



## Profile

<b>LEA Type</b>	AUN			
School District	104432803			
<b>Address 1</b>				
9 Donation Rd				
<b>Address 2</b>				
<b>City</b>	<b>State</b>	<b>Zip Code</b>		
Greenville	PA	16125		
<b>Chief School Administrator</b>				
Mr Brian S Tokar				
<b>Chief School Administrator Email</b>				
btokar@greenville.k12.pa.us				
<b>Educator Induction Plan Coordinator Name</b>				
Brian Tokar				
<b>Educator Induction Plan Coordinator Name Email</b>				
btokar@greenville.k12.pa.us				
<b>Educator Induction Plan Coordinator Phone Number</b>	<b>Extension</b>			
724-588-2500	2310			

## Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Brian Tokar	Superintendent	Administrator	Administration Personnel
Kelly Hittle	Elementary Teacher	Teacher	Teacher
Jeff Keeling	Assistant to the Superintendent	Education Specialist	Education Specialist
Dan Nemeth	High School Principal	Administrator	Administration Personnel
Mark Karpinski	High School Principal	Administrator	Administration Personnel
Beth Schaller	Elementary School Principal	Administrator	Administration Personnel
Tim Strausser	Elementary School Principal	Administrator	Administration Personnel
Tyler Lanciotti	Director of Special Education	Administrator	Administration Personnel
Matt Scott	High School Teacher	Teacher	Administration Personnel

## 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	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	No
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

The district induction plan begins prior to the first day of school and the arrival of students. Inductees are introduced to the district during a meeting lead by members of the district administration and the mentor teachers. Among the topics discussed during this meeting are the requirements of the induction plan, professional code of conduct, district mission and beliefs and teacher evaluations.

### Content Included

The objectives of the program are to: Familiarize the inductee with school district policies and practices Assist the inductee in integrating into the social system of the school and community Provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran teachers Support the development of the inductee's professional knowledge and skills Assist the inductee with the challenges of being a new teacher Cultivate a professional attitude toward teaching and learning, and working with others, such as students, parents, and colleagues The general topics to be covered in the district's teacher induction program can be classified into two categories: Activities are designed to familiarize the inductee with the Greenville Area School District. Activities are designed to develop the professional knowledge and skills of the inductee

### Meeting Frequency

Inductees and mentors will formally meet twice during the month of September and then at least once per month for the remainder of the school year. Although it is anticipated that mentors and inductees will meet as needed. Several of these meetings will include the building principal or district supervisor.

The mentor and inductee will meet to discuss school and district expectations, instructional practices, classroom management, and professionalism. A list of topics to be covered during the first year is included as part of the Year 1 Induction Program Log.

#### **Delivery Format**

All meetings are conducted face-to-face with the inductee. Most of these meetings are individualized, with some professional development occurring in the group setting with all inductees.

## Mentors

<b>Pool of possible mentors is comprised of teachers with outstanding work performance.</b>	Yes
<b>Potential mentors have similar certifications and teaching assignments.</b>	Yes
<b>Potential mentors must model continuous learning and reflection.</b>	Yes
<b>Potential mentors must have knowledge of LEA policies, procedures, and resources.</b>	Yes
<b>Potential mentors must have demonstrated ability to work effectively with students and other adults.</b>	Yes
<b>Potential mentors must be willing to accept additional responsibility.</b>	Yes
<b>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).</b>	Yes
<b>Mentors and inductees must have compatible schedules so that they can meet regularly.</b>	Yes
<b>Other, please specify below</b>	No

## Other

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

The selection of mentors for the district's Professional Induction Program is a rigorous, evidence-based process designed to pair new educators with master teachers who exemplify instructional excellence and a commitment to professional growth. Mentors are exclusively selected from our pool of veteran teachers who have consistently demonstrated a mastery of educational methods, as objectively verified through their 13-1 evaluation scores. This ensures that every mentor has a proven track record of delivering high-quality, standards-aligned instruction that directly correlates to student success. Beyond instructional expertise, potential mentors must possess a supportive and approachable personality, characterized by a genuine desire to coach and retain new talent within the district. A critical component of this leadership role is the "open door" philosophy. Mentors must be willing to invite inductees and colleagues into their classrooms to observe their teaching in action, fostering a culture of transparency and collaborative learning. By selecting mentors who combine proven pedagogical skill with an inviting and helpful demeanor, the district ensures that the induction program serves as a cornerstone of our efforts to maintain organizational coherence and instructional rigor across all grade levels.

