Huntingdon Area SD
Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
School District		111312503
Address 1		
2400 Cassady Ave		
Address 2		
Suite 2		
City	**State**	**Zip Code**
Huntingdon	PA	16652
Chief School Administrator		
Mrs Jennifer Mitchell		
Chief School Administrator Email		
jmitchell@huntsd.org		
Educator Induction Plan Coordinator Name		
Travis R. Lee		
Educator Induction Plan Coordinator Name Email		
tlee@huntsd.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
(814)641-2102		

Steering Committee

1Steering Comittee

Name	Title	Committee Role	Chosen/Appointed By
Jennifer Mitchell	Superintendente	Administrator	Administration Personnel
Travis Lee	Director of Curriculum and Instruction	Administrator	Administration Personnel
Sean Cummins	Principal, HAHS	Administrator	Administration Personnel
Nicholas Payne	Principal, HAMS	Administrator	Administration Personnel
Johnny Miller	Principal, Standing Stone Elem.	Administrator	Administration Personnel
Gregory Shingle	Principal, Southside Elem.	Administrator	Administration Personnel
Anita Young	Director of BILD	Administrator	Administration Personnel
Tim Snare	Director of Student Services	Administrator	Administration Personnel
Anne Millar	School Board Director	Other	School Board of Directors
Christina Kyle	Teacher	Education Specialist	Teacher
Ryan Wade	Teacher	Education Specialist	Teacher
Tarrea Potter	Teacher	Teacher	Teacher
Suzanne Mitchell	Teacher	Teacher	Teacher
Jennie Barnett	Teacher	Teacher	Teacher
Mary Ann Buckley	Teacher	Teacher	Teacher
Toby Mitchell	Teacher	Teacher	Teacher
Emma Mathers	Teacher	Teacher	Teacher

Educator Induction Plan

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 for the duration of the induction program? (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 2024-2025 school year?	Yes
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	
List the Pre-K Counts Program and address	

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 The mentor will help to facilitate the social integration of new teachers into the district, with a focus on fostering an understanding of the Huntingdon County community.	

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

Mentors are selected by the building principal and submitted to the Director of Curriculum and Instruction and the Superintendent for approval before the mentor is board approved and notified of their duties.   Mentors must attend a mandatory Mentorship Orientation Meeting at the beginning of each new Comprehensive Plan cycle (every three years) to ensure understanding of any programmatic changes and responsibilities as indicated above and as articulated within the Induction Program Field Guide.   Program evaluations, conducted during the mid-term and conclusion of each year, and fulfillment of all mentor responsibilities throughout the year, will be considered for subsequent mentor selections.

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

Needs and ideas are also identified through popular contemporary literature, such as Educational Leadership (EL) and Education Week magazines, and through research-informed literature, such as The Evolution of Educator Induction and its Impact on Comprehensive Programming: A Review of the Literature, by the Pennsylvania Association for Supervision and Curriculum Development (PASCD), best practices as identified in the Standards for Staff Development by the National Staff Development Council (NSDC), and scholarly articles related to professional learning.

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**

Program Structure: The HASD Induction Program is structured to include a welcoming orientation, monthly special topic meetings over a two-year time period, and the support of a mentor through the two-year process.   The Orientation is a two-day experience to introduce New Teachers to the various departments within the school district, to provide an overview of district expectations, to introduce teachers to the community through school building site visits and lunch at a local restaurant, and to ensure access to technology and pertinent school resources. The Orientation concludes with an overview of the Induction Field Guide, a staff introduction at a luncheon hosted by the local teacher association, and finally, and perhaps most importantly, a structured half-day planning session with their Mentor.   The Monthly Meetings are held in face-to-face sessions after the school day at the Central Office. The sessions are approximately an hour in length and presented in a workshop or lecture format. These sessions are facilitated by various school administrators or teacher leaders, depending upon expertise regarding the specified topic.   The Mentor is an ongoing support to New Teachers throughout the Induction process. There are formal topics and meetings to be accounted for, but the strength of this experience is the informal support provided to New Teachers that help staff adjust to the many facets of the school and teaching.   Content Included: The Induction Field Guide indicates the topics that are addressed at the Orientation, the Monthly Meetings, and the Mentor activities. The topics and expectations will remain the same throughout the approved Induction cycle, though the Field Guide will be updated yearly

