

North Schuylkill SD

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
North Schuylkill School Dsistrict		129545003
Address 1		
15 Academy Lane		
Address 2		
City	State	Zip Code
Ashland	Pennsylvania	17921
Chief School Administrator		
Robert Ackell		
Chief School Administrator Email		
rackell@northschuylkill.net		
Educator Induction Plan Coordinator Name		
Kimberly Groody		
Educator Induction Plan Coordinator Name Email		
kgroody@northschuylkill.net		
Educator Induction Plan Coordinator Phone Number		Extension
5708740466		1101

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Robert Ackell	Superintendent	Administrator	Administration Personnel
Kimberly Groody	Curriculum & Federal Programs	Administrator	Administration Personnel
Janel Babatsky	Elem. Principal	Administrator	Administration Personnel
Nick Sajone	JSBS Assistant Principal	Administrator	Administration Personnel
Ken Roseberry	JSBS Principal	Administrator	Administration Personnel
Barbara Wilkinson	IU Specialist	Other	Administration Personnel
Caroline Schuster	First Grade Teacher	Teacher	Teacher
Melissa Lorady	HS Guidance	Education Specialist	Education Specialist
Travis Hinkle	K-6 Physical Education Teacher	Education Specialist	Education Specialist
Jenn Rex	JSBS Math 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:	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
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	No
Other	

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

The North Schuylkill School District uses our T.I.P.S. Manual as a guide to continuously following the high standards set in selecting mentors within the 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	No
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**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

The inductee and their mentors first attend Induction Sessions at IU29 that address mandatory topics. A District induction meeting with all inductees occurs where district goals, district resources, maps of the building, passwords, curriculum maps, standards, etc. are discussed. Details of content is included in our plan. Each inductee is provided with a North Schuylkill T.I.P.S. Manual which includes a list of topics for the beginning of year, middle of year, and end of year discussion points are highlighted for the mentor and inductee as possible discussions to have. The inductee and mentor then have a meeting sheet in the back of the T.I.P.S. Manual where the inductee will list the topics discusses, the date, and if there are any further questions. The goal is for official meetings between the mentor and inductee occur weekly and then the documented form handed into the building principal each semester.

Educator Induction Plan Topic Areas

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

23-24 Induction Plan Updated (1).pdf

Induction Plan Updated 10-5-2020.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

Timeline

Year 1 Winter

Instructional Practices

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes
1e: Designing Coherent Instruction
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):

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

Standards/Curriculum

Selected Observation and Practice Framework(s):

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

Technology Instruction

Selected Observation and Practice Framework(s):

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

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families
4a: Reflecting on Teaching

Timeline

Year 1 Fall
Year 2 Fall
Year 3 Fall

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students
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

Data informed decision making**Selected Observation and Practice Framework(s):**

4a: Reflecting on Teaching
1e: Designing Coherent Instruction
1b: Demonstrating Knowledge of 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

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 3 Fall
Year 3 Winter

Classroom and student management

Selected Observation and Practice Framework(s):

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

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

Timeline

Year 3 Fall

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Common Ground

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Educator Effectiveness

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent 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

Other

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

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

A survey will be distributed to new teachers to determine the levels of satisfaction/needs met, as well as, to understand better the strengths and weaknesses of the current program. The principal monitors the T.I.P.S. form used by the teachers and mentors that lists the dates met and topics discussed.

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
Kimberly Groody	2023-06-19

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
Robert J. Ackell	2023-10-03