

Profile

LEA Type		AUN
School District		109422303
Address 1		
400 West Hemlock Avenue		
Address 2		
City	State	Zip Code
Kane	PA	16735
Chief School Administrator		
Mrs Jeannine L Kloss		
Chief School Administrator Email		
jkloss@kasd.net		
Educator Induction Plan Coordinator Name		
Todd Stanko		
Educator Induction Plan Coordinator Name Email		
tstanko@kasd.net		
Educator Induction Plan Coordinator Phone Number		Extension
8148376821		4201

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Todd Stanko	High School Principal	Administrator	Administration Personnel
Jeannine Kloss	Superintendent	Administrator	School Board of Directors
Shannon Olson	Elementary Principal	Administrator	Administration Personnel
Joshua Jekielek	Teacher	Teacher	Teacher
Joel Post	Teacher	Teacher	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:	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
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	No
List the Pre-K Counts Program and address	

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	Yes

Other

1. At least three consecutive years of satisfactory service as an appointed teacher in the Kane Area School District. 2. Experience in one or more activities: Coaching Past participation as a successful mentor Leadership training in teacher preparation, beginning teacher assistance programs, and/or in-service course instructor. Staff development leader in any professional development program or other school related instructional program Curriculum chairperson, department head Class advisor Club advisor 3. Willingness to attend staff development sessions or take a mentor course and adjust schedules to be able to visit and meet with their new teacher. 4. The mentor shall: Be recognized by peers and administration as a highly skilled teacher. Have achieved tenure. Be properly certificated. Be a respected member of the faculty. 5. The mentors shall be knowledgeable concerning the following: District philosophy and curriculum Mastery philosophy and teaching techniques Effective instructional processes Classroom management procedures Effective consulting skills Use of data analysis

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

Each mentor position is posted in the district hiring system, Applitrack, all eligible candidates are encouraged to apply. The direct supervisor of the new teacher will review applications to determine if requirements are met. If there is a lack of eligible applicants, the direct supervisor may approach potential candidates and ask them to apply.

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 There are monthly meetings for inductees and their mentors with members of administration, counselors and nurses. This gives the inductees an opportunity to meet with the district leadership members in a small group setting. The meeting held in May is an end of the year panel of veteran teachers and allow the inductees to ask questions. This has proven to be an effective way to understand their needs and allow them to gather information from experts to guide them moving forward.	

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**

Inductees will: Participate in-person in the Educator Effectiveness Act 13 evaluation process at an Intensive level that requires one unannounced observation, one announced observation, and two walk through visits each of the two semesters. Complete required training including Educator Effectiveness, Professional Ethics, Culturally-Relevant Sustaining Education, and Structured Literacy in-person, online, or in another format approved by the district. Observe in-person related content in four (4) or more documented visits in year 1 of the program. Observe in-person unrelated content in four (4) or more documented visits in year 2 of the program. Be observed in-person by mentor a minimum of five (5) documented visits. Participate in-person in monthly induction meetings that focus on specific topics including special education, discipline, ethics, data, school district operations, inductee needs, formative assessment, and technology integration.

Participate in-person in required meetings and discussions with a mentor that include topics of classroom discipline, time management, schedules, classroom procedures, crisis procedures, academic standards, curriculum, lesson planning, lesson presentation, assessments, accommodations, data-informed instruction, and instructional materials and resources. Document a minimum of two in-person meetings with direct supervisor. Document in-person participation in other required school meetings each month (i.e. faculty, department, IEP, grade level, Board meetings). Provide hardcopy evidence each year of the program and upon completion to be maintained by the district/school leadership for each inductee. Receive a certificate of completion when the full two-year program is complete.

Educator Induction Plan Topic Areas

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

KASD Educator Induction Plan FINAL.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):

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

Timeline

Year 1 Fall

Year 1 Winter

Instructional Practices

Selected Observation and Practice Framework(s):

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

Timeline

Year 1 Winter

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Standards/Curriculum

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

Timeline

Year 1 Winter

Technology Instruction

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

Timeline

Year 1 Winter

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Winter

Data informed decision making

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Classroom and student management

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

2d: Managing Student Behavior

Timeline

Year 1 Winter

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 2 Fall

Year 2 Winter

Year 2 Spring

Common Ground

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

Timeline

Year 2 Fall

Year 2 Winter

Year 2 Spring

Educator Effectiveness**Selected Observation and Practice Framework(s):**

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Evaluation and Monitoring

Evaluation and Monitoring

Acquisition and evaluation of participant feedback data is essential and will provide the basis for program revisions and continuous improvement. The Educator Induction Committee will meet annually to review feedback and make necessary adjustments to the plan. a. Upon completion of year one of teaching, the following item will be completed by the inductee and submitted to the Educator Induction Committee via the High School Principal: • Needs Assessment Checklist – Year 1 (contained in uploaded plan document) The Needs Assessment Checklist will be reviewed by the Induction Committee with a plan to address identified needs during year two plan for the inductee. b. Upon completion of year two of teaching, the following item will be completed by the inductee and submitted to the Educator Induction Committee via the High School Principal: • Induction Plan Evaluation (contained in uploaded plan document) The Induction Plan Evaluation will be reviewed by the Induction Committee and adjustments will be made to the plan as needed. The supervision process will provide data on the growth of the inductee and highlight areas in need of improvement. Supports will be provided as needed in discussions with the direct supervisor conducting observations. Retention of educators who have completed the induction program will be another data point to determine the success of the program.

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
Todd D. Stanko	2024-09-03

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
Jeannine L. Kloss	2024-09-03