

Educator
Induction Plan
Southern York County
School District
2024-2025
To
2028-2029

Teacher Induction Committee Participants:

The SYCSD educator induction committee is responsible for the development and operation of the educator induction program at each school/district. The committee includes teacher/educational specialist representatives, selected by administrative representatives.

Name	Job Title	Selected By:
Dr. Len Reppert	Assistant Superintendent	Superintendent
Dr. Kim Hughes	Director of Curriculum; Coordinator of Induction Program	Superintendent
Shannon Evans	Assistant Principal	Assistant Superintendent
Ryan Updike	Assistant Principal	Assistant Superintendent
Rob Van Vorst	Assistant Principal	Assistant Superintendent
Deborah Stone	Assistant Principal	Assistant Superintendent
Jen Smith	Assistant Principal	Assistant Superintendent
James Sterner	Assistant Principal	Assistant Superintendent
Jennifer Mendenhall	Special Education	Assistant Superintendent
Brendan Rogers	Director of Special Education	Superintendent
Jennie Bonitz	Biology Teacher	Director of Curriculum
Matt Amberman	Social Studies Teacher	Director of Curriculum
Sarah Black	First Grade Teacher	Director of Curriculum
Erica Sterner	Fifth Grade Teacher	Director of Curriculum
Mark Finn	Fourth Grade Teacher	Director of Curriculum
Sarah Miliauskas	Reading Specialist	Director of Curriculum
Jessica Beste	English Teacher	Director of Curriculum
Shannon Lane	Sixth Grade Teacher	Director of Curriculum
Greg Pituch	Fifth Grade Teacher	Director of Curriculum
Erin Dacheux	Fifth Grade Teacher	Director of Curriculum
Cate Scholles	Instructional Specialist	Director of Curriculum
Seth Catherman	Sixth Grade Teacher	Director of Curriculum

Jennifer Beste	Fifth Grade Teacher	Director of Curriculum
Chris Newland	Algebra Teacher	Director of Curriculum
Stephanie Winemiller	Principal	Superintendent

The educator induction committee is responsible to perform the following:

- Ensure proper representation on the committee
- Conduct meaningful needs assessment activities
- Develop an appropriate educator induction program
- Conduct an annual evaluation of the educator induction program
- An educator induction coordinator shall be identified and perform the following:
 - Schedule and implement the appropriate Induction Program, designed and directed by the educator induction committee
 - Chair the educator induction committee
 - Oversee the educator induction program
 - Maintain adequate record keeping of the educator induction program activities and participating educators
 - Coordinate and oversee selection of mentors and assignment of inductees
 - Provide training for new mentors
 - Identify and provide appropriate resources to support educator induction

Building Level Teams:

Building	Principal	Assistant Principal	Content Facilitators
Shrewsbury Elementary	Dr. Mary Dankosky	Dr. Robert Van Vorst	Andrea Mussmacher: ELA Jennifer Beste: Math Mark Finn: SS Shannon Lane: Science
Southern Elementary	Dr. James Hollinger	Ms. Shannon Evans	Anna Demian: ELA Jason Minacci: Math Sara Black: SS Greg Pituch: Science
Friendship Elementary	Dr. Stephanie Winemiller	Mrs. Deborah Stone	Jill Smith: ELA Seth Catherman: Math Erica Sterner: SS Erin Dacheaux: Science
Southern Middle School	Dr. Melissa Bell	Mr. Ryan Updike	Jessica Beste: English Chris Newland: Math Matt Amberman: SS Jennie Bonitz: Science

Susquehannock High School	Dr. Kevin Molin	Mrs. Jennifer Smith Dr. James Sterner	Jessica Beste: English Chris Newland: Math Matt Amberman: SS Greg Brobst: Science
Administration	Dr. Len Reppert	Mr. Brendan Rogers	Dr. Kim Hughes

1. Building Educator Induction Team Membership, Roles and Responsibilities:

- Building educator induction teams include the principals, mentors, inductees, Director of Curriculum and Director of Special Education.
- The principal’s role as instructional leader is to organize building orientation activities including a thorough introduction to the school and staff, policies and procedures, and students.
- The principal facilitates the mentor/mentee relationship, ensures reasonable working conditions, and formally evaluates inductees.
- Other administrators or support staff can provide job-specific help to teachers or specialists.

