

GROVE CITY AREA SD

511 Highland Ave

Induction Plan (Chapter 49) | 2023 - 2026

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan 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.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for 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.
- The induction plan shall be 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. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Grove City Area School District

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Rachel Anderson	Parent	Other	School Board of Directors
Deb Armstong	Teacher	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Jennifer Connelly	Director of Pupil Services	Administrator	Administration Personnel
Stephanie Bazan	Teacher	Teacher	Teacher
Lawrence Connelly	Principal	Administrator	Administration Personnel
Brian Buchan	School Psychologist	Administrator	Administration Personnel
Adam Cook	YMCA Director	Other	School Board of Directors
William Hoffman	Teacher	Teacher	Teacher
William Ford	Teacher	Teacher	Teacher
Judy Dennis	Director of Technology	Administrator	Administration Personnel
Susyn Klingler	Teacher	Teacher	Teacher
Tammi Martin	Principal	Administrator	Administration Personnel
Sara McCullough	Teacher	Teacher	Teacher
Pep Bernardi	Parent	Other	School Board of Directors
Rebecca McGill	Teacher	Teacher	Teacher
Michael Parulo	Math Coach	Education Specialist	Education Specialist

Name	Title	Committee Role	Chosen/Appointed by
Jennifer Nemet	Assistant Principal	Administrator	Administration Personnel
Brendan Smith	Principal	Administrator	Administration Personnel
Joshua Weaver	Assistant Superintendent	Administrator	Administration Personnel
Marissa Jackson	Parent	Other	School Board of Directors
Julie Pottinger	Teacher	Teacher	Teacher
Alisha Johnson	Teacher	Teacher	Teacher
Rebecca Limberg	Teacher	Teacher	Teacher
Jason Dunn	Teacher	Teacher	Teacher
Megan Taggart	Teacher	Teacher	Teacher
Stephani Damato	Teacher	Teacher	Teacher
Maggie Ranker	Student	Other	School Board of Directors
Jacob Jefferis	Parent	Other	School Board of Directors
TJ Mourtacos	Teacher	Teacher	Teacher
Emily Williams	Student	Other	School Board of Directors

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
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

Plan requirements

Yes/No



MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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 SELECTION CRITERIA 1. A chosen mentor teacher must have no less than (5) years teaching experience. 2. A mentor teacher must have demonstrated leadership within the appropriate department of certification, the school curriculum, or program development. 3. A mentor teacher must demonstrate knowledge and application of instructional and classroom management techniques. 4. A mentor teacher must reflect a positive attitude toward the teaching profession. 5. A mentor teacher must complete the mentor teacher academy conducted by the District's Induction Coordinator

MENTOR TEACHER RESPONSIBILITIES It shall be the responsibility of the Mentor Teacher to:

1. establish rapport as the mentor.
2. assist in the development and execution of an entry plan.
3. help the new educator to identify the most immediate and pressing needs.
4. suggest ways to organize and manage the classroom
5. arrange for peer support through teacher exchange visits and feedback (a minimum of 6 visits per year).
6. arrange for collaborative walkthroughs of inductee.
7. suggest small and large group instructional delivery methods.
8. suggest ways to teach yearly plans.
9. assist with technology integration.
10. provide guidance for parent communication.
11. serve as a sounding board to the inductee.
12. help obtain needed resources (physical and support services).
13. meet with the inductee as necessary but a minimum of once a week.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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**

GOAL To support the beginning teacher (inductee) through the development of an entry plan and orientation period to the teaching profession and to the Grove City Area School District. COMPETENCIES TO BE DEVELOPED - To develop a working knowledge of the PA Core Standards - To develop effective and appropriate assessment techniques - To implement research based teaching strategies - To implement effective classroom management strategies - To work collaboratively with other employees - To demonstrate a working knowledge of district and building standards and methods of operation - To align teaching strategies to the abilities and needs of the students - To demonstrate a working knowledge of Pennsylvania's Code of Professional Practice and Conduct for Educators - To demonstrate care and maintenance of facilities and equipment Content Included - One (1) full day district wide training session prior to the opening of school 1. District Introduction 2. Business Office 3. School Safety 4. Technology 5. Student Services 6. Teacher Evaluation 7. GCAEA One (1) full day building level training session prior to the opening of school 1. Curriculum maps 2. Building procedures 3. Building specific programs 4. Grading/Attendance 5. Handbooks 6. Discipline procedures/policies 7. Building duties/responsibilities 8. Overview of building specific staff and resources: School Counselor, Nurse, Media Specialist, MTSS, Special Education, Title I, Custodial/Maintenance Professional Development 1. Additional training for all new faculty Meeting Frequency Summer Induction Kick off meeting - 2 days Monthly meetings Collaborative walkthroughs on a regularly scheduled basis Delivery Format In-person meetings with the option to exercise virtual sessions, if need be, due to health or weather related conditions.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources 4f: Showing Professionalism 4b: Maintaining Accurate Records 3a: Communicating with Students	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
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Selected Danielson Framework(s)**Timeline**

