction process as part of its broader commitment to strengthening instructional practices, supporting educator effectiveness, and improving student outcomes through ongoing professional growth.

Program Structure

The Educator Induction Program is a two-year program consisting of monthly online meetings and professional learning modules facilitated by AIU subject-matter experts.

Year One Modules

Year one of the induction program consists of eight modules focused on foundational systems and instructional practices:

- Educator Evaluation
- Effective Behavioral Practices
- Family and Community Engagement
- Technological and Virtual Engagement
- Multi-Tiered Systems of Support (MTSS)
- Standards-Based Education
- School Counseling
- School Nursing

These modules provide inductees with foundational knowledge related to instructional practices, student support systems, school operations, and professional responsibilities.

Year Two Modules

Year two of the induction program consists of seven modules focused on inclusive practices, student wellness, ethics, and equitable learning environments:

- Accommodations and Adaptations for Diverse Learners in Inclusive Settings
- Equitable Access for All Learners
- Mental Wellness
- Trauma-Informed Practices
- Professional Ethics and Code
- School Nursing
- School Counseling

These modules build upon the foundational learning from year one and focus on strengthening educators' ability to support diverse learners and create inclusive, student-centered learning environments.

Mentoring and Support Structures

The District provides mentoring and instructional support throughout the induction process. Mentor selection and support are informed by:

- Teacher evaluation data
- Classroom walkthrough observations
- Collaborative feedback between administration and union leadership

Mentors support inductees through regular communication, instructional guidance, reflection opportunities, and problem-solving support. The induction process emphasizes collaboration, relationship building, and professional growth.

Additionally, instructional coaches, administrators, and AIU facilitators provide ongoing support aligned to district initiatives and instructional expectations.

Evaluation and Continuous Improvement Process

The Educator Induction Program is evaluated annually through a continuous improvement process that incorporates participant feedback, program data, and stakeholder collaboration.

Participant Feedback and Surveys

All participants are surveyed to assess perceptions regarding the strengths and challenges of the induction program.

Inductee Surveys

At the conclusion of each year, inductees provide feedback regarding:

- Program structure
- Monthly module content
- Module instructors
- Role-based assignments
- Overall effectiveness of the induction experience

Mentor Surveys

Mentors are surveyed annually regarding:

- Supports and resources provided
- Orientation sessions
- Course content
- Program structure
- Effectiveness of mentor supports

Administrative Feedback

School administrators participate in annual summer feedback sessions to provide input regarding all components of the induction process and the effectiveness of program implementation.

Program Review and Revision

All module content, scope and sequence of yearly topics, mentor supports, role-based assignments, and program structures are reviewed each summer based on survey data, stakeholder feedback, and program outcomes.

Modifications are made as needed to ensure:

- Alignment to PDE requirements
- Responsiveness to district and educator needs
- Incorporation of new state mandates or initiatives
- Continuous improvement of program effectiveness

Changes and updates are communicated during information sessions with school leaders, mentors, and inductees prior to the start of each school year.

Ongoing Program Evaluation

Program evaluation occurs on a cyclical basis using multiple sources of feedback and evidence, including:

- Participant surveys
- Feedback sessions
- Orientation discussions
- Anecdotal feedback from conversations, emails, and phone calls
- Mentor and administrator input

Evaluation data related to program effectiveness is shared annually with stakeholders to support transparency, reflection, and continuous program improvement.

Through this collaborative and reflective process, the Educator Induction Program supports educator growth, strengthens instructional capacity, and contributes to the District's ongoing school improvement efforts.