

Profile

LEA Type	AUN
School District	118401603
Address 1	
2010 Comyngham Ave	
Address 2	
PO Box 2000	
City	State
Dallas	PA
Zip Code	18612
Chief School Administrator	
Dr Thomas J Duffy	
Chief School Administrator Email	
thomas.duffy@dshs.com	
Educator Induction Plan Coordinator Name	
Thomas Duffy	
Educator Induction Plan Coordinator Name Email	
thomas.duffy@dshs.com	
Educator Induction Plan Coordinator Phone Number	Extension
570-674-7221	

Steering Committee

1. Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Thomas Duffy	Superintendent	Administrator	School Board of Directors
Thomas Traver	Principal	Administrator	Administration Personnel
Jacob Sholtis	Director of Operations	Administrator	Administration Personnel
Jason Rushmer	Teacher	Teacher	Teacher
Mike Viglone	Teacher	Teacher	Teacher

Educator Induction Plan

<p>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)</p>	Yes
<p>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)</p>	Yes
<p>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)</p>	Yes
<p>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)</p>	Yes
<p>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)</p>	Yes
<p>Does the induction plan:</p>	Yes
<p>a. Assess the needs of inductees?</p>	Yes
<p>b. Describe how the program will be structured?</p>	Yes
<p>c. Describe what content will be included, along with the delivery format and timeframe?</p>	Yes
<p>d. Include a two-year induction program effective the 2024-2025 school year?</p>	Yes
<p>Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?</p>	No
<p>List the Pre-K Counts Program and address</p>	

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.

Mentor teachers apply for the position. Administrators review the application materials for criteria. Mentors are interviewed. Mentors are trained in accordance with the EIP.

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

The program is structured with training prior to the school and on going meetings and support. Content included is listed in the plan and includes: safety, RtI, planning and preparation, classroom environment, instruction, and professionalism. Meeting are held two times per year and also in the context of post conferences following each of 5 (minimum) classroom observations. The program is delivered in person whole group, small group and individually as needed.

Educator Induction Plan Topic Areas

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

Teacher Induction Packet EIP 24-25.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

4f: Showing Professionalism

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

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

3b: Using Questioning and Discussion Techniques

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

Instructional Practices

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

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

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

- 2e: Organizing Physical Space
- 1b: Demonstrating Knowledge of Students
- 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

Standards/Curriculum

Selected Observation and Practice Framework(s):

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 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

Technology Instruction

Selected Observation and Practice Framework(s):

- 1a: Demonstrating Knowledge of Content and Pedagogy

- 1d: Demonstrating Knowledge of Resources
- 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
- 1b: Demonstrating Knowledge of Students
- 1f: Designing Student Assessments

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

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

- 2a: Creating an Environment of Respect and Rapport
- 1c: Setting Instructional Outcomes
- 3e: Demonstrating Flexibility and Responsiveness

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):

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

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

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

2b: Establishing a Culture for Learning

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

Classroom and student management
Selected Observation and Practice Framework(s):
2c: Managing Classroom Procedures
2d: Managing Student Behavior
2b: Establishing a Culture for Learning
2a: Creating an Environment of Respect and Rapport
2e: Organizing Physical Space

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
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

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

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

- 2a: Creating an Environment of Respect and Rapport
- 4a: Reflecting on Teaching
- 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

Common Ground

Selected Observation and Practice Framework(s):

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 4e: Growing and Developing Professionally

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

Educator Effectiveness

Selected Observation and Practice Framework(s):

4a: Reflecting on Teaching

4f: Showing Professionalism

3e: Demonstrating Flexibility and Responsiveness

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):

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

Evaluation and Monitoring

Evaluation and Monitoring

Survey of participants - the EIP includes documents for new teachers, mentors, and members of the team to express levels of satisfaction and to denote the strengths and weaknesses of the program. Check in meetings also include opportunities for feedback. Analysis of activities/resources - administrators and the EIP Committee review activities and resources and will update the plan as needed. Aligned program evaluation instruments - include surveys embedded into the EIP, classroom observation instruments, students performance data, and anecdotal reports.

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

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
Thomas Duffy	2024-12-26

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
Thomas Duffy	2024-12-28