Profile

LEA Type		AUN
Troy Area School District		117086653
Address 1		
68 Fenner Ave		
Address 2		
City	**State**	**Zip Code**
Troy	PA	16947
Chief School Administrator		
Dr. Janilyn Elias		
Chief School Administrator Email		
jelias@troyareasd.org		
Educator Induction Plan Coordinator Name		
Dr. Janilyn Elias		
Educator Induction Plan Coordinator Name Email		
jelias@troyareasd.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
570-297-2750		

Steering Committee

1Steering Comittee

Name	Title	Committee Role	Chosen/Appointed By
Melissa Caudill	Teacher	Teacher	Administration Personnel
Kristen White	Teacher	Teacher	Teacher
Jeremy Kulago	Principal	Administrator	Administration Personnel
Steve Brion	Principal	Administrator	Administration Personnel
Steve Boyce	Director of Student Services	Administrator	Administration Personnel
Leighanne Ingram	Teacher	Teacher	Teacher
Lisa Heasley	Teacher	Teacher	Teacher
Amy Pautz	Teacher	Teacher	Education Specialist
Dr. Janilyn Elias	Superintendent	Administrator	School Board of Directors
Vickie Ward	Teacher	Teacher	Teacher
Claire Pratt	Special Education	Education Specialist	Education Specialist
Caitlin Wright	Teacher	Teacher	Education Specialist
Brad Feldmeier	Administrator	Administrator	School Board of Directors
Colleen Davy	Teacher	Teacher	Teacher
Malori Coates	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: 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.	No
Other, please specify below	Yes
Other Mentors will be made available to attend trainings with their mentee Mentors go through a training program and quarterly meetings with the Superintendent to review the plan and progress. Mentors are paid a stipend to meet with their mentees and that may be after hours.	

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

Former mentees and current administrators recommend the mentor list. Based on a brief interview and any information gathered from a survey, if served as a mentor before, are used in the selection process.

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	Yes
Other Inductees have an online portfolio that mentors and administrators can review. There are readings and reflections included. Additionally, classroom observations and check-in documents are included in the portfolio.	

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**

2 days prior to the start of the school year as their Orientation Progam. This means new teachers have 2 Induction days and 2 PD days (these are for all staff). The first 2 days include trainings with each of the following departments. PIMS/Child Accounting Curriculum Special Education (including gifted and 504) The Framework for Teaching /Act 13 District calendar Salary and benefits PA Public School Code TASD Policy Courses of study and curriculum Emergency closings Substitute teachers HIPAA, FERPA Technology Emergency Plans Homework policy Bell schedules School handbooks Lesson plans   First day routines Grouping of students Supplies Grading procedures Employee Assistance Program (EAP) Act 48, Instructional I, Instructional II, Tenure Throughout the year, new teachers are expected to visit 4 classes, including special education classes. They formally meet once a month with their mentors to continue PD on culture/climate, classroom-based assessments, differentiation, parent communication, TASD resources and work/life balance. This is done in person with a trainer for 2 hours. They are also required to do readings and reflect on questions provided in their online journal. The mentors meet weekly with their mentee and on an as-needed basis.

Educator Induction Plan Topic Areas

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

Educator Induction Program - TASD 2024-2027.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 2 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

4b: Maintaining Accurate Records

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Year 3 Fall

Year 3 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

Timeline

Year 1 Winter

Year 2 Fall

Year 3 Fall

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

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

Standards/Curriculum

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

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):

1d: Demonstrating Knowledge of Resources

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

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):
4c: Communicating with Families
3a: Communicating with Students
1b: Demonstrating Knowledge of Students

Timeline
Year 1 Fall
Year 1 Spring
Year 2 Fall
Year 2 Spring
Year 3 Fall
Year 3 Spring

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):
3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students
1f: Designing Student Assessments
3e: Demonstrating Flexibility and Responsiveness

Timeline
Year 1 Fall
Year 1 Spring
Year 2 Fall
Year 2 Spring
Year 3 Fall
Year 3 Spring

Data informed decision making

Selected Observation and Practice Framework(s):
1f: Designing Student Assessments
4b: Maintaining Accurate Records
3d: Using Assessment in Instruction
4a: Reflecting on Teaching
1c: Setting Instructional Outcomes

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

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 2 Fall

Year 3 Fall

Classroom and student management

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space

2d: Managing Student Behavior

2a: Creating an Environment of Respect and Rapport

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

Parental and/or community involvement

Selected Observation and Practice Framework(s):

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

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

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

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

Culturally Relevant and Sustaining Education Program Framework Guidelines

Selected Observation and Practice Framework(s):
2b: Establishing a Culture for Learning
4e: Growing and Developing Professionally
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

Educator Effectiveness

Selected Observation and Practice Framework(s):

3b: Using Questioning and Discussion Techniques

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

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

Evaluation and Monitoring

Evaluation and Monitoring

Survey of participants (inductee and mentor) is completed to determine the levels of satisfaction and to understand the strengths and weaknesses of the program. Surveys in One Drive are used and reviewed. Activity and Resource review and support added with PDESAS for resources that are existing and may continue to evolve. Program evaluation is quantitative and quantitative using survey, interviews, and observation instruments.

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

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
Dr. Janilyn Elias	2024-03-03

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
Dr. Janilyn Elias	2024-03-03