Profile

LEA Type		AUN
Pocono Mountain SD		120455403
Address 1		
135 Pocono Mountain School House Road		
Address 2		
City	**State**	**Zip Code**
Swiftwater	PA	18370
Chief School Administrator		
Dr. Elizabeth Robison		
Chief School Administrator Email		
erobison@pmsd.org		
Educator Induction Plan Coordinator Name		
Courtney Burrus		
Educator Induction Plan Coordinator Name Email		
cburrus@pmsd.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
570-839-7121		

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Courtney Burrus	Executive Director of Human Resources	Administrator	School Board of Directors
Stacy Kulics	Director of Federal Programs	Administrator	Administration Personnel
Beth DeLay	Director of Curriculum for Guidance, Health Services and HPE	Administrator	Administration Personnel
Amy Catalano	Director of Curriculum for Math and Science	Administrator	Administration Personnel
Amy Buffington	Director of Curriculum for Social Studies and Humanities	Administrator	Administration Personnel
Bethann McCain	Director of ELA and Reading	Administrator	Administration Personnel
Stephen Spengler	Director of Instructional Technology	Administrator	Administration Personnel
Lisa Martin	Teacher	Teacher	Administration Personnel
Mark Wade	Assistant Superintendent for Special Education	Administrator	School Board of Directors
Elizabeth Robison	Superintendent	Administrator	School Board of Directors
Catherine Sweeney	Assistant Superintendent for C an I	Administrator	School Board of Directors
Jon Reifer	Special Education Supervisor	Administrator	Administration Personnel
Carole Star	Special Education Supervisor	Administrator	Administration Personnel
Ashley Dickinson	Special Education Supervisor	Administrator	Administration Personnel
Marsha Kloss	Special Education Supervisor	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 LEA selects highly qualified and trained mentors using the following procedure: 1. Mentors apply for a stipend position. 2. The applications are reviewed by the following district personnel: building administration, Curriculum Directors, Special Education Supervisors and the Executive Director of Human Resources. Below are the requirements to be eligible for a mentor position: 1. Minimum of 3-5 years of satisfactory service 2. Earned distinguished in one or more categories based on the Charlotte Danielson model for Teacher Effectiveness OR satisfactory rating on a Differentiated Supervision Plan 3. Demonstrates the ability to collaborate with colleagues to provide constructive feedback on instructional practices, classroom management, planning and preparation based on specified content area(s) 4.Demonstrates the ability to provide clear and concise written and oral communication skills with all stakeholders

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**

Program Structure: * Inductees attend a full-day New Teacher Orientation in August. The New Teacher Orientation includes presentations on district procedures, protocols, school board policies and expectations. * Inductees hired after the start of the school year will participate in a similar program and then continue participation of Induction activities scheduled for the remaining two year Induction Program. *Inductees attend monthly after-school workshops and /or training sessions for the duration of the Induction Program. Content Included: Training Sessions and/or Workshops are provided in a variety of formats. Below are topics that will be covered for the duration of the Induction Program: 1. Charlotte Danielson Teacher Effectiveness Model 2. Act 13 3. Curriculum Review 4. IEP's Accommodations and Modifications 5. Classroom Management / Student Discipline 6. Structured Literacy 7. Variety of SafeSchools topics (ie: Sexual Harassment, Ethics, Title IX, Maintaining Boundaries, CIPA, FERPA) 8. Instructional Technology - variety of tools, applications and devices available from the district 9. District and Building Budget 10. Increasing Student Engagement Meeting Frequency: Mentor and Inductee are required to meet a minimum of once per week Induction meetings/workshops are held once a month after school   Delivery Format: The Inductee will attend In-person meetings with the following stakeholders (individually or whole group) : Mentor Building Administrator(s) Curriculum Director(s) Human Resources Special Education Supervisors   Content Specific Presentations   Vector Solutions online training platform PDE SAS - PD Center training platform