Chapter 49 requires a mentor relationship between the inductee and the educator induction team. The SYCSD educator induction committee determined the criteria for mentor selection (see 22 Pa. Code 49.16).

SYCSD Mentor Criteria:

- Similar certification
- Outstanding work performance
- Model continuous learning and reflection
- Knowledge of LEA and District Policies, Procedures and Resources
- Work effectively with students and adults
- Accept additional responsibility
- Training in the use of SAS
- Previous experience in coaching
- Understanding of Webb’s Depth of Knowledge and Bloom’s Taxonomy
- Use open ended questions to prompt inquiry
- Understand higher order thinking skills and metacognition
- Develop good assessments that are standards based
- Be good at data analysis, PVAAS

SYCSD mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors also gain from the experience that refines their skills and enhances professional growth. However, it is also a demanding responsibility and will include district compensation.

SYCSD mentors provide inductees the following support:

Instructional support such as:

- Classroom management
- Standards based instructional planning and implementation
- Standards aligned teaching strategies
- Differentiated instruction and supports for struggling students
- Observations and conferencing with beginning teachers
- Instruction for diverse learners in inclusive settings, including ELLs and students with IEPs
- Data-informed decision making

Professional Support:

- Information about school policies and procedures
- Student formative and summative assessments and evaluation
- Educator Effectiveness in accordance with Act 82 of 2012 (22 Pa. Code 19.1)
- Information about quality professional development opportunities

Personal Support:

- Introductions to other faculty and administration
- Personal encouragement within the context of a confidential relationship
- Liaison to referral to other key people and resources

Inductee:

SYCSD Inductee responsibilities include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with their mentors, meeting with other inductees to discuss experiences, and evaluating the program.

Inductees are expected to:

- Actively participate in mentoring activities and relationships
- Seek out help from colleagues
- Accept and act upon constructive feedback through open communication with the mentor
- Schedule classroom observations by the mentor
- Maintain and submit accurate records of induction activities (e.g., observations, training sessions, Conferences) in order to be awarded an Induction Completion Letter
- Maintain a confidential relationship with assigned mentor

SYCSD school principals' provide support such as:

- Opportunities for professional development related to the Code of Professional Practice and Conduct for Educators (22 Pa. Code Chapter 235). The code is found in Appendix C and sets forth rules of conduct to which professional educators are legally bound. New employees should be informed of the code and given a copy.
- Creating a culture of teaching and learning that supports professional collaboration among new and veteran teachers.
- Designing appropriate schedules to support new teachers as they develop professional skills.
- Acquiring and providing appropriate resources to support educator induction activities (time, scheduling, space, funding).
- Periodically evaluating (twice during the school year) non-tenured teachers using the Educator Effectiveness System in accordance with Act 13 of 2020.
- Facilitating activities to enhance the relationship between mentors and beginning teachers.
- Accepting the confidential relationship between teacher and mentor.
- Identifying and selecting highly qualified mentors

2. Goals and Competencies:

Goals: The overarching goal of the SYCSD educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first few years of employment. Individual goals could include the following:

- To provide educators with an overview of professional practice within the context of the Observation and Practice Framework for Teaching;
- To provide new educators with basic information and knowledge about the school, school district, and resident students to increase their effectiveness in fulfilling their duties;
- To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students;
- To provide new educators with staff development experiences to achieve a successful transition into the district's educational program; and/or
- To provide experience, professional insights, and encouragement to achieve success as new employees.

Competencies: SYCSD induction plan outlines specific teacher competencies that will be taught, modeled, and measured during the induction process. The competencies should include working knowledge of the Standards Aligned System and how to use the resources of PDE's SAS web portal as a tool to develop lesson plans, locate appropriate materials and resources, deliver instruction, construct assessments and support struggling students. The plan incorporates District goals of helping teachers to make a year's worth of growth through a combination of district information and customized professional development. Focusing on teaching diverse learners in the least restrictive environment.