## Educator Induction Plan Topic Areas

### Accommodations and Adaptations for Diverse Learners

#### **Topic Objectives**

Once a year, the director of special education will work with the inductees on methods to appropriately accommodate and modify assignments for students with various needs.

#### **Lead Person/Position**

Tyler Laciotti, Director of Special Education

#### **Anticipated Start**

2026-08-17

#### **Anticipated Completion**

2029-08-20

#### **Observation and Practice Framework Met in this Topic**

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

1e: Designing Coherent Instruction

### Assessments and Progress Monitoring

#### **Topic Objectives**

Building level principals will work with inductees through the evaluation process on designing assessments and using assessments as a tool to inform instruction.

#### **Lead Person/Position**

Dan Nemeth and Beth Schaller (HS and ES principals)

#### **Anticipated Start**

2026-08-17

**Anticipated Completion**

2029-08-20

**Observation and Practice Framework Met in this Topic**

1f: Designing Student Assessments

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

**Classroom and Student Management****Topic Objectives**

Building level principals will work with inductees through the evaluation process on behavioral management methods.

**Lead Person/Position**

Dan Nemeth and Beth Schaller (HS and ES principals)

**Anticipated Start**

2026-08-17

**Anticipated Completion**

2029-08-20

**Observation and Practice Framework Met in this Topic**

2d: Managing Student Behavior

2c: Managing Classroom Procedures

2e: Organizing Physical Space

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

### **Topic Objectives**

Each year the high school principal for academic affairs works with the inductees on Professional Ethics and Morals of Education.

### **Lead Person/Position**

Dan Nemeth, Principal for Academic Affairs

### **Anticipated Start**

2026-08-17

### **Anticipated Completion**

2029-08-20

### **Observation and Practice Framework Met in this Topic**

4f: Showing Professionalism

## **Common Ground**

### **Topic Objectives**

The district contracts with Mercer County Behavioral Health to hire a counselor to work with our staff. In September, Colleen DeJulia presents to our staff on the topics of Cultural Awareness, Trauma-Aware, Mental Health and Wellness.

### **Lead Person/Position**

Colleen DeJulia, Behavioral Health Counselor and Specialist

### **Anticipated Start**

2026-08-17

### **Anticipated Completion**

2026-09-29

#### **Observation and Practice Framework Met in this Topic**

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

4c: Communicating with Families

#### **Data Informed Decision Making**

##### **Topic Objectives**

Building level principals will work with inductees through the evaluation process and examinations of student data (IXL, Fastbridge, and PSSAs) to evaluate student learning and analyze learning gaps.

##### **Lead Person/Position**

Dan Nemeth and Beth Schaller (HS and ES principals)

##### **Anticipated Start**

2026-08-17

##### **Anticipated Completion**

2029-08-20

#### **Observation and Practice Framework Met in this Topic**

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

1f: Designing Student Assessments

## **Educator Effectiveness**

**False** Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

### **Topic Objectives**

Each year the high school principal for academic affairs works with the inductees on the Act 13 educator effectiveness evaluation system.

### **Lead Person/Position**

Dan Nemeth, Principal for Academic Affairs

### **Anticipated Start**

2026-08-17

### **Anticipated Completion**

2029-08-20

### **Observation and Practice Framework Met in this Topic**

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

## **Instructional Practices**

### **Topic Objectives**

Building-level principals and mentors will work with inductees during their observations on improvements related to instructional practice.

### **Lead Person/Position**

Dan Nemeth and Beth Schaller (HS and ES principals) Mentors

### **Anticipated Start**

2026-08-17

### **Anticipated Completion**

2029-08-20

**Observation and Practice Framework Met in this Topic**

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

2c: Managing Classroom Procedures

3c: Engaging Students in Learning

**Material and Resources for Instruction**

**Topic Objectives**

Building-level principals work with inductees during their observations and through the formal budgeting process to learn about and secure necessary instructional resources.