Educator Induction Plan Topic Areas

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

PMSD Two Year Induction.pdf

Selected Observation and Practice Framework(s):
4c: Communicating with Families
4f: Showing Professionalism
2b: Establishing a Culture for Learning
4a: Reflecting on Teaching
3e: Demonstrating Flexibility and Responsiveness
4e: Growing and Developing Professionally

Timeline
Year 1 Fall
Year 1 Spring
Year 2 Fall

Selected Observation and Practice Framework(s):
3d: Using Assessment in Instruction
4e: Growing and Developing Professionally
1a: Demonstrating Knowledge of Content and Pedagogy

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

Selected Observation and Practice Framework(s):
3a: Communicating with Students
3c: Engaging Students in Learning
4e: Growing and Developing Professionally
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):
2d: Managing Student Behavior
4d: Participating in a Professional Community
2e: Organizing Physical Space
4e: Growing and Developing Professionally
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

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

2e: Organizing Physical Space

3b: Using Questioning and Discussion Techniques

3e: Demonstrating Flexibility and Responsiveness

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Year 2 Winter

Selected Observation and Practice Framework(s):

4c: Communicating with Families

4e: Growing and Developing Professionally

3d: Using Assessment in Instruction
4f: Showing Professionalism
4a: Reflecting on Teaching

Timeline
Year 1 Fall
Year 2 Fall

Selected Observation and Practice Framework(s):
1b: Demonstrating Knowledge of Students
3a: Communicating with Students
2d: Managing Student Behavior
3c: Engaging Students in Learning
2a: Creating an Environment of Respect and Rapport
4b: Maintaining Accurate Records
3b: Using Questioning and Discussion Techniques
2b: Establishing a Culture for Learning
4d: Participating in a Professional Community

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

Selected Observation and Practice Framework(s):
3e: Demonstrating Flexibility and Responsiveness
1d: Demonstrating Knowledge of Resources
1c: Setting Instructional Outcomes
2b: Establishing a Culture for Learning
1f: Designing Student Assessments

1e: Designing Coherent Instruction
4e: Growing and Developing Professionally
1a: Demonstrating Knowledge of Content and Pedagogy
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):
1d: Demonstrating Knowledge of Resources
3b: Using Questioning and Discussion Techniques
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning
1b: Demonstrating Knowledge of Students
4a: Reflecting on Teaching
2e: Organizing Physical Space
1c: Setting Instructional Outcomes
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):

2e: Organizing Physical Space

3a: Communicating with Students

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4f: Showing Professionalism

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Year 2 Winter

Selected Observation and Practice Framework(s):

4b: Maintaining Accurate Records

4f: Showing Professionalism

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

4c: Communicating with Families

Timeline

Year 1 Fall

Year 2 Fall

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

2d: Managing Student Behavior
4e: Growing and Developing Professionally
4f: Showing Professionalism

Timeline
Year 1 Fall
Year 1 Spring
Year 2 Fall

Selected Observation and Practice Framework(s):
2a: Creating an Environment of Respect and Rapport
4e: Growing and Developing Professionally
4c: Communicating with Families
4d: Participating in a Professional Community
4a: Reflecting on Teaching
3e: Demonstrating Flexibility and Responsiveness
2b: Establishing a Culture for Learning
4f: Showing Professionalism

Timeline
Year 1 Fall
Year 1 Spring
Year 2 Fall

Selected Observation and Practice Framework(s):
4d: Participating in a Professional Community
4f: Showing Professionalism
4e: Growing and Developing Professionally

Timeline
Year 1 Fall

Year 1 Winter

Evaluation and Monitoring

Evaluation and Monitoring

At the beginning of the year 1 and year 2, Inductees will complete a Needs Assessment Survey. Based on the responses, the Mentor will meet and discuss the survey items. Inductees will complete an Experience Summary at the completion of the Induction Program. Inductees submit a completed checklist, including signatures from appropriate district personnel, to ensure all required tasks, training sessions and meetings were attended. Mentors submit the monthly Mentor Logs.

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

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