3. Needs Assessment:

SYCSD utilized a needs assessment when determining topics for the new teacher induction program, reviewing multiple information sources and establishing goals and competencies for the educator induction plan. The needs assessment included data from a variety of sources including student data, building surveys, teacher surveys, dialogue, etc.:

Data was collected using valid indicators of student knowledge and skills such as:

- PSSA and Keystone Exam data, Classroom Diagnostic Tools data, PVAAS, and eMetric data, and data from other standardized tests, benchmark assessments, or locally developed and validated assessments. Ongoing student achievement data analysis will provide teachers with focused educational activities aimed at improving student achievement;
- Data on instructional models will provide new teachers with information on educational initiatives at the local, state, and national levels;
- Knowledge of successful research-based instructional models such as those found on PDE's SAS web portal under "Instruction" should be considered;
- Interest surveys used as documentation for the comprehensive plan, or locally developed surveys by intermediate units or school districts that provide focused direction for new teachers. Such surveys should be valid indicators of quality leadership and quality teaching, reflect a continuous learning ethic, and be indicative of educators' ability to make artful use of the supporting educational infrastructure;and
- Information collected from previous educator induction programs (e.g., program evaluations and second-year teacher interviews).

4. Professional Development Activities and Topics:

Under Pennsylvania's new teacher evaluation system, or Educator Effectiveness Initiative, in accordance with Act 13 of 2020 (22 Pa. Code 49.16), an educator's evaluation consists of multiple measures including student achievement. The Danielson Framework for Teaching, which is the observation/evidence instrument for the new educator evaluation system, focuses on the complex activity of teaching by defining four domains of teaching responsibility, each with its own set of essential professional practice components. The four domains and their components are listed below. The teacher induction program focuses on these four domains. Each topic taught in SYCSD three year induction program will focus on the four domains listed in the Danielson Framework, in addition to Marzano Level 1-3 High Reliability Schools.

SYCSD Induction Program:

Covers the following Topics:

Educator Effectiveness:

Marzano

- 1. Safe, Supportive and Collaborative Environment**
- 2. Effective Instruction in Every Classroom (Teacher Competency)**
- 3. Guaranteed and Viable Curriculum (Student Learning)**

Danielson:

- **Domain 1: Planning and Preparation, including selecting standards-based lesson goals and designing effective instruction and assessment**

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- a. Knowledge of content and the structure of the discipline**
- b. Knowledge of prerequisite relationships**
- c. Knowledge of content-related pedagogy**

Component 1b: Demonstrating Knowledge of Learners

- a. Knowledge of child and adolescent development**
- b. Knowledge of the learning process**
- c. Knowledge of students' skills, knowledge, and language proficiency**
- d. Knowledge of students' interests and cultural heritage**
- e. Knowledge of students' special needs**

Component 1c: Setting Instructional Outcomes

- a. Value, sequence, and alignment within the discipline and related disciplines**
- b. Clarity of instructional outcomes**
- c. Balance of different types of learning with coordination and integration**
- d. Suitability for diverse learners**

Component 1d: Demonstrating Knowledge of Resources

- a. Resources for classroom use**
- b. Resources to extend content knowledge and pedagogy**
- c. Resources for students**

Component 1e: Designing Coherent Instruction and Service Delivery

- a. Learning activities**
- b. Instructional materials and resources**
- c. Instructional groups**
- d. Lesson and unit structure**

Component 1f: Designing Learner Assessments

- a. Congruence with instructional outcomes**
- b. Criteria and standards**
- c. Design of formative assessments**
- d. Use for planning**

- **Domain 2: Educational Environment, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time.**

Component 2a: Creating an Environment of Respect and Rapport

- a. Teacher interaction with students**
- b. Student interactions with other students**

Component 2b: Establishing a Culture for Learning

- a. Expectations for learning and achievement**
- b. Importance of content**
- c. Student pride in work**

Component 2c: Managing Procedures

- a. Management of instructional groups**
- b. Management of transitions**
- c. Management of materials and supplies**
- d. Performance of non-instructional duties**
- e. Supervision of volunteers and paraprofessionals**

Component 2d: Managing Learner Behavior

- a. Expectations**
- b. Monitoring of student behavior**
- c. Response to student misbehavior**

Component 2e: Organizing Physical Space

- a. Safety and accessibility
- b. Arrangement of furniture and use of physical resources

- **Domain 3: Delivery of Service including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs.**

Component 3a: Communicating with Learners

- a. Expectations for learning
- b. Directions and procedures
- c. Explanations of content
- d. Use of oral and written language

