

This plan will be posted for public comment on the Kane Area School District website from January 5, 2024, through February 5, 2024. Please review and forward comments to Todd Stanko at tstanko@kasd.net or Jeannine Kloss at jkloss@kasd.net.



KANE AREA SCHOOL DISTRICT

EDUCATOR INDUCTION PLAN

UPDATED 2023-24 SCHOOL YEAR

Kane Area School District

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Jeannine Kloss

Board of Directors

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Shannon Olson

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Overview

Each school entity must submit an induction plan to the Pennsylvania Department of Education (PDE) for approval. The plan for the induction includes:

- First-year, teachers.
- Teachers in pre-kindergarten programs, when offered.
- Long-term substitutes, who are hired for a position for 45 days or more; and
- Newly employed teachers with prior school teaching, as required by the school entity.

Beginning in the 2024-2025 school year (SY), the length of the EIP must be a minimum of two school years. The regulations require that induction plans be updated every six years.

The EIP must be prepared by an Educator Induction Committee which includes teachers (chosen by teachers) or educational specialists (chosen by educational specialists), and administrative representatives chosen by administration.

PA School Code states that the induction plan must 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.

Criteria for approval of the induction plan must include induction activities that focus on teaching diverse learners in inclusive settings. Diverse learners include English Learners and students with Individualized Education Programs (IEP).

Standards Aligned System

The Standards Aligned System (SAS), developed by PDE, is a comprehensive, research-based resource to improve student achievement. SAS identifies six elements that impact student achievement:

- Standards, Assessments,
- Curriculum Framework,
- Instruction,
- Materials and Resources, and
- Safe and Supportive Schools.

Pennsylvania's Standards Aligned System

- a. **Standards** – Pennsylvania's Core Standards define what students should know and be able to do as a result of instruction.
- b. **Assessments** – Assessments offer tools and resources to support the process of assessing, evaluating, and documenting student learning to improve professional practice and increase student achievement.
- c. **Curriculum Framework** – A set of teaching topics by subject and grade level further defined using Big Ideas, Concepts, Competencies, Essential Questions, and Vocabulary.
- d. **Instruction** – Pennsylvania has adopted the Charlotte Danielson Framework for Teaching as the overarching vision for effective instruction in the commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:
- Planning and preparation
 - Classroom environment
 - Instruction
 - Professional responsibilities
- e. **Materials and Resources** – Support standards align instruction and include Voluntary Model Curriculum, learning progressions, units, lesson plans and multimedia content examples for use in planning and delivering instruction.
- Learning progressions span grades K-12 and include what all students should know and be able to do as a result of successfully moving through grades K-8 and by taking specific courses in grades 9-12.
- f. **Safe and Supportive Schools** – Supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following:
- Engagement
 - Safety
 - Environment



Goals

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

- a. To provide educators with an overview of professional practice within the context of the

Observation and Practice Framework for Teaching.

- b. 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.
- c. 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.
- d. To provide new educators with staff development experiences to achieve a successful transition into the district's educational program; and/or
- e. To provide experience, professional insights, and encouragement to achieve success as new employees.

Needs Assessment

The needs assessment was completed by reviewing multiple information sources and it is used in establishing goals and competencies for the EIP. The needs assessment included data from multiple perspectives:

- a. PSSA and Keystone Exam data.
- b. PVAAS and eMetric data.
- c. Climate Survey for families, students, and employees.
- d. Locally developed Title I surveys for families.
- e. Locally developed Professional Development surveys for educators.
- f. PAETEP KASD Educator Effectiveness Report
- g. Information collected from previous educator induction program.

Educator Induction Committee

The educator induction committee is responsible for the development and operation of the educator induction program at each school. The committee must include a teacher or educational specialist, or both, selected by teachers, educational specialists and administrative representatives chosen from the school entity.

Committee member list:

Name	Job Title	Selected by
Jeannine Kloss	Superintendent	Administration
Todd Stanko	High School Principal	Administration
Josh Jekielek	Teacher	Teachers
Joel Post	Teacher	Administration
Shannon Olson	Elementary Principal	Administration

Mentors

Chapter 49 of the Pennsylvania Code requires a mentor relationship for the length of the induction program. The Mentor Teacher will be responsible for:

- On-site teacher development activities, in cooperation with the principal, for newly appointed teachers.
- Scheduling and visiting classrooms of new teachers.
- Providing support and assistance to new teachers.
- Scheduling monthly meetings (before or after school) with the new teacher to plan, offer feedback and strategies in areas such as instructional methods, classroom management, professional growth and development, and journaling activities.

