

Mifflin County SD

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
Mifflin County School District		111444602
Address 1		
Administration Building, 201 Eighth Street		
Address 2		
City	State	Zip Code
Lewistown	Pennsylvania	17044
Chief School Administrator		
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Educator Induction Plan Coordinator Name		
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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:	Yes
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	No
Other	

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

MENTOR TEACHER: SKILLS REQUIREMENTS AND RESPONSIBILITIES

Mentor Teachers are selected based upon the following criteria:

- Possesses an Instructional II Certificate
- Demonstrates a willingness to serve
- Demonstrates a positive attitude and sense of cooperation for meeting established District and building level goals and expectations
- Has demonstrated expertise as an effective teacher in the classroom
- Has demonstrated belief in a student's ability to succeed
- Has demonstrated a commitment to personal and professional growth

Mentors are selected by the building principal and submitted to the Superintendent for approval before mentor is board approved and notified of their duties. Mentor Teacher's responsibilities will include:

- Establishing a supportive relationship with the inductee.
- Providing peer coaching in effective teaching skills.
- Helping the inductee identify specific needs and helping to address those needs.
- Meeting with the inductee at least one day prior to the inductee's first day with students.
- Establishing monthly formal meetings with the inductee (as well as informal meetings as needed).
- Helping the new teacher determine classrooms to visit/observe. Principals will arrange/setup the classroom observations. Six observation experiences need to be accomplished by the inductee. Goal setting, discussion and reflections are to be discussed between the inductee and the teacher mentor.
- Reviewing and discussing discipline approaches with the inductee.

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 Completion of peer observations	

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**

Essential Performance Expectations An integral part of both tenured and non-tenured staffs' employment in the school district is continuous appraisal by their supervisors of their ability to meet essential performance expectations. As appropriate to the various jobs performed by staff members, the essential performance expectations include, but are not necessarily limited to, the following:

- Meets and instructs students at designated locations and times.
- Develops and maintains a classroom environment commensurate with the teacher's style, norms of the building program, appropriate to the classroom activity, and within the limits of the resources provided by the district.
- Prepares for assigned classes, and shows written evidence of preparation and implementation on request of the immediate supervisor.
- Encourages students to set and maintain acceptable standards of classroom behavior.
- Provides an effective program of instruction based on the needs and capabilities of the individuals or student groups involved. This should include, but not be limited to:
 - o Review of previously taught material, as needed.
 - o Presentation of new material.
 - o Use of a variety of teaching materials and techniques.
 - o Evaluation of student progress on a regular basis.
- Correlates individual instructional objectives with the philosophy, goals, and objectives stated for the district.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Maintains records as required by law, district policy, and administrative regulations.
- Assists in upholding and enforcing school rules and administrative regulations.
- Makes provision for being available to students and parents for education related purposes outside the instructional day when necessary and under reasonable terms.
- Attends and participates in faculty, department, and district meetings.
- Cooperates with other members of the staff in planning instructional goals,

objectives, and methods. • Assists in the selections of books, equipment, and other instructional materials. • Works to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students. • Establishes and maintains cooperative professional relations with others. • Performs related duties as assigned by the administration in accordance with district policies and practices. (Adapted from: McGreal, T. Successful Teacher Evaluation. ASCD, 1983.)

New Teacher Induction The Mifflin County School District recognizes the essential importance of assisting new and beginning teachers/staff with the transition into the local school district. The new teacher/staff Mentor Program seeks to ensure that every effort is being made to make this transition for the new teacher/staff as educational and informative as possible. In order to provide for such an objective, the emphasis of the program must focus on the needs of the new teacher/staff, because to improve the art of teaching is to improve the art of learning. The goal and objectives of the New Teacher/Staff Mentor Program are as follows. By means of the Teacher/Staff Mentor program, the Mifflin County School District will:

- Provide mentoring in the following areas:
 - o Effective learning theories and instructional models
 - o Classroom management/discipline procedures
 - o First day, first week classroom procedures
 - o Record keeping procedures
 - o Handling student differences
 - o Student evaluation
 - o Parental relationships
 - o Access to and procurement of instructional materials/equipment
 - o Business office procedures
 - o Lesson planning procedures
 - o Public relations
- Provide a mentor program for new teachers/staff that will facilitate:
 - o Social integration of the new teachers into the district
 - o Familiarization with formal and informal building policies and procedures
 - o Opportunity for the new teacher to confidentially benefit from the experience and counsel of a veteran teacher
 - o Opportunity for on-going meaningful dialogue and feedback from the mentor about teaching strategies, techniques and planning
 - o Accomplishment of personal, professional goals as established by the new teacher/staff
 - o Opportunity to observe colleagues modeling effective teaching and job embedded techniques
 - o Provide a general orientation to the district's curriculum, instruction and testing programs
 - o Orient new teachers/staff to the general personnel policies and procedures of the district
 - o Orient new teachers/staff to the Mifflin County community and familiarize them with any significant trends that are perceived
 - o Orient new teachers/staff to relevant State/Federal Policies and Procedures that directly impact upon their professional lives (specifically- Special Education and Pennsylvania's Code of Professional Practice and Conduct for Educators)
 - o Provide periodic meetings with building principals, experienced staff members and mentors about professional issues, successes, and concerns emerging as a result of the Induction Program
 - o Provide orientation for new teachers/staff on the purposes, procedures and resources available in the district's supervision and evaluation program.
 - o Produce a teacher/staff induction handbook focusing upon the key issues and information needed about District Policies and Procedures, and expectations of new staff.
 - o Provide teacher/staff inductees with opportunities for success and recognition in order to foster personal and career self-confidence and to stimulate ongoing professional growth

The two-year induction program will consist of the following components:

- Attendance at all New Teacher/Staff Learning Workshops and Induction meetings held throughout the school year as listed previously
- A building mentorship program, whereby professional skills and building procedures are monitored and appropriate supervision given to the inductee.
- Four (4) Peer Observations
 - o A minimum of one (1) observation must be completed by October 30, 2023
 - o A minimum of two (2) observations must be completed by January 19, 2024
 - o A minimum of three (3) observations must be completed by March 26, 2024
 - o All observations must be completed prior to the portfolio submission deadline
- Two (2) Mentor Observations
 - o One (1) mentor observation must be completed by October 30, 2023
 - o One (1) mentor observation must be completed by February 9, 2024
- Create a Portfolio of Induction learning and activities
- Completion of a student engagement and literacy or approved equivalent program

Educator Induction Plan Topic Areas

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

Induction Program Plan 2024-2026.docx

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

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

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Selected Observation and Practice Framework(s):

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring

Selected Observation and Practice Framework(s):

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring

Evaluation and Monitoring

Evaluation and Monitoring

Each induction candidate will complete a portfolio and provide evidence of completion to ensure program evaluation. For monitoring purposes the superintendent, principal, teacher, and mentors will evaluate how/when the program will function and if it is meeting the needs of new teachers and students.

InductionPlan

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

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