



**Montoursville Area School District**  
Pride • Excellence • Tradition



# TEACHER INDUCTION PROGRAM HANDBOOK 2022-2023

**Montoursville Area School District**

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50 N Arch Street  
Montoursville, PA 17754

570.368.2491  
570.368.3501

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## INTRODUCTION

Educator quality is the largest single factor influencing student learning. Therefore, a high-quality educator induction program is an essential first step to facilitate entry into the education profession and the teaching of Pennsylvania's high academic standards. Support for new teachers increases retention rates, and those who participate in intensive induction programs are more likely to:

1. Use instructional practices that improve student achievement;
2. Assign challenging work to diverse student populations;
3. Use standards-based curriculum frameworks; and
4. Accomplish the goals of the curriculum.

Without the supports of a standards-based system, even the most talented educators are at risk of leaving the profession. High-quality induction programs can help to prevent new teachers from leaving the teaching profession.

Since 1987, school districts, intermediate units, charter schools, and area vocational-technical schools in Pennsylvania have been required by the Pennsylvania Code (22 Pa. Code §49.16 and §49.83) to have a state-approved teacher induction plan for first-year teachers.

Each school entity shall submit to the Pennsylvania Department of Education (PDE) 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 length of the induction program must be a minimum of one school year; however, the school entity may choose a longer period. The regulations require that induction plans be updated every six years.

The induction plan shall be prepared by an induction educator committee which includes teacher or educational specialist, or both, selected by teachers, educational specialists, and administrative representatives chosen from 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.

22 Pa. Code §49.16(c) states that 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.

According to 22 Pa. Code §49.16(d), criteria for approval of the induction plan must include induction activities that focus on teaching diverse learners in inclusive settings. Diverse learners include English Learners and students with Individualized Education Programs (IEP).

Each school entity shall submit to PDE for approval a plan for the induction experience for the following staff:

1. All full and part-time regularly employed teachers engaged in their initial teaching experience in a Pennsylvania public school entity;
2. Substitute teachers and other professional employees (who may be required or minimally afforded the opportunity to participate in an induction program at the option of the employing school entity); and
3. Newly-employed educators with prior school experience who may be required to participate in an induction program at the option of the employing school entity.

Participation in the induction program process is optional for nonpublic and private school entities serving students from birth through grade 12 but is required for permanent certification. Nonpublic and private school entities may submit induction plans to the PDE for approval.

State-owned and approved schools for special education are required to submit educator induction plans to PDE. Other private schools must have a PDE-approved educator induction plan on file to enable their teachers/specialists to obtain a Level II Certificate.

These Induction Guidelines recognize the need for special induction activities to strengthen the capacity of new school administrators to become outstanding managers and educational leaders, and to enable them to make better, informed decisions which improve their schools' teaching and learning environments with the ultimate outcome of improving student achievement. The Pennsylvania Inspired Leadership Initiative (PIL) (Act 45-2007) provides a statewide, standards-based, leadership professional development and support system that embraces the regional collaboration of the intermediate units and their partners.

These guidelines are designed to assist school entities with preparing educator induction plans that meet the state requirements to provide a high-quality induction experience for new teachers, educational specialists, and long-term substitutes.

## STANDARDS ALIGNED SYSTEM

The Standards Aligned System (SAS), developed by PDE, is a comprehensive, research-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials and Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to integrate SAS into the classroom by PDE's SAS portal at [www.pdesas.org](http://www.pdesas.org).

The SAS portal is designed to organize and deliver educational content carefully aligned to the Pennsylvania Academic Standards and provide educators with integrated classroom tools to enhance their teaching effectiveness. The SAS portal also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the commonwealth.

Effective professional development, beginning with aligned induction activities, will help prepare new teachers to utilize the SAS framework, along with student performance data, improve student achievement, and enhance instructional practices.

### **Pennsylvania's Standards Aligned System**



There is extensive research regarding what makes a great school. Although there are many intangible components, research supports that high performing Pennsylvania schools and school systems tend to have six common elements:

- a. **Standards** – Pennsylvania's Core Standards define what students should know and be able to do as a result of instruction.
- b. **Assessments** – Assessments offer tools and resources to support the process of assessing, evaluating, and documenting student learning in order to improve professional practice and increase student achievement.
- c. **Curriculum Framework** – Drawn from the Pennsylvania Core Standards, the Curriculum Framework is a set of teaching topics by subject and grade level further defined using Big Ideas, Concepts, Competencies, Essential Questions, and Vocabulary.

d. **Instruction** – Pennsylvania has adopted the Charlotte Danielson Framework for Teaching as the overarching vision for effective instruction in the commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:

- Planning and preparation
- Classroom environment
- Instruction
- Professional responsibilities

e. **Materials and Resources** – Support standards align instruction and include Voluntary Model Curriculum, learning progressions, units, lesson plans and multimedia content examples for use in planning and delivering instruction.