The Induction Program Activities lists, which are instructional support logs, are expected to be maintained by the new teacher and Mentor and submitted to the Superintendent in May.

Criteria for Selection:

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, i.e.,
 - 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
6. Guidelines for classroom visits
 - Each mentor is allocated 1 period a month for a classroom visit of the new teacher.
 - Mentors should record hours.

- New teachers will do 1 classroom visit a month.
- New teachers should record hours.
- The mentor and new teacher will meet for a debriefing.

Inductees

Inductee responsibilities include:

- Attending all orientation activities
- 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 observation of experienced teachers at work.
- Schedule classroom observation by the mentor.
- Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) to be awarded an Induction Completion Letter; and
- Maintain a confidential relationship with the assigned mentor.
- Evaluating the program.

School Principals

School Principals' responsibilities include:

- Providing opportunities for professional development related to the Code of Professional Practice and Conduct for Educators. The code is found in Appendix A and sets forth rules of conduct to which professional educators are legally bound.
- Creating a culture of teaching and learning that supports professional collaboration among both 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) temporary classroom and non-teaching professionals 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 each teacher and mentor
- Identifying and selecting highly qualified mentors

Professional Development Activities and Topics

The Educator Induction Plan must ensure professional development activities contain the following content and topics:

- Develop Teacher Competency
- Increase Student Learning

- Structured Literacy
- Professional Ethics Program Framework Guidelines (Chapter 49)
 - The standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.
- Culturally Relevant and Sustaining Education Competencies (Chapter 49)
 - Culturally relevant and sustaining education encompasses skills for educators including, but not limited to, approaches to mental wellness, trauma-informed approaches to instruction, technological and virtual engagement, cultural awareness and emerging factors that inhibit equitable access for all students in this Commonwealth.
- Introduction to Educator Effectiveness, the process used to evaluate professional employees and temporary professional employees in PK-12 education across the commonwealth (School Districts, CTCs, and IUs only)

Educator Effectiveness System: Act 13 of 2020

Act 13 of 2020 requires a percentage of the teaching assessment to be based on observation, including: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. The Pennsylvania Department of Education has developed a rating scale to reflect student performance measures and employee observation results and establish overall score ranges for each of the four rating categories: Distinguished, Proficient, Needs Improvement, and Failing. The four domains and their components are listed below.

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

The remaining percentage of the professional classroom teacher assessment will be data driven using multiple measures that includes Building Level Data, Teacher Specific Data, and LEA Selected Measures. Temporary professionals are evaluated twice during the school year.

Specific Program Activities

Inductees will participate in the following activities:

- Participating in the Educator Effectiveness Act 13 evaluation process.
- Completing required training.

- Observation of related content
- Observation of unrelated content
- Being observed by mentor
- Participating 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.
- Participating in required meetings and discussions with a mentor.
- Documenting participation in other required school meetings.

Plan 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.

- Upon completion of year one of teaching, the following item will be submitted to the Educator Induction Committee via the High School Principal:
 - Needs Assessment Checklist – Year 1

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.

- Upon completion of year two of teaching, the following item will be submitted to the Educator Induction Committee via the High School Principal:
 - Induction Plan Evaluation

The Induction Plan Evaluation will be reviewed by the Induction Committee and adjustments will be made to the plan as needed.

Documentation of Participation and Completion

A certificate of completion will be provided to the inductee when the full two-year program is complete. Evidence of completion of the educator induction program will be maintained by the district/school leadership for each inductee. All pertinent records are to be available to support completion of Instructional I to Instructional II certification as set forth by PDE.

- Upon completion of year one of teaching, inductees will submit the following items to the superintendent's office:
 - Participation in Program Activities – Year 1
- Upon completion of year two of teaching, inductees will submit the following items to the superintendent's office:
 - Participation in Program Activities – Year 2
 - Induction Plan Signature Form

The completed documents will be reviewed by the Superintendent. Upon successful completion of the program, the Superintendent will sign off on the Induction Plan Signature Form.

