Northwest Tri-County IU 5
Induction Plan (Chapter 49) | 2024 - 2027

Profile

Intermediate Unit Name		AUN
Northwest Tri-County Intermediate Unit 5		105000000
Address 1		
252 Waterford St.		
Address 2		
City	**State**	**Zip Code**
Edinboro	PA	16412
Executive Director Name		
Brad Whitman		
Executive Director Email		
brad_whitman@iu5.org		
Educator Induction Plan Coordinator Name		
Nick Paolini		
Educator Induction Plan Coordinator Name Email		
nick_paolini@iu5.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
8144902556		

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Nick Paolini	Assistant Director of SIS	Administrator	Administration Personnel
Sally Daehnke	Director	Administrator	Administration Personnel
Natalie Sorge	Teacher	Teacher	Teacher
Elizabeth Faust	Teacher	Teacher	Teacher
Tracey Moore	Teacher	Teacher	Teacher
Christy Carucci	Director	Administrator	Administration Personnel
Mary Eckart	Director	Administrator	Administration Personnel

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: 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.

The IU has a checklist to ensure that each mentor meets the criteria as outlined above. This checklist is used before engaging a mentor with an inductee.

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	No
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	No
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**

At the conclusion of the program, the mentor must participate in an assessment of the program, providing feedback on both the program and the inductee. This survey will ask the mentor to rate the inductee's grasp of the concepts of being a professional educator, solicit recommendations from the mentor on program improvement and solicit comments and ratings from the mentor of the inductee in several areas.

Educator Induction Plan Topic Areas

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

IU5 Induction Plan 2024 (1).pdf

Selected Observation and Practice Framework(s):
4f: Showing Professionalism
4e: Growing and Developing Professionally

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):
3d: Using Assessment in Instruction
4b: Maintaining Accurate Records
3b: Using Questioning and Discussion Techniques

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):
1e: Designing Coherent Instruction
2c: Managing Classroom Procedures
1c: Setting Instructional Outcomes
3c: Engaging Students in Learning

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):
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning
2d: Managing Student Behavior

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):
1f: Designing Student Assessments
1e: Designing Coherent Instruction
1c: Setting Instructional Outcomes
1a: Demonstrating Knowledge of Content and Pedagogy
1d: Demonstrating Knowledge of Resources

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):
3c: Engaging Students in Learning
1d: Demonstrating Knowledge of Resources

Timeline
Year 1 Fall

Year 1 Spring

Selected Observation and Practice Framework(s):

4b: Maintaining Accurate Records

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):

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

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):

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

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):

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1f: Designing Student Assessments

1e: Designing Coherent Instruction

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):

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

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):

4f: Showing Professionalism

4e: Growing and Developing Professionally

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

Selected Observation and Practice Framework(s):
4e: Growing and Developing Professionally

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

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):
4a: Reflecting on Teaching
4e: Growing and Developing Professionally
4f: Showing Professionalism

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

Evaluation and Monitoring

Evaluation and Monitoring

At the conclusion of the program, the inductee must participate in an assessment of the program and provide feedback on both the program and the mentor. This survey is designed to gather information about the inductee's experience and opinions. It will ask the inductee to rate the program in several areas, assess the extent to which it met their needs, identify what they found most valuable, and provide recommendations for improvement. Additionally, the survey will inquire about areas where the inductee may require continued support and invite comments and ratings of the mentor's performance in several areas. At the conclusion of the program, the mentor must also participate in an assessment of the program and provide feedback. This survey will ask the mentor to rate the inductee's grasp of the concepts of being a professional educator, seek recommendations for program improvement, and collect comments and ratings of the inductee's performance in several areas. The committee will evaluate the program based on feedback obtained from the inductee and mentor at the end of each program. The feedback will be used to modify the program as needed, ensuring it remains effective and meets the needs of participants.

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
Nick Paolini	

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