

**Shippensburg Area SD**

Induction Plan (Chapter 49) | 2025 - 2028

## Profile

<b>LEA Type</b>	AUN	
School District	115218003	
<b>Address 1</b>		
317 N Morris St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Shippensburg	PA	17257
<b>Chief School Administrator</b>		
Mr Bill August		
<b>Chief School Administrator Email</b>		
bill.august@ship.k12.pa.us		
<b>Educator Induction Plan Coordinator Name</b>		
Dr. Susan Donat		
<b>Educator Induction Plan Coordinator Name Email</b>		
susan.donat@ship.k12.pa.us		
<b>Educator Induction Plan Coordinator Phone Number</b>	<b>Extension</b>	
717-530-2700	1003	

## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
William August	Superintendent	Administrator	School Board of Directors
Leslee DeLong	Assistant Superintendent	Administrator	School Board of Directors
Susan Donat	Director of Curriculum, Instruction, Assessment	Administrator	Administration Personnel
Debrah Luffy	HS Principal	Administrator	Administration Personnel
Jeremy Barnes	MS Principal	Administrator	Administration Personnel
Teri Mowery	IS Principal	Administrator	Administration Personnel
Nicole Avery	NG Principal	Administrator	Administration Personnel
Andrea Pyles	JB Principal	Administrator	Administration Personnel
Jeremy Eastman	Director of Student Services	Administrator	Administration Personnel
Sharon Lawrence	Teacher	Teacher	Teacher
Louanne Burt	Teacher	Teacher	Teacher
Carrie Krebs	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? <a href="#">(22 Pa Code, 49.16)</a>	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? <a href="#">(22 Pa Code, 49.16)</a>	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? <a href="#">(22 Pa Code, 49.16)</a>	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? <a href="#">(22 Pa Code, 49.16)</a>	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? <a href="#">(24 P.S. § 11-1138.8 (c)(3)</a> and <a href="#">22 Pa Code, 49.16)</a>	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?	No
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
<b>Other</b>	

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

The LEA maintains a pool of mentor teachers who have excellent pedagogical knowledge and performance that are chosen by building and district administration. In situations where there is not a preexisting mentor in a building, grade level, or subject area as the inductee, district and building administration will personally ask a teacher who has not previously volunteered but still has the qualifications necessary if they will mentor the new inductee to ensure the inductee is mentored by an individual with similar teaching assignments as 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	No
Classroom assessment data (Formative Summative)	No
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
<b>Other</b>	

**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: In August of each year, a District-wide orientation will take place with all new teachers and educational specialists. This orientation will consist of an introduction by the Board of Director's president, Superintendent, Association President, and District and Building administration. New staff will receive training on access to district technology, evaluation process and Act 13, and information on the Shippensburg community. Following this meeting, a luncheon will be arranged to permit new faculty members the opportunity to meet informally with District representatives and mentors. Faculty members completing the first year of induction will attend an additional orientation session where they are introduced to the Danielson Framework, complete a Needs Assessment utilizing Danielson Components, create an annual SMART Goal that will be progress monitored through the year, and set up a digital portfolio that will be utilized to show competency in each component in the Danielson Framework for Level II application. After August Orientation, inductees and mentors will complete two reciprocal observations. The first observation will occur within the first 6 weeks of the school year, and will

