**Tuscarora IU 11**
Induction Plan (Chapter 49) | 2024 - 2027

# Profile

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| --- | --- |
| **Intermediate Unit Name** | AUN |
| Tuscarora Intermediate Unit 11 | 311440000 |
| **Address 1** |
| 2527 US Hwy 522 South |
| **Address 2** |
|  |
| **City** | **State** | **Zip Code** |
| McVeytown | PA | 17051 |
| **Executive Director Name** |
| Dr. Shawn Kovac |
| **Executive Director Email** |
| skovac@tiu11.org |
| **Educator Induction Plan Coordinator Name** |
| Brett Gilliland |
| **Educator Induction Plan Coordinator Name Email** |
| bgilliland@tiu11.org |
| **Educator Induction Plan Coordinator Phone Number** | **Extension** |
| 814-542-2501 | 1192 |

# Steering Committee

Steering Comittee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Title | Committee Role | Chosen/Appointed By |
| Brett Gilliland  | Director for Educational Support Services  | Administrator  | Administration Personnel  |
| Timothy Miller  | Director for Curriculum and Instruction  | Administrator  | Administration Personnel  |
| Alicia Hull  | Coordinator for Professional Development  | Education Specialist  | Education Specialist  |
| Stephanie Daniels  | Curriculum Consultant  | Education Specialist  | Education Specialist  |
| Kathy Clark  | Executive Secretary to Curriculum and Instruction  | Other  | Administration Personnel  |
| Aaron Hicks  | Teacher  | Teacher  | Teacher  |
| Joe Giebel  | Systems Support Specialist  | Education Specialist  | Education Specialist  |
| Stacey Miller  | Teacher  | Teacher  | Teacher  |
| Zach Treece  | Teacher  | Teacher  | Teacher  |
| Todd Griest  | Board Member  | Other  | School Board of Directors  |

# Educator Induction Plan

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| 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 )](http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter49/s49.16.html&searchunitkeywords=22%2CPa%2CCode%2C49.16&origQuery=22%20Pa%20Code,%2049.16&operator=OR&title=null) | 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 )](http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter49/s49.16.html&searchunitkeywords=22%2CPa%2CCode%2C49.16&origQuery=22%20Pa%20Code,%2049.16&operator=OR&title=null) | 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 )](http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter49/s49.16.html&searchunitkeywords=22%2CPa%2CCode%2C49.16&origQuery=22%20Pa%20Code,%2049.16&operator=OR&title=null) | 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 )](http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter49/s49.16.html&searchunitkeywords=22%2CPa%2CCode%2C49.16&origQuery=22%20Pa%20Code,%2049.16&operator=OR&title=null) | 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)](https://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2020&sessInd=0&act=13) and [22 Pa Code, 49.16](http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter49/s49.16.html&searchunitkeywords=22%2CPa%2CCode%2C49.16&origQuery=22%20Pa%20Code,%2049.16&operator=OR&title=null) ) | 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  |

# 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, if possible should possess a Level II certification in the area of mentoring. Mentors must have a least three years of successful teaching experience. |

**Please explain the LEA’s process for ensuring their mentors have the above selected characteristics.**
When mentors are being considered, the first thing we look for is job similarity. We chose those mentors that have a good educational record and understand how to address the needs of students. When possible, we look for mentors that are within the same building as well so that inductee have access to mentors in a timely manner.

# Needs Assessment

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| 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**
* **Content Included**
* **Meeting Frequency**
* **Delivery Format**

The goal of the Tuscarora Intermediate Unit 11 Induction Program is to provide each inductee with a general orientation to the TUI 11 and to increase his/her knowledge and improve his/her instructional skills. The objective of the program are to:

• Build a professional relationship between the inductee and the mentor teacher;

• Familiarize teachers with Pennsylvania, intermediate unit, building policies, procedures and expectations;

• Assist the inductee to assess his/her professional development and provide ready access to resources for self-improvement;

• Provide peer support and the model of a successful and experienced professional for the new teacher;

• Provide information, training and ongoing technical assistance to teacher inductees.

Content to be included in the TIU 11 Induction Plan:

• Code of Professional Practice and Conduct for Educators

• Assessment: creating, types, data analysis

• Best Instructional Practices

• Safe and Supportive School

• Understanding PA Standards

• Curriculum

• Instructional Practices

• Learning Styles and Modalities

• Accommodating Learners

• Data informed decision making

• Material and Resources for Instruction

• Classroom Management

• TIU Policies and Procedures

• Teacher Evaluation Topics (Act 13)

• Topics in SEL: Bullying, School Climate and Trauma Informed

Inductees and mentors will meet bi-weekly for the first two months and then meet monthly for the remainder of the school year. The inductee and mentor may meet more often as necessary. Delivery for the meeting will be held face-to face at the beginning of the year however mentor will be available by email and Zoom as necessary.

