

Peters Township SD
Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type	AUN	
Peters Township School District	101636503	
Address 1		
631 East McMurray Road		
Address 2		
City	State	Zip Code
McMurray	PA	15317
Chief School Administrator		
Dr. Jeannine French		
Chief School Administrator Email		
frenchj@pt-sd.org		
Educator Induction Plan Coordinator Name		
Dr. Michael Fisher		
Educator Induction Plan Coordinator Name Email		
fisherm@pt-sd.org		
Educator Induction Plan Coordinator Phone Number	Extension	
7249416251	7298	

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Dr. Jeannine French	Superintendent	Administrator	School Board of Directors
Dr. Jennifer Murphy	Deputy Superintendent	Administrator	Administration Personnel
Dr. Michael Fisher	Assistant Superintendent	Administrator	Administration Personnel
Mr. Michael Henaghan	Assistant Principal	Administrator	Administration Personnel
Dr. Greg Marquis	Principal	Administrator	Administration Personnel
Mr. Jeff Sudol	Counselor	Education Specialist	Education Specialist
Mrs. Caroline Abele	Teacher	Teacher	Teacher
Mr. Harry Bushmire	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

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 Mentor teachers are selected by building administrators based on content area (when possible), experience, and willingness to support the growth and learn alongside our new staff members.	

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

The Peters Township School District Induction Program creates a collaborative learning environment for new and experienced teachers. It is designed to guide and inform newly hired professionals under the guidance and direction of District administrators and mentor teachers. Charlotte Danielson's *Implementing the Framework for Teaching in Enhancing Professional Practice* is a text used to guide learners through the observation process and is in alignment with Act 13. Newly hired teachers who have not completed an induction program are provided a mentor upon their employment with Peters Township School District. In Peters Township, mentor teachers must have their Instructional II Certificate and must have taught in the District for at least three years. Mentors are assigned based upon the following criteria: First, they teach the same content area/grade level in the same building. Second, they teach the same content and are in a different building. In rare cases such as this, the building principal collaborates with District administrators to select a mentor suitable for the new teacher. Each selected mentor must have successful evaluations from the building administrator, recommendation to be a mentor to the new staff member and be willing to invest the time necessary to mentor the new teacher. The mentor will be paid a stipend, per the collective bargaining agreement. Mentors are provided monthly topics that coincide with building/District initiatives. The checklist of topics will be referenced in the mentor's monthly induction report which is submitted to the Assistant Superintendent. The mentor teacher's role specifically focuses on the following: 1. Establish an effective professional rapport with the new teacher. 2. Assist the new teacher in identifying strategies to communicate with supervisors, parents, and community members. 3. Meeting with the teacher on a weekly basis to review curriculum needs, building or content area initiatives. 4. Providing monthly written logs that highlight the supports provided to the new teacher. 5. Modeling and discussion engaging instructional practices. 6. Support the inductee as they work through the observation process. 7. Support the inductee as they learn about policies and procedures in the school and District.

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	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**

During the course of the two-year induction program, new teachers will attend induction meetings that are scheduled during and after school hours. Year one teachers begin the induction program prior to the start of the school year so that they are acclimated to the District and receive access to all technology resources the District has to offer. Throughout the remainder of the year, additional after school meetings are conducted to review additional Induction topics. Topics for Year one teachers are listed below, but are not limited to: 1. Overview of Induction Program and Needs Assessment 2. Technology Introduction and Training 3. Safety and Emergency Operations Review (Alice Training and Threat Assessment) 4. Communication Best Practices 5. Educator Effectiveness (Act 13) 6. Special Education (Chapter 14, 15, 16) and Inclusive Practices 7. Structured Literacy 8. Successful Lesson Design and Instructional Delivery Additionally, upon being hired by the District, new staff meet with Human Resources, per board policy 333.1 to discuss new employee procedures, employee benefits, and policies. Year Two Induction Meetings occur during after school meetings throughout the school year. Topics for year two include but are not limited to: 1. Portfolio requirements for transitioning from Instructional I to Instructional II Certification. 2. Classroom environment 3. Using data to plan instruction (On-Hand Schools/SAS) 4. Community Field Trip to the Public Library to learn how the public library supports education in Peters Township 5. Showing Professionalism Topics listed above will be delivered by District Administrators and/or Professionals with training/expertise in the topic instructed.