set base for formal monthly meetings with the mentor teacher. At the K-5 level, mentors will be supplied with Danielson Components and Critical Attributes as well as "What to Look For" for mathematics instruction. At the 6-12 level, mentors will be supplied with Danielson Components and Critical Attributes. When the mentor observes the inductee, they will highlight critical attributes and "look fors" they observed during the lesson. The inductee will then observe the mentor and highlight what they observe for future implementation in their classroom. In addition to this, mentors and inductees will meet monthly to discuss their book study on "The First Days of School" by Wong and Wong. Though an older book, this text aligns to the Danielson Framework and helps to set up new teachers for a successful and reflective career. The principal will conduct three formal observations of the inductee that involves reviewing lesson plans, pre-observation conference, observation, and post-observation conference. Principals will set up monthly meetings with building level inductees to continue in depth learning of Danielson's Framework for instructional practices, focusing specific discussion based on classroom observations and walkthroughs providing the needs assessment. In addition to the orientation days, mentor meetings, and principal meetings, there will be five district-wide induction meetings. One meeting will be designated for each domain in the Danielson Framework, with the fifth additional meeting being focused on providing inductees with options for their continued growth as educators. In May of each year, inductees, mentors, and principals will all complete evaluations of the induction program to be reviewed by the induction committee to determine whether adjustments must be made to the induction plan for subsequent years.

## **Educator Induction Plan Topic Areas**

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

2024-2027 SASD Induction Plan.docx

### **Code of Professional Practice and Conduct for Educators**

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

3a: Communicating with Students

4f: Showing Professionalism

4d: Participating in a Professional Community

4c: Communicating with Families

#### **Timeline**

Year 1 Fall

Year 1 Spring

Year 2 Spring

### **Assessments and Progress Monitoring**

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

1f: Designing Student Assessments

3d: Using Assessment in Instruction

#### **Timeline**



Year 1 Fall

Year 3 Fall

### **Instructional Practices**

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

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

#### **Timeline**

Year 1 Fall

Year 1 Winter

Year 2 Fall

### **Safe and Supportive Schools**

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

2b: Establishing a Culture for Learning

#### **Timeline**

Year 1 Fall

Year 2 Fall

## **Standards/Curriculum**

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

1a: Demonstrating Knowledge of Content and Pedagogy

### **Timeline**

Year 1 Fall

Year 2 Fall

## **Technology Instruction**

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

2e: Organizing Physical Space

3d: Using Assessment in Instruction

### **Timeline**

Year 1 Fall

## **Progress Reports and Parent-Teacher Conferencing**

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

4c: Communicating with Families

### **Timeline**

Year 1 Fall

Year 2 Fall

## **Accommodations and Adaptations for diverse learners**

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

3e: Demonstrating Flexibility and Responsiveness

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

### **Timeline**

Year 1 Spring

Year 2 Spring

## **Data informed decision making**

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

3d: Using Assessment in Instruction

1f: Designing Student Assessments

## **Timeline**

Year 1 Winter

## **Materials and Resources for Instruction**

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

1d: Demonstrating Knowledge of Resources

## **Timeline**

Year 1 Fall

## **Classroom and student management**

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

3a: Communicating with Students

2d: Managing Student Behavior

3c: Engaging Students in Learning

## **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

## **Parental and/or community involvement**

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

4c: Communicating with Families

### **Timeline**

Year 1 Fall

## **Educator Effectiveness**

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

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

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

2d: Managing Student Behavior

3e: Demonstrating Flexibility and Responsiveness

4f: Showing Professionalism

1e: Designing Coherent Instruction

2e: Organizing Physical Space

4a: Reflecting on Teaching

1f: Designing Student Assessments

3a: Communicating with Students

4b: Maintaining Accurate Records

### **Timeline**

Year 1 Winter

Year 2 Fall

Year 2 Winter

Year 2 Spring

## **Evaluation and Monitoring**

### **Evaluation and Monitoring**

The evaluation of the induction program will be conducted mid-year by the mentor teams and annually by the District Induction Council. Participants in the program will be asked to evaluate its effectiveness in achieving intended outcomes. The end-of-year induction reports submitted to the Office of the Director of Curriculum include evaluation forms completed by the principal, inductee, and mentor. Summaries of the responses to assessment instruments will be reviewed annually by the Induction Council as a means of revising the Teacher Induction Plan for program improvement.

## 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.

<b>Educator Induction Plan Coordinator</b>	<b>Date</b>
Susan Donat	2025-01-08

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](#).

<b>Chief School Administrator</b>	<b>Date</b>
William August	2025-01-08