**Lead Person/Position**

Dan Nemeth and Beth Schaller (HS and ES principals)

**Anticipated Start**

2026-08-17

**Anticipated Completion**

2029-08-20

**Observation and Practice Framework Met in this Topic**

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

## [Parental and/or Community Involvement](#)

### **Topic Objectives**

Mentor teachers are tasked with helping the inductee learn our communication system (Parent Square) and aid the inductee in their first few communications with parents.

### **Lead Person/Position**

Mentor Teachers/Department Chairs

### **Anticipated Start**

2026-08-17

### **Anticipated Completion**

2029-08-20

### **Observation and Practice Framework Met in this Topic**

4c: Communicating with Families

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

## [Professional Ethics Program Framework Guidelines](#)

### **Topic Objectives**

Each year the high school principal for academic affairs works with the inductees on Professional Ethics and Morals of Education.

### **Lead Person/Position**

Dan Nemeth, Principal for Academic Affairs

### **Anticipated Start**

2026-08-17

### **Anticipated Completion**

2029-08-20

**Observation and Practice Framework Met in this Topic**

4f: Showing Professionalism

4c: Communicating with Families

**Progress Reports and Parent-Teacher Conferencing**

**Topic Objectives**

Mentor teachers are tasked with helping the inductee learn the district's systems for parent-teacher conferences. Mentor teachers will work with inductees during the November parent-teacher conference time frame to advertise, schedule and conduct the parent-teacher conferences.

**Lead Person/Position**

Mentor Teachers/Department Chairs

**Anticipated Start**

2026-08-17

**Anticipated Completion**

2029-08-20

**Observation and Practice Framework Met in this Topic**

4c: Communicating with Families

2b: Establishing a Culture for Learning

4b: Maintaining Accurate Records

## [Standards/Curriculum](#)

### **Topic Objectives**

Mentor teachers are tasked with helping the inductee write their first curriculum map in the method identified by the district. The building level principals review the maps and provide feedback to the inductees.

### **Lead Person/Position**

Mentor Teachers/Department Chairs and Building-Level Principals

### **Anticipated Start**

2026-08-17

### **Anticipated Completion**

2029-08-20

### **Observation and Practice Framework Met in this Topic**

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

## [Student Learning](#)

### **Topic Objectives**

Building level principals will work with inductees through the evaluation process and examinations of student data (IXL, Fastbridge, and PSSAs) to evaluate student learning and analyze learning gaps.

### **Lead Person/Position**

Dan Nemeth and Beth Schaller (HS and ES principals)

### **Anticipated Start**

2026-08-17

**Anticipated Completion**

2029-08-20

**Observation and Practice Framework Met in this Topic**

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

**Teacher Competency****Topic Objectives**

Each year the high school principal for academic affairs works with the inductees on the Act 13 educator effectiveness evaluation system.

**Lead Person/Position**

Dan Nemeth, Principal for Academic Affairs

**Anticipated Start**

2026-08-17

**Anticipated Completion**

2029-08-20

**Observation and Practice Framework Met in this Topic**

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

## Technology Instruction

### Topic Objectives

Our technology director meets with the inductees for 30-45 minutes during the opening session to provide them with the "how-tos" of accessing instruction materials and district provide resources online.

### Lead Person/Position

Jodi Hibbard, Technology Director

### Anticipated Start

2026-08-10

### Anticipated Completion

2026-08-14

### Observation and Practice Framework Met in this Topic

1d: Demonstrating Knowledge of Resources

## Evaluation and Monitoring

### Monitoring Routines

Inductee progress is monitored systematically throughout the first year of employment to ensure the successful integration of new staff. Mentors maintain meticulous records of all induction-related meetings, including specific discussion topics and dates, to provide a comprehensive audit trail of professional support. Upon completion, the induction documentation is formally verified and signed by the inductee, mentor teacher, and Superintendent before being archived in the district's personnel files. The process concludes with a collaborative exit interview conducted by the building principal; these sessions provide critical feedback from both the mentor and inductee, allowing the district to identify program strengths and implement continuous improvements for future induction cycles.

### Uploaded Files

M.M. First Year Induction Completion.pdf

## 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 (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.**

Yes

## Signatures and Quality Assurance

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? ([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 {SchoolYear} school year?

Yes

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

No

**True** 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.

**True** 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>

**False** 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>