

General McLane SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
School District		105253903
Address 1		
11771 Edinboro Rd		
Address 2		
City	State	Zip Code
Edinboro	PA	16412
Chief School Administrator		
Dr Matthew Lane		
Chief School Administrator Email		
matthewlane@generalmcclane.org		
Educator Induction Plan Coordinator Name		
Steven Karns		
Educator Induction Plan Coordinator Name Email		
stevenkarns@generalmcclane.org		
Educator Induction Plan Coordinator Phone Number		Extension
(814)273-1033		5908

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	No
Other	

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

As outlined in the plan, building administrators will work with the director of curriculum to identify mentors who fit the characteristics outlined above. If those mentors are interested, they will be paired with the inductee. If they are not interested, another appropriate mentor will be selected who fits the stated criteria.

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	No
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**

DESIGN: An initial inservice is held prior to the beginning of the school year in order to address information and programs which are adopted district-wide and which provide the basis for future development. The agenda includes topics such as: (1) an overview of district facts, (2) supervision/evaluation, (3) discipline philosophy and procedures, (4) procedures for dealing with student injuries/emergencies, (5) curriculum, (6) district goals for the coming school year, (7) general administrative policies and procedures, (8) the mentoring process, and (9) the Code of Professional Practice and Conduct for Educators. During those initial inservice days, mentors and inductees are given time to meet and discuss topics relevant to the inductee as he/she plans for the start of the school year. Prior to the end of September, a meeting will be held by the curriculum director with each mentor and inductee pair to determine any general areas of need. The curriculum director can facilitate additional support as is necessary. Inductees and mentors will participate in regularly scheduled meetings to reflect upon instructional practices and identify needs. During this time, the inductee and the mentor can review assessment data, classroom

assessment data, the inductee's lesson plans, and successful research-based instructional models. The district is committed to providing professional development experiences based on current research. Teachers new to General McLane and new to the profession will be given the opportunity to participate in professional development. Additional professional development opportunities will be coordinated with individual inductees on an as needed basis. CONTENT: Programs and or activities to increase beginning teachers' knowledge and improve teaching skills conducted by the district are as follows: A series of activities are held which relate to the district's definition of excellent teaching. The basic introduction is provided at the initial induction meeting prior to the teachers' first day. Assistance and support in the building and at the district level continue through the year. All teachers involved in the induction process, including long-term substitutes who are hired for more than 45 days, are required to visit and observe at least three other teachers. They also are afforded the opportunity to work with the building administrators and any other teacher in the district who might be helpful. Information and guidance is provided to inductees regarding classroom management and parent/guardian communication. Assistance in this area is also provided by the mentor teacher, by the building administration, and by other teachers in the department or at their respective grade level. New teachers are included in all ongoing activities dealing with professional study or decision-making. Such committees and activities include planned course revision, textbook selection, and/or study of special areas. Special programs and/or resources are made available to beginning personnel as needs are apparent. This effort is afforded to the total staff. In-class assistance is provided as needed. New teachers must complete a 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. This training can be completed online through the SAS Portal.

Educator Induction Plan Topic Areas

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

GM Induction Plan 2025.pdf

Code of Professional Practice and Conduct for Educators

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

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

Timeline

Year 1 Winter

Year 1 Spring
Year 2 Winter
Year 2 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

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 2 Summer

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport
2d: Managing Student Behavior
2e: Organizing Physical Space

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):**

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

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

Technology Instruction

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space

2c: Managing Classroom Procedures

3c: Engaging Students in Learning

Timeline

Year 1 Spring

Year 2 Spring

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

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

Data informed decision making

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

Timeline

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

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

Classroom and student management

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring

Parental and/or community involvement

Selected Observation and Practice Framework(s):

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

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism
4e: Growing and Developing Professionally

4d: Participating in a Professional Community

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

Educator Effectiveness

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Evaluation and Monitoring

Evaluation and Monitoring

Mentor teachers and inductees will be asked to evaluate the effectiveness of the program on an annual basis. Their recommendations for improvement will be incorporated into the process. Building principals will also be surveyed as their role is critical in working with the inductee and the mentor teacher in order to ensure the program is individualized and effective. Overall comments on the program are also included on the induction checklist.

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
Steven Karns	2025-05-15

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
Matthew Lane	2025-05-15