3b: Using Questioning and Discussion Techniques

Year 1 Winter, Year 3 Fall, Year 1 Spring, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter

1f: Designing Student Assessments

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)**Timeline**

1e: Designing Coherent Instruction

2e: Organizing Physical Space

1d: Demonstrating Knowledge of Resources

2d: Managing Student Behavior

3e: Demonstrating Flexibility and

Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring

Selected Danielson Framework(s)**Timeline**

Responsiveness

1f: Designing Student Assessments

3a: Communicating with Students

1b: Demonstrating Knowledge of
Students

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of
Content and Pedagogy

2a: Creating an Environment of Respect
and Rapport

3b: Using Questioning and Discussion
Techniques

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

3d: Using Assessment in Instruction

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**

3a: Communicating with Students

2c: Managing Classroom Procedures

4d: Participating in a Professional

Year 2 Fall, Year 3 Fall, Year 1 Winter, Year 1 Fall

Selected Danielson Framework(s)

Timeline

Community
2a: Creating an Environment of Respect
and Rapport
4c: Communicating with Families
4b: Maintaining Accurate Records
2e: Organizing Physical Space
2d: Managing Student Behavior

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of
Content and Pedagogy
3d: Using Assessment in Instruction
1f: Designing Student Assessments
1c: Setting Instructional Outcomes
1b: Demonstrating Knowledge of
Students
4e: Growing and Developing
Professionally
1d: Demonstrating Knowledge of
Resources
1e: Designing Coherent Instruction

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures	Year 1 Spring, Year 2 Summer, Year 1 Winter, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records 2a: Creating an Environment of Respect and Rapport 4a: Reflecting on Teaching	Year 2 Fall, Year 1 Winter

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of Resources

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

1f: Designing Student Assessments 3e: Demonstrating Flexibility and Responsiveness 1e: Designing Coherent Instruction 3a: Communicating with Students 1a: Demonstrating Knowledge of Content and Pedagogy 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 2d: Managing Student Behavior 1d: Demonstrating Knowledge of Resources	Year 1 Winter, Year 1 Fall, Year 2 Fall
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Selected Danielson Framework(s)

Timeline

2e: Organizing Physical Space

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments

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

1a: Demonstrating Knowledge of
Content and Pedagogy

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and
Responsiveness

1b: Demonstrating Knowledge of
Students

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of
Resources

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1f: Designing Student Assessments	Year 1 Fall, Year 1 Winter, Year 1 Summer, Year 1 Spring
4a: Reflecting on Teaching	
1e: Designing Coherent Instruction	
3e: Demonstrating Flexibility and Responsiveness	
1a: Demonstrating Knowledge of Content and Pedagogy	
3a: Communicating with Students	
1b: Demonstrating Knowledge of Students	
3b: Using Questioning and Discussion Techniques	
1d: Demonstrating Knowledge of Resources	
3d: Using Assessment in Instruction	
1c: Setting Instructional Outcomes	
3c: Engaging Students in Learning	

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2c: Managing Classroom Procedures	Year 2 Winter, Year 2 Fall, Year 1 Spring, Year 1 Winter
3d: Using Assessment in Instruction	

Selected Danielson Framework(s)**Timeline**

2b: Establishing a Culture for Learning
3c: Engaging Students in Learning
2d: Managing Student Behavior
3e: Demonstrating Flexibility and Responsiveness
2a: Creating an Environment of Respect and Rapport
3b: Using Questioning and Discussion Techniques
1b: Demonstrating Knowledge of Students
3a: Communicating with Students
2e: Organizing Physical Space

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families
4f: Showing Professionalism

OTHER

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of
Content and Pedagogy
4d: Participating in a Professional
Community
4f: Showing Professionalism
4e: Growing and Developing
Professionally

Year 1 Spring

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

GCASD keeps up with the updates that come from PDE related to expectations around the induction program. The district whole-heartedly understands the value of supporting our newest hires through a network of resources that is ongoing. Throughout the induction program, the induction coordinator asks for feedback about the program and works to differentiate the program to meet the needs of all inductees.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	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.

EDUCATOR INDUCTION PLAN STATEMENT OF 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