- Learning progressions span grades K-12 and include what all students should know and be able to do as a result of successfully moving through grades K-8 and by taking specific courses in grades 9-12.

f. **Safe and Supportive Schools** – Supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following:

- Engagement
- Safety
- Environment

## EDUCATOR EFFECTIVENESS AND EVALUATION

The Danielson Framework of Teaching, which is the observation/evidence instrument for the new educator evaluation system, focuses on the complex teaching activity by defining domains of teaching responsibility, each with its own set of essential practice components.

Act 13 of 2020 changed the evaluation of professionals and temporary professional employees to a model for Educator Effectiveness with 100% emphasis on the Danielson Framework for teaching and the four domains:

1. Planning and Preparation (20 percent)
2. Classroom Environment (30 percent)
3. Instruction (30 percent)
4. Professional Responsibilities (20 percent)

It is the responsibility of the Assistant Superintendent to ensure communication and understanding of Educator Effectiveness and the Danielson Framework for Teaching, as required by the state of Pennsylvania and the Pennsylvania Department of Education.

For a complete listing of the components of each domain in the Danielson Framework for Teaching see the PDE SAS Portal for complete information.

The primary focus of the educator induction plan should be the Danielson Framework, its four domains, and its components as part of the new teacher professional development offerings

The Principal will be a primary source concerning Educator Effectiveness and the Danielson Framework for Teaching and will model appropriate observation practices.

- The Principal will be required to meet with each inductee at the start of the school year to discuss evaluation and plan for professional growth through the Student Performance Measure(SPM).
- The principal will conduct a minimum of two formal observations(one observation in the fall and one in the spring), including preconferences and post-conferences, with each inductee.
- A minimum of three(3) informal walkthroughs will also be conducted by the academic administrators to monitor the progress of each inductee and provide feedback to the employee.

## INDUCTION COMMITTEE

The educator induction committee is responsible for the development and operation of the educator induction program at each school. The committee must include teacher or educational specialist, or both, selected by teachers, educational specialists and administrative representatives chosen from the school entity.

<b>Name</b>	<b>Job Title</b>	<b>Selected by</b>
Ms. Christina Bason	Superintendent	Assistant Superintendent
Mr. Daniel Taormina	Assistant Superintendent	Superintendent
Mr. Matt Johnson	MAHS Principal	Assistant Superintendent
Mr. Chris King	MAHS Assistant Principal	Assistant Superintendent
Mr. Curtis Myers	McCall Principal	Assistant Superintendent
Mrs. Ronda Albert	McCall Assistant Principal	Assistant Superintendent
Mr. Darrin Feerrar	Lyter Principal	Assistant Superintendent
Mr. Tyler Blaise	Loaylsock Valley Principal	Assistant Superintendent
Mr. Tim Hanner	Director of Special Ed	Assistant Superintendent
Ms. Jessica Reich	Assistant Business Manager	Assistant Superintendent
Mrs. Susan Earl	MAHS Teacher	Volunteer
Mr. Tyler Woolever	MAHS Teacher	Volunteer
Mrs. Alycia Rooney	MAHS Teacher	Volunteer
Mr. Chris Morgan	McCall/MAHS Teacher	Volunteer
Ms. Amanda Walter	MAHS Teacher	Volunteer
Mrs. Morgan Solomon	MAHS Teacher	Volunteer

The educator induction committee is responsible to perform the following:

- a. Ensure proper representation on the committee;
- b. Conduct meaningful needs assessment activities;
- c. Develop an appropriate educator induction program; and
- d. Conduct an annual evaluation of educator induction program.

An educator induction coordinator (Assistant Superintendent) shall be identified and shall perform the following duties:

- a. Schedule and implement an appropriate induction program, as designed, and directed by the educator induction committee;
- b. Chair the educator induction committee;
- c. Oversee the educator induction program;
- d. Maintain adequate record keeping of educator induction program activities and participating educators;
- e. Coordinate and oversee selection of mentors and assignment of inductees
- f. Provide training for new mentors; and
- g. Identify and provide for appropriate resources to support educator induction activities (i.e., time, scheduling, space, and funding).

