

Shamokin Area SD

Induction Plan (Chapter 49) | 2024 - 2027

Profile

| | | |
|---|--------------|------------------|
| LEA Type | | AUN |
| Shamokin Area School District | | 116496503 |
| Address 1 | | |
| 2000 West State Street | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Coal Township | Pennsylvania | 17834 |
| Chief School Administrator | | |
| Mr. Chris Venna | | |
| Chief School Administrator Email | | |
| Cvenna@indians.k12.pa.us | | |
| Educator Induction Plan Coordinator Name | | |
| Mary Teresa Komara | | |
| Educator Induction Plan Coordinator Name Email | | |
| mkomara@indians.k12.pa.us | | |
| Educator Induction Plan Coordinator Phone Number | | Extension |
| 15706485731 | | 4121 |

Steering Committee

1 Steering Committee

| Name | Title | Committee Role | Chosen/Appointed By |
|--------------------|----------------------|----------------|---------------------------|
| Chris Venna | Superintendent | Administrator | Administration Personnel |
| Mary Teresa Komara | Elementary Principal | Administrator | Administration Personnel |
| Tina Burns | Teacher | Teacher | Teacher |
| Davis Kopitsky | Teacher | Teacher | Teacher |
| Lisa Firing | Teacher | Teacher | Teacher |
| Shannon Pensyl | Teacher | Teacher | Teacher |
| Tanya Lilley | Teacher | Administrator | Teacher |
| Jessica Milewski | Teacher | Teacher | Teacher |
| Chris Zimmerman | Union President | Other | Teacher |
| Mary Bias | Teacher | Teacher | Teacher |
| Sierra Carl | Teacher | Teacher | Teacher |
| Todd Hockenbroch | Principal | Administrator | Administration Personnel |
| Jennifer Neary | Principal | Administrator | Administration Personnel |
| Brian | Persing | Other | School Board of Directors |
| Maria James | 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 |

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.

Through administrative observations, letters of interest, mentor application and mentor's participation beyond the school day.

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**

1. Develop a relationship between inductees, teachers, and administration. 2. Train mentors. 3. Build a knowledge base and understanding of essential resources, policies, and procedures. 4. Build a knowledge base and understanding of data driven effective instruction to improve district student performance. 5. Implement a three-year induction program. The Program is explained during new teacher induction training prior to school starting. In addition , the new teacher needs to complete a three-year tenure track program identified in the requirements of induction program. 6. Building principals will hold monthly meetings during the first year of the induction plan.

Educator Induction Plan Topic Areas

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

INDUCTION PLAN 2023 final.pdf

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

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

Selected Observation and Practice Framework(s):

3e: Demonstrating Flexibility and Responsiveness

2a: Creating an Environment of Respect and Rapport

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

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring

Selected Observation and Practice Framework(s):

4c: Communicating with Families
4b: Maintaining Accurate Records

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy
1d: Demonstrating Knowledge of Resources
3e: Demonstrating Flexibility and Responsiveness
1e: Designing Coherent Instruction

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction
1c: Setting Instructional Outcomes

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

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources
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

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior
2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

Timeline

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

Selected Observation and Practice Framework(s):

4c: Communicating with Families
4d: Participating in a Professional Community

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall
Year 1 Winter

Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning
2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction
1c: Setting Instructional Outcomes
1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter

Year 3 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 3 Fall

Year 3 Winter

Year 3 Spring

Evaluation and Monitoring

Evaluation and Monitoring

The Mentor complete a verification Checklist which includes participation in district level meetings, building level meeting, Principal meetings, classroom observations, video lessons etc. The list is completed and signed by mentor and principal at the end of each track and will be approved by curriculum coordinator.

InductionPlan

| | |
|--|-----|
| 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 |
|--|-------------|
| Mary Teresa Komara | 2023-10-02 |

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 |
|-----------------------------------|-------------|
| Chris J. Venna | 2023-10-02 |