Component 3b: Using Questioning and Discussion Techniques

- a. Quality of questions
- b. Discussion techniques
- c. Student participation

Component 3c: Engaging Learners in Learning

- a. Activities and assignments
- b. Grouping of students
- c. Instructional materials and resources
- d. Structure and pacing

Component 3d: Using Assessment in Instruction and Service Delivery

- a. Assessment criteria
- b. Monitoring of student learning
- c. Feedback to students
- d. Student self-assessment and monitoring of progress

Component 3e: Demonstrating Flexibility and Responsiveness

- a. Lesson adjustment
- b. Response to students
- c. Persistence (learning a broad repertoire of strategies to support student learning)

- **Domain 4: Professional Development, including using systems for managing student data and communicating with student families.**

Component 4a: Reflecting on Practice

- a. Accuracy (of a lesson's effectiveness)
- b. Use in future teaching (redesign of lessons)

Component 4b: Maintaining Accurate Records

- a. Student completion of assignments
- b. Student progress in learning
- c. Non-instructional records

Component 4c: Communicating with Stakeholders

- a. Information about the instructional program
- b. Information about individual students
- c. Engagement of families in the instructional program

Component 4d: Participating in a Professional Community

- a. Relationships with colleagues
- b. Involvement in a culture of professional inquiry
- c. Service to the school
- d. Participation in school and district projects

Component 4e: Growing and Developing Professionally

- a. Enhancement of content knowledge and pedagogical skill
- b. Receptivity to feedback from colleagues
- c. Service to the profession

Component 4f: Showing Professionalism

- a. Integrity and ethical conduct (Required: Code of Professional Practice and Conduct for Educators (22 Pa. Code § 235) - Appendix A of this document.)
- b. Service to students
- c. Advocacy
- d. Decision making
- e. Compliance with school and district regulations

Professional Ethics (chapter 49)
Culturally Relevant and Sustaining Education (Attorney General)
Structured Literacy Training- PATTAN Course

[Three Year Calendar for Program \(link\)](#)

Year 1 Program Outline					
TOPICS	DESCRIPTION	RESOURCES	PERSON RESPONSIBLE	DATE	TIME
Orientation Day 1 (All New Teachers and Mentors)	<p>Morning Sessions: District Introduction Mentors-Mentor Training New Teachers Onboarding Rotations Technology Systems/Software Human Resources Union Bus Tour of District</p> <p>Food Services/Lunch</p> <p>Afternoon Session: Mentor-Onboarding Checklist</p>	Onboarding Checklist Frontline Employee Assistance Program (EAP)	Administration/Mentors Technology Systems/Software Human Resources - Lori Wooldridge Union - Chris Newland Food Services - Helen Heidler	8/9/2023	8:00 am - 4:00 pm
Orientation Day 2 (All New Teachers and Mentors)	<p>Morning Sessions: Special Education Building & Grounds Marzano-NASOT Safety Childline/SST/C&C/SAP Forms/Docs/School Closings, Delays, FIDs</p> <p>Afternoon Session: Mentor-Planning Day 1, Week 1, Unit 1</p>	Student Assistance Program (SAP) Mandated Reporting How to Report: Childline	Administration/Mentors Special Education - Brendan Rogers Safety - Officer Hanson	8/10/2023	8:00 am - 4:00 pm
Peer Observation #1 - (Start with observing Mentor)	<p>Meet with mentor</p> <p>Complete observation tool and reflection</p> <p>MARKING PERIOD AREA OF FOCUS: Warm-Up's, Activators, Bell Ringers</p>	Activators Activating Strategies	New Teacher Mentor	Complete process by end of First Marking Period	
Observation by Mentor #1	<p>Meet with mentor</p> <p>Complete observation tool and reflection</p> <p>MARKING PERIOD AREA OF FOCUS: Warm-Up's, Activators, Bell Ringers, Closure</p>		Mentor	Complete process by end of First Marking Period	
*New Teacher Ethics Seminar (All New Non-Tenured Teachers and Mentors)	<p>Ethics and the Code of Professional Practice and Conduct for Educators</p> <p>Professional Practice & Conduct</p>		Lori Wooldridge	9/5/2023	3:30-4:30pm
*Educator Effectiveness: Preparing for Your First Observation	<p>PA-ETEP</p> <p>Framework for Observation</p> <p>Pre-observation and post-observation questions</p> <p>Lesson Planning</p>	Educator Effectiveness Rubrics: Classroom Teacher NonTeaching Professional IJD Lesson Plan Template IJD Lesson Plan Description	Admin	9/19/2023	3:30-4:00 pm
*Culturally Relevant and Sustaining Education Competencies	<p>COMPETENCY 1 Reflect on One's Cultural Lens</p> <p>COMPETENCY 2 Identify, Deepen Understanding of, and Take Steps to Address Bias</p> <p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>COMPETENCY 4 Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed</p> <p>COMPETENCY 5 Promote Asset-based Perspectives about Differences</p> <p>COMPETENCY 6 Collaborate with Families and Communities through Authentic Engagement Practices</p> <p>COMPETENCY 7 Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families</p> <p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</p>		Michelle Nutter	Early October	3:30-4:30 PM