Below are the building educator induction team membership, roles, and responsibilities:

- a. Building educator induction teams include the principal, mentors, inductees, and other support staff as needed.
- b. The principal's role as instructional leader is to organize building orientation activities, including a thorough introduction to the school and staff, policies and procedures, and students.
- c. The principal facilitates the mentor/mentee relationship, ensures reasonable working conditions, and formally evaluates inductees.
- d. Other administrators or support staff can provide job-specific help to teachers and/or specialists.

## MENTOR SELECTION

Each inductee will be teamed with a mentor. When possible, the mentor will be in the same department, subject area, or grade level taught by the inductee. The mentor should meet the following criteria:

- A minimum of five years teaching experience (at least two of which were in MASD)
- Hold tenure
- Hold a Level II Instructional Certificate
- Demonstrated competence in instruction and classroom management
- Demonstrated a positive attitude toward teaching
- Demonstrated evidence of continued professional development



In very unusual circumstances, these requirements may be waived at the discretion of the supervising Principal. Upon final board approval of the new teacher, the supervising Principal will contact a teacher meeting the above requirements who he/she feels would be an appropriate match as a mentor for the new teacher.

If the potential mentor agrees to serve, the Principal will inform the district's Assistant Superintendent who will then begin to set up meetings between the mentor and inductee and implement the induction process.

If the potential mentor does not wish to serve, the Principal will move on to another selection until an appropriate mentor is designated.

Serving as a mentor is strictly voluntary and no teacher may be required to serve as a mentor against their wishes. Compensation will be set annually by the School Board of Directors.

Also, mentors will be provided release time as needed with prior approval of the supervising Principal.

## GOALS AND COMPETENCIES

The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first year of employment. The goals and competencies of the Montoursville Area School District's Teacher Induction Program are as follows:

- a. To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching
- b. To provide new educators with basic information and knowledge about the school, school district, and resident students in order to increase their effectiveness in fulfilling their duties
- c. To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students
- d. To provide new educators with staff development experiences to achieve a successful transition into the district's educational program
- e. To provide experience, professional insights, and encouragement to achieve success as new employees
- f. To meet the district's legal obligation to provide induction for professional employees
- g. To assist new teachers to fulfill their role in accomplishing the district's mission, curriculum goals, and state standards
- h. To instill effective management techniques and procedures
- i. To support the development of knowledge and skills needed by new teachers to be successful
- j. To integrate new teachers in to the systems of the school, the district, and the community.
- k. To build a foundation with new teachers for the continued study of teaching.

- l. To develop and maintain positive attitudes of new teachers about teaching
- m. To continue the retention of teachers in the profession

## PROFESSIONAL DEVELOPMENT ACTIVITIES AND TOPICS

1. An orientation program prior to the start of the school year in August will be presented by district staff prior to the beginning of each school year in August. Inductees hired early in the start of the school year will participate in a similar program and then continue participation in the Teacher Induction Program activities scheduled for the rest of the school year. Some of the topics that will familiarize inductees with the Montoursville Area School District include.

### AUGUST ORIENTATION MEETING

- Welcome and Introduction – Superintendent and Assistant Superintendent
  - Logistics requirements such as direct deposit, salary schedule, W-4 Forms, Insurance, Employee Assistance Program, etc. – Assistant Business Manager
  - Sick days, emergency days, personal days, and procedures – Assistant Business Manager
  - District technology, network access, email, Acceptable Use Policy(#815), etc. – Director of Technology
  - Code of Professional Conduct – Assistant Superintendent
  - District Emergency Procedures Manual – Safety and Security
  - Planned courses of study – Assistant Superintendent
  - Faculty handbook, schedule, building procedures, conferences, etc. – Building Principals
  - Tour of the District – Assistant Superintendent
  - Act 13(Educator Effectiveness) – Assistant Superintendent
  - Act 48, Instructional I, Instructional II, Tenure – Assistant Superintendent
2. Three additional meetings will be held throughout the year with inductees, the mentors, the Assistant Superintendent, and selected additional administrators. These meetings will be held in October, November, and February. Topics will be as follows:

### OCTOBER MEETING

- Special Education – Director of Special Education
- Inclusion – Director of Special Education
- Supports – Director of Special Education

- Differentiated Instruction – Director of Special Education
  - Classroom Management\* – Principals and Assistant Superintendent
- \*May be supplemented with APL Training

#### NOVEMBER MEETING

- Act 48 – Assistant Superintendent
- Certification – Assistant Superintendent
- Course Reimbursement – Assistant Superintendent

