

Moniteau SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type	AUN	
Moniteau School District	104105353	
Address 1		
1810 West Sunbury Rd.		
Address 2		
City	State	Zip Code
West Sunbury	Pennsylvania	16061
Chief School Administrator		
Aubrie Schnelle		
Chief School Administrator Email		
aschnelle@moniteau.org		
Educator Induction Plan Coordinator Name		
Nicole Fox		
Educator Induction Plan Coordinator Name Email		
nfox@moniteau.org		
Educator Induction Plan Coordinator Phone Number	Extension	
7246372321	3130	

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Aubrie Schnelle	Superintendent	Administrator	School Board of Directors
Nicole Fox	Elementary Assistant Principal	Administrator	Administration Personnel
Kimberley McBryar	High School Assistant Principal	Administrator	Administration Personnel
Lance Fox	High School Principal	Administrator	Administration Personnel
Kevin Boariu	Elementary Principal	Administrator	Administration Personnel
Dustin Thompson	Coordinator of Student Support Services	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:	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.

Mentors must submit interest in becoming a mentor for the next school year prior to the school year ending. Mentors must have attained tenure in the district and, if at all possible, be in a similar department and/or grade level. Time is provided prior to the school year beginning for mentors and their mentees to meet to review district policies, rules and procedures. Mentors chosen have consistently demonstrated that they go above and beyond in order to help students and perform their job duties. These individuals are traditionally involved in more roles beyond just teaching

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**

The induction program is two years in length. New teachers must participate in a series of pre-determined trainings taught by the administrative team members. Charlotte Danielson's Framework for Teaching Model is emphasized during the sessions and one session is dedicated to each of the four domains. Homework is assigned depending on the topic being reviewed. New teachers are expected to have read Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*, before the conclusion of the program. The ten meetings occur in person, are scheduled for a minimum of one hour, and switch between the two school buildings.

Educator Induction Plan Topic Areas

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

2024-2025 Induction Packet (1).pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

- 4f: Showing Professionalism
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4a: Reflecting on Teaching
- 4c: Communicating with Families

Timeline

- Year 1 Fall
- Year 1 Winter

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

- 1f: Designing Student Assessments
- 3b: Using Questioning and Discussion Techniques
- 3d: Using Assessment in Instruction

Timeline

- Year 1 Spring
- Year 2 Fall

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

- 1b: Demonstrating Knowledge of Students
- 3a: Communicating with Students
- 3e: Demonstrating Flexibility and Responsiveness
- 2a: Creating an Environment of Respect and Rapport

Timeline

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

Classroom and student management

Selected Observation and Practice Framework(s):

- 2c: Managing Classroom Procedures
- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2d: Managing Student Behavior
- 1b: Demonstrating Knowledge of Students
- 3c: Engaging Students in Learning
- 3a: Communicating with Students

Timeline

- Year 1 Spring
- Year 2 Fall

Parental and/or community involvement

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

4d: Participating in a Professional Community

Timeline

Year 1 Fall

Year 1 Winter

Educator Effectiveness

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Evaluation and Monitoring

Evaluation and Monitoring

New teachers are encouraged to discuss successes and struggles at each session with their cohort members and administrator presenters. At the end of the two year program, new teachers take a survey that is shared on a Google Form to gather feedback for program improvement. Each summer, the administrative team looks at these results and uses the information to revise the program. The program was revamped in the fall to include Cultural Competency components learned by the administrative team during an Act 45 PIL course with Dr. Donald Sheffield.

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
Nicole A. Fox	2025-02-03

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
Aubrie Schnelle	2025-02-03