Peer Observation #2	Meet with Teacher Complete observation tool and reflection MARKING PERIOD AREA OF FOCUS: Closure	Closure- Strategies and Reading List of Strategies	New Teacher	Complete process by end of 2nd Marking Period	
Observation by Mentor #2	Meet with mentor Complete observation tool and reflection MARKING PERIOD AREA OF FOCUS: Instruction, Assessment, Questioning		Mentor	Complete process by end of 2nd Marking Period	
Data Informed Decision Making	Interventions Helping accelerated and struggling learners Response to Intervention Data Analysis Effectively Using Common Assessments	MTSS Standards Aligned System (SAS)	Admin	10/24/2023	3:30-4:00 pm
Digging into Domains	Using your observation feedback to inform practice Domains 1: Using Effective your Planning Domain 2: Improving your Classroom Environment Domain 3: Maximizing Instructional Opportunities Domain 4: Growing in your Leadership and professionalism		Admin	11/14/2023	3:30-4:00 pm
Peer Visit #3 - (Completed with teacher & admin / Facilitator sec.)	Schedule conference with Admin Complete observation tool and reflection Schedule follow-up discussion MARKING PERIOD AREA OF FOCUS: Instruction	Instruction	New Teacher	Complete process by end of 3rd Marking Period	
Special Education	IEPs/504 Plans Role of Regular Educator in IEP/GIEP/504 Meetings, Implementing SDI's, Feedback Forms Legal ramifications	Function Based Thinking Restorative Practices Confidentiality PATYAN Teacher's Desk Reference	Jenn Welch	1/9/2024	3:30-4:00 pm
Your Future at SYCSD	Professional growth plans Certification and continuing education Act 13 Evaluation Leadership	Certification Flow Chart Level I to II Certification PDE Form 338 PDE Form 427 Assessment Form PDE Form 427 Attachment Tenure Information Professional Portfolio Template TIMS Information Tuition Reimbursement & Column Mout	Lori Wooldridge	2/6/2024	3:30-4:00 pm
Peer Visit #4 - (Completed with teacher & admin / Facilitator sec.)	Meet with Teacher Complete observation tool and reflection MARKING PERIOD AREA OF FOCUS: Questions/Feedback/Assessments	Questioning Techniques Assessment Techniques		Complete before the end of 4th Marking Period	
New Teacher Forms	Completed forms due to Kristi Conover in Admin		New Teacher	5/3/2024	
New Teacher Forum & Celebration	Celebrating Year 1		Teachers and Mentors	5/7/2024	3:30-4:00 pm