to reflect new meeting dates and minor adjustments.   The full content listing for the Orientation and Monthly Meetings is attached to this Induction Plan (Ch. 49).   However, several key topics include Educator Effectiveness, Effective Family Engagement, Classroom Management, Professional Responsibilities and Expectations, Special Education, and various curricular and instructional topics.   The Mentor support provides guidance regarding district practices and procedures and how these align to specific domains of the Educator Effectiveness/Danielson Framework for Observation and Practice. The New Teacher and Mentor document completion of these topics through two checklists, one completed during the Orientation and one that is ongoing during the beginning of the first year. In addition, Mentors and New Teachers document monthly meeting times, and the checklists and Field Guide provide possible topics for review.   In addition to the multiple year, formal observation cycles by building principals/supervisors as part of Act 13 of 2020, New Teachers have additional support to provide feedback and opportunities to reflect upon individual practices as part of Induction. The Mentor, the Director of Curriculum and Instruction, and/or an instructional coach, will complete two (2) informal observations of New Teachers over the course of the two-year Induction period. More opportunities for feedback and coaching are available as needed. New Teachers are also expected to complete four (4) Peer Observations through the two-year Induction period. Mentors and New Teachers will discuss the best classrooms, teachers, or instructional strategies to observe to best meet the New Teacher needs.   Meeting Frequency: The meetings facilitated by school administration include the two-day Induction Orientation which is held prior to the start of the school year for new teachers, and the eight Monthly Meetings, each year, of the two-year Induction period.   New Teachers and their Mentors document monthly meetings during the first year of Induction and quarterly meetings during the second year of Induction.   Delivery Format: All Induction meetings are mandatory and are conducted in a face-to-face setting. Make-up sessions are scheduled as needed.   The Field Guide and materials for each session are posted to a shared resource, Google Classroom, for ease of access both during the session and throughout the Induction process.

Educator Induction Plan Topic Areas

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

Monthly New Teacher Induction Learning Sessions 24-25.pdf

Induction Topics_ 24-27 - Calendar Overview.pdf

Induction Topics_ 24-27 - YR 1Topics by Session and Domain.pdf

Induction Topics_ 24-27 - YR2 Topics by Session and Domain.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

Timeline
Year 1 Fall
Year 1 Winter

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):
1f: Designing Student Assessments
3d: Using Assessment in Instruction
4b: Maintaining Accurate Records
1e: Designing Coherent Instruction

Timeline
Year 1 Winter
Year 2 Fall
Year 2 Winter

Instructional Practices

Selected Observation and Practice Framework(s):
1c: Setting Instructional Outcomes
1e: Designing Coherent Instruction
3c: Engaging Students in Learning
1a: Demonstrating Knowledge of Content and Pedagogy

Timeline
Year 1 Winter
Year 2 Fall
Year 2 Winter

Safe and Supportive Schools

Selected Observation and Practice Framework(s):
2a: Creating an Environment of Respect and Rapport
2d: Managing Student Behavior
4f: Showing Professionalism
1b: Demonstrating Knowledge of Students
3a: Communicating with Students

Timeline
Year 1 Fall
Year 2 Spring

Standards/Curriculum

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

Timeline

Year 1 Winter

Year 2 Fall

Year 2 Winter

Technology Instruction

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

Timeline

Year 1 Spring

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Data informed decision making

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

Timeline

Year 1 Winter

Year 2 Fall

Year 2 Winter

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

2e: Organizing Physical Space

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3a: Communicating with Students

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Classroom and student management

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

2d: Managing Student Behavior

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Fall

Parental and/or community involvement

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Year 2 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Common Ground

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 2 Spring

Educator Effectiveness

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Other

Selected Observation and Practice Framework(s):

Timeline

Year 2 Fall

Evaluation and Monitoring

Evaluation and Monitoring

There are four (4) formal checkpoints (see Mid-Year and End-of-Year Evaluations below), and multiple formative, informal measures of an ongoing nature, for evaluating and monitoring the success of the Induction program.   Monthly Meeting Evaluations A brief survey evaluation/exit ticket will be completed for each Monthly Meeting session. These surveys will serve as artifacts of learning for the New Teacher and provide feedback to the session presenters.   Mid-Year and End-of-Year Evaluations Both New Teachers and Mentors complete a mid-year and end-of-year evaluation during each year of the Induction program. This survey-method evaluation provides multiple perspectives about the program and the data is used in a formative manner. Adjustments to the content to be reviewed during the Monthly Meetings, as well as to determine if the New Teacher and/or Mentor need additional support through other means, is guided by these evaluations. The end-of-year evaluations are used as a summative evaluation for that particular year and cohort, and the data is used to make adjustments to the program as a whole, if necessary.   Induction Field Guide Portfolios New Teachers also submit Induction Field Guide Portfolios. The Portfolios include a record of completion of multiple tasks such as checklists, meeting dates with mentors, and peer observation reflections. These items are reviewed by the Director of Curriculum and Instruction for completeness and as another evaluative measure of the Induction program.   Informal Evaluation Measures Discussions with New Teachers, Mentors, and administrators, through Monthly Meetings, visits to classrooms and other informal opportunities are ongoing. We aim to tailor the Induction program to meet any of the specific needs identified for New Teachers.

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 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.

Educator Induction Plan Coordinator	Date
Travis R. Lee	2024-02-02

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
Jennifer Mitchell	2024-03-26