Educator Induction Plan Topic Areas

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

24-25 Induction Plan - PTSD_ed795ee8.docx

Selected Observation and Practice Framework(s):

- 3a: Communicating with Students
- 4f: Showing Professionalism
- 4e: Growing and Developing Professionally
- 4c: Communicating with Families

Timeline

Year 2 Spring

Selected Observation and Practice Framework(s):

- 3d: Using Assessment in Instruction
- 1c: Setting Instructional Outcomes
- 1b: Demonstrating Knowledge of Students
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 1f: Designing Student Assessments

Timeline

Year 1 Fall

Year 2 Spring

Selected Observation and Practice Framework(s):

- 3e: Demonstrating Flexibility and Responsiveness
- 1f: Designing Student Assessments
- 3b: Using Questioning and Discussion Techniques
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction
- 3d: Using Assessment in Instruction
- 3c: Engaging Students in Learning

Timeline

Year 1 Winter

Year 2 Winter

Selected Observation and Practice Framework(s):

- 2a: Creating an Environment of Respect and Rapport
- 2c: Managing Classroom Procedures
- 2e: Organizing Physical Space
- 3a: Communicating with Students
- 4c: Communicating with Families

Timeline

- Year 1 Fall
- Year 2 Winter

Selected Observation and Practice Framework(s):

- 3b: Using Questioning and Discussion Techniques
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 1e: Designing Coherent Instruction

Timeline

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

Selected Observation and Practice Framework(s):

- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 1d: Demonstrating Knowledge of Resources
- 4b: Maintaining Accurate Records
- 3c: Engaging Students in Learning
- 3e: Demonstrating Flexibility and Responsiveness

Timeline

- Year 1 Fall
- Year 2 Spring

Selected Observation and Practice Framework(s):

- 4f: Showing Professionalism
- 4c: Communicating with Families
- 1b: Demonstrating Knowledge of Students
- 4b: Maintaining Accurate Records

Timeline

Year 1 Fall

Year 2 Winter

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

4f: Showing Professionalism

3c: Engaging Students in Learning

4a: Reflecting on Teaching

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

2e: Organizing Physical Space

Timeline

Year 1 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

1f: Designing Student Assessments

Timeline

Year 2 Spring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

1f: Designing Student Assessments

4d: Participating in a Professional Community

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Winter

Year 2 Fall

Year 2 Winter

Selected Observation and Practice Framework(s):

- 2d: Managing Student Behavior
- 3c: Engaging Students in Learning
- 1b: Demonstrating Knowledge of Students
- 2e: Organizing Physical Space
- 4f: Showing Professionalism
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2a: Creating an Environment of Respect and Rapport

Timeline

- Year 1 Fall
- Year 2 Winter

Selected Observation and Practice Framework(s):

- 4c: Communicating with Families
- 4f: Showing Professionalism

Timeline

- Year 2 Spring

Selected Observation and Practice Framework(s):

- 3a: Communicating with Students
- 4c: Communicating with Families
- 4f: Showing Professionalism

Timeline

- Year 1 Fall

Selected Observation and Practice Framework(s):

- 2a: Creating an Environment of Respect and Rapport
- 4e: Growing and Developing Professionally
- 4d: Participating in a Professional Community
- 4f: Showing Professionalism

Timeline

- Year 1 Fall

Selected Observation and Practice Framework(s):

- 1e: Designing Coherent Instruction

2e: Organizing Physical Space
4a: Reflecting on Teaching
1f: Designing Student Assessments
3a: Communicating with Students
4b: Maintaining Accurate Records
1c: Setting Instructional Outcomes
2c: Managing Classroom Procedures
3d: Using Assessment in Instruction
4e: Growing and Developing Professionally
1a: Demonstrating Knowledge of Content and Pedagogy
2a: Creating an Environment of Respect and Rapport
3b: Using Questioning and Discussion Techniques
4c: Communicating with Families
1b: Demonstrating Knowledge of Students
2b: Establishing a Culture for Learning
3c: Engaging Students in Learning
4d: Participating in a Professional Community
1d: Demonstrating Knowledge of Resources
2d: Managing Student Behavior
3e: Demonstrating Flexibility and Responsiveness
4f: Showing Professionalism

Timeline

Year 1 Fall

Evaluation and Monitoring

Evaluation and Monitoring

Our Induction Program is evaluated regularly with a summative review occurring at the culmination of year two. During our last meeting in year two, inductees meet with building and District level administrators to review the topics and identify potential updates to the induction program. New topics and feedback are taken into consideration when planning the upcoming years' induction plan. Additionally, mentor reports are reviewed for common themes and topics that can be included in the 2-year induction plan.

