

Forest City Regional SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
School District		119583003
Address 1		
100 Susquehanna Street		
Address 2		
City	State	Zip Code
Forest City	PA	18421
Chief School Administrator		
Mr Daniel L Gilroy		
Chief School Administrator Email		
dgilroy@fcrsd.org		
Educator Induction Plan Coordinator Name		
Daniel Gilroy		
Educator Induction Plan Coordinator Name Email		
dgilroy@fcrsd.org		
Educator Induction Plan Coordinator Phone Number		Extension
5707852403		

Steering Committee

1Steering Comittee

Name	Title	Committee Role	Chosen/Appointed By
Daniel Gilroy	Superintendent	Administrator	Administration Personnel
Michael Zack	Principal	Administrator	Administration Personnel
Cynthia Weiss	Principal	Administrator	Administration Personnel
Michelle Lesjack	Special Education director	Administrator	Administration Personnel
Bernice Lukus	Board Member	Other	School Board of Directors
Dan Nebzydoski	teacher	Teacher	Administration Personnel
Jenna Glynn	teacher	Teacher	Administration Personnel
Kelsey Bryer	counselor	Other	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?	Yes
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.

Both principals work with the union and central administration to ensure that the school board selects the most qualified teacher to serve as a mentor.

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**

we partner with NEIU 18 to provide our teacher induction program. **Program Structure** The NEIU Induction Program creates a collaborative learning environment through in-person workshops and online professional development opportunities that will take place over two years. Inductees will participate in online discussions and activities. Monthly workshops require inductees to engage with others in the cohort and also engage with their mentor. NEIU administration will select mentors who meet regularly with inductees to fulfill the NEIU Induction Program Requirements. **Collaboration and Networking:** The NEIU Induction program provides opportunities for new teachers to exchange thoughts, methods, and best practices with their colleagues will be made possible through the NEIU Induction Program. Collaboration and networking will assist new teachers in becoming a part of a community of educators while encouraging lifelong learning. **Reflective Practice:** New teachers will be encouraged to engage in reflective practice. Reflection enables teachers to evaluate their instructional strategies critically, pinpoint areas for development, and make necessary improvements. **Year 1: In-Person, Kick-off Session (required):**

August or September (two offerings) Session will include the following topics: trauma-informed practices, how to use data to drive induction, Act 13: Educator Effectiveness, how to develop a professional network, professional ethics, effective parent communication, and social emotional learning/self care for educators. Monthly One-Hour Virtual Workshops: November Behavior Management December Special Education 101 January Using Data to Drive Instruction February Working with English Language Learners March Understanding the Diverse Needs of Learners April Creating and Using Formative Assessments May Educator Wellness and Celebrations It is required that mentors meet with inductees following each one-hour virtual workshop and complete a “Mentor/Inductee- Summary of Learning”. New teachers are also expected to meet regularly with his/her mentor while documenting 30 hours of collaborative time on the “NEIU Inductee and Mentor Log”. The log may be submitted to the Inductee’s immediate supervisor for approval prior to submission to the Business Office for payment. Inductee responsibilities should include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with mentors, meeting with other inductees to discuss experiences, and evaluating the program. Inductees are expected to: a. Actively participate in mentoring activities and relationships; b. Seek out help from colleagues; c. Accept and act upon constructive feedback through open communication with the mentor; d. Schedule observation of experienced teachers at work; e. Schedule classroom observation by the mentor; f. Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) to be awarded an Induction Completion Letter; and g. Maintain a confidential relationship with the assigned mentor. Mentors provide the following types of support to inductees: Instructional support such as: a. Classroom management b. Standards-based instructional planning and implementation c. Standards-aligned teaching strategies d. Differentiated instruction and supports for struggling students e. Observations and conferencing with the beginning teacher f. Instruction for diverse learners in inclusive settings, including English Learners and students with IEPs g. Data-informed decision-making Professional support such as: a. Information about school policies and procedures b. Student formative and summative assessments and evaluation c. Educator Effectiveness in accordance with Act 13 of 2020 and 22 Pa. Code § 19.1a et seq. d. Information about quality professional development opportunities Personal support such as: a. Introductions to other faculty and administrators b. Personal encouragement within the context of a confidential relationship c. Liaison to referral to other key people and resources NEIU Mentors will be required to complete the following activities with each inductee to whom they are assigned. Attend 2, 1-hour virtual check-in sessions (fall/spring) Schedule 7, 1-hour follow-up sessions following the inductees virtual workshops (Nov.-May). Act 48 hours will be awarded to the Inductees and Mentors upon completion of all sessions. Complete the “NEIU Inductee and Mentor Log” documenting 30 hours with the Inductee and submit to the Inductee's immediate supervisor for approval prior to submission to the Business Office for payment. Year 2: In year 2 of the NEIU Induction Program, mentorship will be provided by the Inductees’ assigned supervisor/coordinator. Inductees are required to attend one, in-person, kick-off session which will be offered in August and October. The session will include the following topics: Year 1 reflection and goal setting, culturally relevant and sustaining education, positive behavior systems, family and community engagement, differentiated instruction, and an overview of NEIU programming and networking. Inductees are required to participate in six hours of NEIU Networking

sessions to collaborate with job-alike groups. NEIU Networking sessions will be shared during the face-to-face sessions in August and October as well as through email reminders.

Educator Induction Plan Topic Areas

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

inductiuiion for the state .docx

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

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):

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Standards/Curriculum

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Technology Instruction

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Data informed decision making

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Classroom and student management

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Parental and/or community involvement

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 2 Fall

Year 2 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 2 Fall

Common Ground

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Educator Effectiveness

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall
Year 2 Spring

Other

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Spring

Evaluation and Monitoring

Evaluation and Monitoring

NEIU 19 facilitates teacher induction. Through surveys and interviews with Superintendents, Principals, and teachers who have completed the program changes are made to ensure that the information is relevant to advance learning.

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
Daniel Gilroy	2025-02-25

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
Daniel Gilroy	2025-02-25