

Profile

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| LEA Type | | AUN |
| Big Spring School District | | 115210503 |
| Address 1 | | |
| 45 Mount Rock Road | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Newville | Pennsylvania | 17241 |
| Chief School Administrator | | |
| Dr. Nicholas J. Guarente | | |
| Chief School Administrator Email | | |
| nguarente@bigspring.k12.pa.us | | |
| Educator Induction Plan Coordinator Name | | |
| Nicole Donato | | |
| Educator Induction Plan Coordinator Name Email | | |
| ndonato@bigspring.k12.pa.us | | |
| Educator Induction Plan Coordinator Phone Number | | Extension |
| 717-776-2403 | | |

Steering Committee

1Steering Committee

| Name | Title | Committee Role | Chosen/Appointed By |
|------------------|--|----------------------|--------------------------|
| Jason Shover | High School Principal | Administrator | Administration Personnel |
| Clarissa Nace | Middle School Principal | Administrator | Administration Personnel |
| Mallory Farrands | Instructional Coach | Education Specialist | Administration Personnel |
| Sherisa Nailor | Teacher | Teacher | Administration Personnel |
| Mike Spears | Teacher | Teacher | Administration Personnel |
| Nicole Donato | Director of Curriculum and Instruction | Administrator | Administration Personnel |

Educator Induction Plan

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| 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) | No |
| 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

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| 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.

Mentors are selected with input from district and building administration. Mentors attend a meeting to review their expectations as a mentor. A mentor handbook outlines responsibilities and all items are covered at the training. They are required to attend induction meetings in year one with their mentee. In both years there is a checklist of items mentors are responsible for reviewing with their mentee that is turned in to the district office. Mentors provide the following types of support to inductees: Instructional support such as: a. Classroom management b. Standards-based instructional planning and implementation c. Standards-aligned teaching strategies d. Differentiated instruction and supports for struggling students e. Observations and conferencing with the beginning educator f. Instruction for diverse learners in inclusive settings, including English Learners and students with IEP and 504 g. Data-informed decision-making Professional support such as: a. Information about school policies and procedures b. Student formative and summative assessments and evaluation c. Evaluation timelines and support in paperwork completion d. Information about quality professional development opportunities Personal support such as: a. Introductions to other faculty and administrators b. Personal encouragement within the context of a confidential relationship c. Liaison to referral to other key people and resources

Needs Assessment

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| 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**

New Educator Orientation - All educators new to Big Spring School District will participate in three days of New Teacher Orientation prior to the District's opening in-service day in August. The following topics are covered in orientation days: Profile of a Graduate Goals/Vision PDE Act 13 and BSSD Educator Evaluation District Office Staff/Roles Tour Onboarding completion BSEA Technology Applications: Navigate Prepared Student Information System - Aspen Learning Management System - Google for Education Frontline (Absences) CSIU – Employee Portal FMX – Requests for transportation, maintenance, facility use Outlook Seesaw (K-5) Tech Bytes Google Drive and District Drive Learning Environment: Routines and expectations Curriculum Management Plan Learner outcomes Lesson planning expectations Resources 504/Health Plans Individualized Educational Plan (IEP) Specially Designed Instruction (SDI) English Language Learner (ELL) Compliance/Regulations IEP Meetings Year One Induction Meetings September: PDE Professional Code of Ethics, FERPA, Safety, Routines and expectations October: IEP and SDI, Referral process including written input November: Learner outcomes, Lesson planning , Asynchronous Learning January: PDE Act 13 and BSSD Educator Evaluation February: 504, ELL, GIEP March: Collins Writing May: Reflection Year Two Induction Meetings September: PDE Act 13 and BSSD Educator Evaluation, IEP, SDI, 504, ELL Referral Process November: Data analysis, Performance Matters January: Lesson Study, Researched-based instructional practices March: Lesson Study, Researched-based instructional practices May: Reflection, Growing and Developing as a Professional Year Three Induction September: PDE Act 13 and BSSD Educator Evaluation Meetings are held in November, January, March, and May with a focus on: Instructional II Certification Student Performance Measure Portfolio Project: Success analysis and growth reflection Year 1 Induction Responsibilities

Beginning of the Year Checklist with mentor Meet with your mentor monthly Year 1 Induction Checklist Attend induction meetings at the district and building levels Observe your mentor teaching a lesson and reflect upon what you observed with your mentor within Danielson Domains 2 and 3 Participate in at least three coaching cycles with your building's instructional coach Year 2 Induction Responsibilities Beginning of the Year Checklist with mentor (if first year in the district) Meet with your mentor monthly Year 2 Induction Checklist Attend District induction meetings Observe a colleague from your department/grade level and write a reflection that focuses on Danielson Domains 2 and 3 Observe a colleague in your induction cohort and write a reflection that focuses on Danielson Domains 2 and 3 Participate in at least three coaching cycles with your building's instructional coach Year 3 Induction Responsibilities Completion of a Student Performance Measure (SPM) Portfolio Project: Success analysis and growth reflection Attend District induction meetings Participate in at least three coaching cycles with your building's instructional coach

Educator Induction Plan Topic Areas

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

Big Spring School District Induction Program.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

Timeline

Year 2 Fall

Instructional Practices

Selected Observation and Practice Framework(s):

3b: Using Questioning and Discussion Techniques

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

Safe and Supportive Schools**Selected Observation and Practice Framework(s):**

2d: Managing Student Behavior
2e: Organizing Physical Space

Timeline

Year 1 Fall

Standards/Curriculum**Selected Observation and Practice Framework(s):**

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Technology Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4b: Maintaining Accurate Records

Timeline

Year 1 Fall

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Year 2 Fall

Data informed decision making

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

Timeline

Year 2 Fall

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Classroom and student management

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

Timeline

Year 1 Fall

Parental and/or community involvement

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 2 Winter

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 2 Fall

Culturally Relevant and Sustaining Education Program Framework Guidelines

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

Timeline

Year 2 Spring

Educator Effectiveness

Selected Observation and Practice Framework(s):

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

Evaluation and Monitoring

Evaluation and Monitoring

Surveys are given to mentors and new educators at the end of each year of induction to evaluate the program. Meetings with the Assistant Superintendent, Director of Curriculum and Instruction, and the Induction Coordinator occur before and after each induction meeting to plan and reflect on needs of new educators.

Documentation of Participation and Completion

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| 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 |
|-------------------------------------|------|
| | |

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 |
|----------------------------|------|
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