# Educator Induction Plan Topic Areas

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

TIU Teacher Induction Plan.docx

**Code of Professional Practice and Conduct for Educators**
**Selected Observation and Practice Framework(s):**
4e: Growing and Developing Professionally
4f: Showing Professionalism

**Timeline**
Year 1 Fall
Year 1 Spring
Year 2 Fall
Year 2 Spring

**Assessment and Progress Monitoring**
**Selected Observation and Practice Framework(s):**
1f: Designing Student Assessments
3d: Using Assessment in Instruction
1e: Designing Coherent Instruction
4a: Reflecting on Teaching

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Instructional Practices**
**Selected Observation and Practice Framework(s):**
1d: Demonstrating Knowledge of Resources
2b: Establishing a Culture for Learning
1c: Setting Instructional Outcomes
3c: Engaging Students in Learning

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Safe and Supportive Schools**
**Selected Observation and Practice Framework(s):**
2e: Organizing Physical Space
3a: Communicating with Students

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Standards/Curriculum**
**Selected Observation and Practice Framework(s):**
3e: Demonstrating Flexibility and Responsiveness
4a: Reflecting on Teaching
1f: Designing Student Assessments
4e: Growing and Developing Professionally
1c: Setting Instructional Outcomes
2b: Establishing a Culture for Learning

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Technology Instruction**
**Selected Observation and Practice Framework(s):**
2c: Managing Classroom Procedures
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 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Progress Reports and Parent-Teacher Conferencing**
**Selected Observation and Practice Framework(s):**
1b: Demonstrating Knowledge of Students
4b: Maintaining Accurate Records
4c: Communicating with Families
1a: Demonstrating Knowledge of Content and Pedagogy

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Accommodations and Adaptations for Diverse Learners**
**Selected Observation and Practice Framework(s):**
1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students
1a: Demonstrating Knowledge of Content and Pedagogy
4e: Growing and Developing Professionally

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Data Informed Decision Making**
**Selected Observation and Practice Framework(s):**
1c: Setting Instructional Outcomes
1e: Designing Coherent Instruction
2b: Establishing a Culture for Learning
4a: Reflecting on Teaching
3d: Using Assessment in Instruction

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Materials and Resources for Instruction**
**Selected Observation and Practice Framework(s):**
2b: Establishing a Culture for Learning
1d: Demonstrating Knowledge of Resources
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 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Classroom and Student Management**
**Selected Observation and Practice Framework(s):**
1b: Demonstrating Knowledge of Students
2b: Establishing a Culture for Learning
3a: Communicating with Students
2c: Managing Classroom Procedures

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Parental and/or Community Involvement**
**Selected Observation and Practice Framework(s):**
4c: Communicating with Families
2a: Creating an Environment of Respect and Rapport
4d: Participating in a Professional Community
3a: Communicating with Students

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Professional Ethics Program Framework Guidelines**
**Selected Observation and Practice Framework(s):**
4e: Growing and Developing Professionally
4d: Participating in a Professional Community
4f: Showing Professionalism
4a: Reflecting on Teaching

**Timeline**
Year 1 Fall
Year 1 Spring
Year 2 Fall
Year 2 Spring
Year 3 Fall
Year 3 Spring

**Culturally Relevant and Sustaining Education Program Framework Guidelines**
**Selected Observation and Practice Framework(s):**
2b: Establishing a Culture for Learning
4e: Growing and Developing Professionally
1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students
2a: Creating an Environment of Respect and Rapport

**Timeline**
Year 1 Spring
Year 2 Spring
Year 3 Spring

**Educator Effectiveness**

**Selected Observation and Practice Framework(s):**
2d: Managing Student Behavior
3c: Engaging Students in Learning
2a: Creating an Environment of Respect and Rapport
4a: Reflecting on Teaching
1b: Demonstrating Knowledge of Students
1a: Demonstrating Knowledge of Content and Pedagogy

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Other**
**Selected Observation and Practice Framework(s):**

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

# Evaluation and Monitoring

**Evaluation and Monitoring**
The new teachers have to document the events and complete work packets. The administration supervises and monitors the mentoring process. An annual review of the process is done. In addition, mentors will be required to sign-off on the documentation to ensure that all goals were met. TIU administration will maintain accurate records of program completion and provide a certificate of completion to each inductee who has completed the program with Act 48 hours being given to inductees.

# Induction Plan

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| --- | --- |
| 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.

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| --- | --- |
| **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.](https://gtlcenter.org/sites/default/files/docs/pa/3_PDPartnershipsandStandards/NSDCStandards_No.pdf)

|  |  |
| --- | --- |
| **Chief School Administrator** | Date |
|  |  |