Induction Plan

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

**PETERS TOWNSHIP 2-YEAR INDUCTION PLAN
2024-2027**

YEAR 1:

TOPIC	MONTH/TIME	DETAILS
Culturally Relevant and Sustainable Education	August/5 hours	TBD – Training in Development
Professional Ethics	August/5 hours	TBD – Training in Development
Induction Program Overview/Needs Assessment	August/1 Hour	<ul style="list-style-type: none"> • Complete Needs Assessment of new teachers • Review Year 1 and 2 Schedule • Review Portfolio requirements • Review Instructional I to Instructional II requirements • Review Mentor/Mentee meeting expectations
PTSD Technology introduction (Canvas/PS/Clever/Email/Curriculum Resources)	August/3 Hours	<ul style="list-style-type: none"> • Provide Access to programs such as Outlook, Teams, Clever, Canvas, and other curriculum resources. • Provide overview of telephone system • Provide a review of how to enter a technology ticket
Safety, Emergency Operations Plan Overview, Alice/Threat Assessment	August/3 Hours	<ul style="list-style-type: none"> • Review safety practices with a focus on ALICE. • Complete a review of the Emergency Operations Plan • Review Threat Assessment and the role of staff in keeping schools safe
Communication Best Practices	August/1 Hour	<ul style="list-style-type: none"> • Provide an overview of communication methods available in PTSD. • Review best practices when communicating with administrators, colleagues, students, and families.
Educator Effectiveness (ACT 13)	September/ 2 hours	<ul style="list-style-type: none"> • Review Act 13 • Discuss the evaluation process in Peters Township • Review evidence and assign to domains. • Review evidence and determine rating and rationale
Special Education/Inclusive Practices	October/ 2 hours	<ul style="list-style-type: none"> • Special Education, Gifted, 504 <ul style="list-style-type: none"> ○ Inclusion Practices ○ IEP Team Input ○ Adaptions/Modifications
Successful Lesson Design and Instructional Delivery	November/ 2hours	<ul style="list-style-type: none"> • Differentiation • Linking Curriculum, Assessment, and Instruction • Engaging students in learning
Structured Literacy	2 hours	<ul style="list-style-type: none"> • Identify best practices in reading instruction. • Link best practices to the delivery of Tier I, Tier II, and Tier III reading intervention.

YEAR 2:

TOPIC	MONTH/TIME	DETAILS
Portfolio/Level II Certification Reminders	September/ 1 hour	<ul style="list-style-type: none">• Review Portfolio requirements• Review Instructional I to Instructional II required documents• Revisit Needs Assessment from the Year 1 Induction Program
Community Field Trip: Peters Township Public Library Tour	October/ 2 hours	<ul style="list-style-type: none">• Visit and tour the Peters Township Public Library• Gain an understanding of resources that can supplement Peters Township School District's Instruction• Gain an understanding of programming offered to Peters Township residents
Classroom Environment	December/ 2 hours	<ul style="list-style-type: none">• Creating an environment of respect and rapport• Managing classroom procedures• Developing shared leadership classroom practices• Organizing physical space• Establishing a culture for learning
Using Data to plan Instruction (On Hand Schools/SAS)	March/2 hours	<ul style="list-style-type: none">• On Hands Schools<ul style="list-style-type: none">○ Navigating Student Data from State Assessments○ Locating IEP documents○ Interpreting Benchmark Assessment Data○ Attendance Data○ Curriculum Warehouse• Standards Aligned System<ul style="list-style-type: none">○ Locating Current Standards○ Assessment Builder○ Professional Development○ Creating an account and enrolling in communities related to your discipline
Professionalism/Induction Certificate Presentation	May/2 Hours	<ul style="list-style-type: none">• Professionalism<ul style="list-style-type: none">○ Review of the Code of Conduct○ District Policy Review (Policy 824)• Legal Insights/Ethics Review<ul style="list-style-type: none">○ Educator Ethics and Conduct Review Kit/Case Studies• Certificate Presentation