#### FEBRUARY MEETING

- Reflections – Assistant Superintendent
  - Individual Needs – Assistant Superintendent
  - Documentation – Assistant Superintendent
  - APL – Assistant Superintendent
3. [Monthly meetings](#) will be held throughout the school year between inductees and mentors. These will be scheduled by the mentors as convenient for both the mentor and inductee. These meeting dates and topics discussed must be documented on the Induction Program Meeting Form found in the Google Classroom. Topics for these meetings are to be determined by the mentors and inductees themselves but suggested topics are as follows:

#### AUGUST

- Review of the first day and first week activities
- Review of teaching assignments and schedules
- Review of extra duties (e.g. lunch duty, homeroom, study hall, etc.)
- Review of appropriate courses of study and texts/materials
- Review of technology (accessing network and email)
- Building facility/tour

#### SEPTEMBER

- Review of supplies/requisition procedures
- Review of pertinent district policies (e.g. discipline)
- Review any questions about the teaching contract
- Review supervisor observation procedures/expectations
- Review building crisis response procedures

## OCTOBER

- Review available student support services (e.g. SAP, Title I, guidance, etc.)
- Review sick day/personal day procedures
- Review assessment/grading procedures
- Review parent conference procedures
- Review field trip/special request procedures

## NOVEMBER

- Discuss professional obligations (e.g. curriculum, advising, etc.)
- Discuss school “community” (e.g. collegial support, clubs, organizations, etc.)
- Tips for dealing appropriately with parents, peers, administrators, etc.
- Discuss meeting students’ individual needs (e.g. adapting materials, assignments, expectations, etc.)
- Tips for working with mainstreamed/included students

## DECEMBER – MAY

- Discuss community resources (speakers, tour, foundation, etc.)
  - Budget requisition process
  - Scheduling process
  - Inventory procedures
  - SPM progress
  - Certification/Act 48 requirements
  - End-of-year requirements and procedures
4. The mentor is required to conduct a peer observation with feedback of the inductee at least two times throughout the school year. Additional observations may be conducted if the mentor feels it would be beneficial. These observations are strictly collegial in nature with the emphasis on providing suggestions and feedback. No formal evaluations of any kind will be made. These observations should be scheduled by the mentor but should be pre-approved by the Principal.
  5. At some point during the second year of employment, the inductee will attend APL training. This is advanced training in classroom management and pedagogy. This training will be scheduled by the Assistant Superintendent.

## EVALUATION AND MONITORING

School entities should evaluate the educator induction program annually and revise as needed. Achievement of the program goals and competencies is directly related to how well the program served inductees; therefore, acquisition and evaluation of participant feedback data is essential and provides the basis for program revisions and continuous improvement.

Systematic data collection on the educator induction program design, implementation, and outcomes may include but is not limited to:

- a. Survey of participants – new teachers, mentors, principals, and other members of the educator induction committee – 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; and
- 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.

The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new teachers form the basis for adjustments and improvements in program design for future years.

The overall coordination and monitoring of the Teacher Induction Program will be the responsibility of the district's Assistant Superintendent. MASD will use an Evaluation Form found in Google Classroom. In addition to this form, feedback from both the mentors and the inductees themselves at the final induction meeting of the year will be taken into account. Discussion will include the strong points of our induction program and also areas we need to improve. When warranted, adjustments to the program will be made with the endorsement of the committee.

## DOCUMENTATION OF PARTICIPATION AND COMPLETION

School entities must maintain accurate records of completion of the program and provide a copy of a certificate of completion to the inductee. Evidence of successful participation and completion of the educator induction program must be maintained by the district/school leadership for each inductee, including any long-term substitutes. All pertinent records are to be available to support completion of Instructional I – Instructional II Certification as set forth by the PDE.

In the Montoursville Area School District, a person required to participate in the Teacher Induction Program is defined as:

- A long-term substitute of 90 days or more for any professional position
- A new professional employee with no prior professional experience in the field of education
- A professional employee who has had prior professional experience in the field of education but is new to the Montoursville Area School District

In the case of the last definition above, the employee may be excused from certain activities and requirements of the induction process at the discretion of the district's Assistant Superintendent. Consideration will be given to the employee's background experience, the time lapse between the last and current employment, and the specific needs of the employee.

As noted in the previous section of this plan (Evaluation and Monitoring), the district's Assistant Superintendent will be responsible for monitoring the completion of the activities required in the Teacher Induction Program. At the conclusion of the school year, the mentor, inductee, and Assistant Superintendent will sign a letter of completion. The inductee will also receive a Certificate of Completion. The inductee will receive a copy of both documents for their personal records. The originals will be kept by the district for audit purposes and to have available if the inductee moves to another district and there is a request for verification of completion of the induction program at MASD. All forms generated throughout the induction process will be kept on file in the district office.