Year 2 Program Outline

TOPICS	DESCRIPTION	RESOURCES	PERSON RESPONSIBLE	DATE	TIME
Ethics Review from Year 1	Ethics scenarios Union discussion (Tenure/Level II)	Certification Flow Chart Level I to II Certification PDE Form 328 PDE Form 427 Assessment Form PDE Form 427 Attachment Tenure Information	Lori Wooldridge Chris Newland	9/6/23	3:30-4:00 pm
*Educator Effectiveness: Digging Deeper into Danielson Domains	Framework for Observation Evaluating a Lesson (video lesson - Danielson library)	Educator Effectiveness Rubrics Classroom Teacher NonTeaching Professional UBD Lesson Plan Template UBD Lesson Plan Description	Admin	9/20/2023	3:30-4:00 pm
* <u>Culturally Relevant and Sustaining Education Competencies</u>	COMPETENCY 1 Reflect on One's Cultural Lens COMPETENCY 2 Identify, Deepen Understanding of, and Take Steps to Address Bias COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces COMPETENCY 4 Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed COMPETENCY 5 Promote Asset-based Perspectives about Differences COMPETENCY 6 Collaborate with Families and Communities through Authentic Engagement Practices COMPETENCY 7 Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families COMPETENCY 8		Michelle Nutter	Early October	3:30-4:00 PM
Observation by Peer (by mentor in future years) #1	Complete observation tool and reflection		Inductee	Complete process by end of 1st Marking Period	
Data-Informed Decision Making	Year 2 and 3 Collaboration Data analysis		Admin	10/25/2023	3:30-4:00 pm
Digging Deeper into Domains 1 and 2	Domain specific tools and instruction Artifacts for portfolio	Professional Portfolio Template	Admin	11/15/2023	3:30-4:00 pm
Observation by Peer (by mentor in future years) #2	Complete observation tool and reflection		Inductee Mentor	Complete process by end of 1st Marking Period	
Special Education	How trauma-informed practices support Domain 2		Jenn Welch Lauren Hoffman	1/10/2024	3:30-4:00 pm
Certification / Human Resources	Level II Certification Process Continuing Education Benefits How the HR Department can support you		Lori Wooldridge	2/7/2024	3:30-4:00 pm
2nd year New Teacher Forms	Completed forms due to Kristi Conover in Admin		New Teacher	5/3/2023	
New Teacher Forum & Celebration	Celebrating Year 2		Teachers and Mentors	5/8/2024	3:30-4:00 pm

Year 3 Program Outline					
TOPICS	DESCRIPTION	RESOURCES	PERSON RESPONSIBLE	DATE	TIME
Ethics Review from Year 1	Ethics				
	Level II Certification		Lori Wooldridge	9/7/23	3:30-4:00 pm
*Educator Effectiveness	Danelson Framework	Educator Effectiveness Rubrics: Classroom Teacher NonTeaching Professional			
	Identifying areas for Growth		Admin	9/21/2023	3:30-4:00 pm
*Culturally Relevant and Sustaining Education Competencies	COMPETENCY 1 Reflect on One's Cultural Lens COMPETENCY 2 Identify, Deepen Understanding of, and Take Steps to Address Bias COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces COMPETENCY 4 Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed COMPETENCY 5 Promote Asset-based Perspectives about Differences COMPETENCY 6 Collaborate with Families and Communities through Authentic Engagement Practices COMPETENCY 7 Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families COMPETENCY 8 Establish High Expectations for Each Learner and		Michelle Nutter	Early October	
Data-Informed Decision Making	Year 2 and 3 Collaboration Data analysis		Admin	10/25/2023	3:30-4:00 pm
Digging Deeper into Domains 1 and 2	Domain specific tools and Instruction Artifacts for portfolio		Admin	11/16/2023	3:30-4:00 pm
Special Education: Beyond Compliance	Responsive Instruction				
	Co-teaching Interventions		Jenn Welsh	1/11/2024	3:30-4:00 pm
Your Future at SYCSD	Leadership/Finding your Purpose				
	Continuing Education Financial Planning		Lori Wooldridge	2/8/2024	3:30-4:00 pm
New Teacher Forum & Celebration	Celebrating Year 3		Teachers and mentors	5/9/2024	3:30-4:00 pm

5. Evaluation and Monitoring: The SYCSD educator induction program will be evaluated both annually through the following means:

- Survey of participants – new teachers, mentors, principals, and other members of the educator induction committee – to determine levels of satisfaction and to understand the strengths and weakness of the program;
- Analysis of activities and resources used in the program; and
- Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students.

6. Documentation of Participation and Completion: SYCSD will maintain accurate records of completion of the program and provide a copy of a certificate of completion to the inductee. All pertinent records will be available to support completion of Instructional I to Instructional II Certification as set forth by PDE.

In addition SYCSD documents participation in the following manner:

- Mentor/Mentee documentation is required of his/her meetings

- A designated administrator receives, evaluates, and archives all mentee records.
- School/LEA maintains accurate records of program completion and provides a certificate or statement of completion to each inductee who has completed all hours and requirements of the program for year 1.
- LEA Chief Executive Officer verifies completion on the application for Level 2 Certification.