

Lower Dauphin SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type		AUN
School District		115224003
Address 1		
291 E Main St		
Address 2		
City	State	Zip Code
Hummelstown	PA	17036
Chief School Administrator		
Dr Gregory J Milbrand		
Chief School Administrator Email		
gmilbrand@ldsd.org		
Educator Induction Plan Coordinator Name		
Todd Neuhard		
Educator Induction Plan Coordinator Name Email		
tneuhard@ldsd.org		
Educator Induction Plan Coordinator Phone Number		Extension
717-566-5300		

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Todd Neuhard	Asst. to the Superintendent	Administrator	Administration Personnel
Carmen Dickerson	MS Special Education Teacher	Teacher	Teacher
Shannon Ziegler	Instructional Design Coach	Education Specialist	Education Specialist
Kim Levis	MS Teacher	Teacher	Teacher
Katie Jeffries	HR Director	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	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

Lower Dauphin has a 2-year Induction program. with 3 teacher lead instructors. Every new professional staff member is assigned a certified Mentor at building level. The Mentors are all required to attend a training prior to working with any staff member. All Inductees that are already tenures receives a Mentor for their first year. Any non-tenured Inductee receives a Mentor for two years. They Mentors and Inductees meet monthly for a two year period and review a particular set of questions that are signed off by both parties and turned into central administration. The first year Inductees meet an additional 10 times as a group throughout the first year and 5 times during the second year. These meetings are organized and run by the Induction committee and our professional staff. At the end of the first year, each Inductee is also required to do 10 hours of training on Act 13.

Content Included

The content contains the following: Assessments, Grading, Designing Effective Lessons, School Counseling, Mental Health, Communicating with Families, Conferencing and Parent Rapport, Challenging Student Behaviors, Gifted Education, Special Education,

Technology Education, English Learners, Student Centered Learning, District Policy and Procedures, and Human Resources Updates

Meeting Frequency

Year 1 is monthly with both their Mentor and the Induction group Year 2 is monthly with their Mentor and b-monthly with the Induction group

Delivery Format

Face-to-Face and 1 Asynchronous module (Act 13 training through SAS)

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

Our most challenging employees are those that are considered district employees and travel to various buildings. We find this difficult because you need to have some resource at every building the person visits. We try to get these individuals 1 main mentor and then have a "buddy" for each building they spend time at since each building has there own procedures.

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

The mentors are vetted through their building principal and then do their Mentor training with Assistant to the Superintendent and Director of Curriculum.

Educator Induction Plan Topic Areas

Common Ground

Topic Objectives

Cultural Awareness Trauma-Informed Practices Student Mental Health and Wellness Technological and Virtual Engagement of Students

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

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

Act 13 supervision and evaluation practices Danielson Framework for Teaching Engaging in Supervision and Growth Conversations with your Supervisor Completion of SPM (once granted tenure)

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

4e: Growing and Developing Professionally

4f: Showing Professionalism

[Professional Ethics Program Framework Guidelines](#)

Topic Objectives

Role of teacher in the community Upholding professional ethics in a virtual and in-person environment Social media and digital literacy
Code of professional ethics

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

4a: Reflecting on Teaching 9

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

4f: Showing Professionalism

Student Learning

Topic Objectives

Active engagement strategies Engagement in virtual learning spaces Student centered learning Science of learning

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

Teacher Competency

Topic Objectives

Coaching model of support

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

- 4 Participating in a Professional Community
- 4 Growing and Developing Professionally
- 1 Demonstrating Knowledge of Resources

Topic Objectives

N/A

Lead Person/Position

N/A

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

Evaluation and Monitoring

Monitoring Routines

Lower Dauphin's Induction Program is monitored regularly throughout the school year and at the end of each school year. Throughout the school year, we receive feedback from the Inductees regarding their monthly assignment's they complete with their Mentors and the surveys that are completed by the Inductee regarding the monthly session. This is monitored by the Assistant to the Superintendent throughout the school year and be the Induction Committee at the end of every school year. Extra surveys are also given to both the Inductee and Mentor at the end of every 2-year cohort. This Induction Committee reviews this information in May as to provide time to make any necessary changes.

Uploaded Files

End of Year Inductee Evaluation Induction I.docx

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
Todd Neuhard	2025-12-22

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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