Participation in Program Activities – Year 1

It is the responsibility of the inductee to see that each of the following items are dated and signed by the appropriate staff members.

I. Superintendent – **Welcome inductee to district and highlight upcoming school year.**

Date_____ Signature_____

II. Principals - **Acquaint inductee with various building management functions.**

Date_____ Signature_____

Familiarize inductee with support services.

Date_____ Signature_____

Familiarize inductee with physical layout of the school (instructional and non-instructional).

Date_____ Signature_____

III. Mentor/Inductee – **Develop teacher competency and increase student learning:**

DISCUSSIONS:

Classroom Discipline Date_____ Signature_____

Classroom Appearance/Atmosphere Date_____ Signature_____

Time Management Date_____ Signature_____

Schedule(s) Date_____ Signature_____

Classroom Procedures Date_____ Signature_____

Cover all Crisis Procedures Date_____ Signature_____

Red/Green Clipboard Date_____ Signature_____

INSTRUCTIONAL PROCESS(ES):

Academic Standards Date_____ Signature_____

Curriculum Date_____ Signature_____

Lesson Planning Date_____ Signature_____

Lesson Presentation Date_____ Signature_____

Assessments	Date_____	Signature_____
Accommodations	Date_____	Signature_____
Data Informed Instruction	Date_____	Signature_____
Instructional Materials/Resources	Date_____	Signature_____

MENTOR OBSERVATIONS OF INDUCTEE (Requires Mentor's signature):

September	Date_____	Signature_____
November	Date_____	Signature_____
January	Date_____	Signature_____
March	Date_____	Signature_____
April	Date_____	Signature_____

FACULTY, DEPARTMENT, IEP, GRADE LEVEL, or BOARD MEETINGS (One IEP minimum required):

September	Date_____	Signature_____
October	Date_____	Signature_____
November	Date_____	Signature_____
December	Date_____	Signature_____
January	Date_____	Signature_____
February	Date_____	Signature_____
March	Date_____	Signature_____
April	Date_____	Signature_____

INDUCTEE OBSERVATIONS OF RELATED CONTENT (Requires signature of teacher observed):

Marking Period 1	Date_____	Signature_____
Marking Period 2	Date_____	Signature_____
Marking Period 3	Date_____	Signature_____
Marking Period 4	Date_____	Signature_____

COMMUNITY:

Appraised of Community Amenities Date_____ Signature_____

MONTHLY INDUCTION MEETINGS (Requires signature of meeting guest):

September	Date_____	Signature_____	Topic_____
October	Date_____	Signature_____	Topic_____
November	Date_____	Signature_____	Topic_____
December	Date_____	Signature_____	Topic_____
January	Date_____	Signature_____	Topic_____
February	Date_____	Signature_____	Topic_____
March	Date_____	Signature_____	Topic_____
April	Date_____	Signature_____	Topic_____

EDUCATOR EFFECTIVENESS (Requires signature of mentor and certificate of completion):

SAS PD Center – *Educator Effectiveness: Classroom Teachers* (or district approved equivalent)

Date_____ Signature_____ Topic_____

PROFESSIONAL ETHICS (Requires signature of mentor and certificate of completion):

GCN Training – *Ethics and Boundaries for School Employees* (or district approved equivalent.)

Date_____ Signature_____ Topic_____

Needs Assessment Checklist – Year 1

A. Support Services

More Information Needed

Yes

No

1. Special District Programs
(Special Ed., Student Assistance Program, RTI, etc.)
2. Payroll/Fringe Benefits
3. Guidance Services
4. Intermediate Unit #9 Services
5. Referrals/Special Education Screening Process
6. Philosophy of Education
7. Review of Professional Contract
8. Tour of District
9. Board Policy Handbook
10. Employee Assistance Program
11. Clerical Services/Clerical and Instructional Aides
12. Knowledge of Audio Video Equipment
13. Library Services
14. Computer Services
15. Custodial Services
16. Health/Safety Regulations
17. Health Services
18. Cafeteria Procedures

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B. Management Functions

1. Lunch Forms
2. Field Trip Procedures
3. Extracurricular/Club Activities
4. Professional Obligations
(Open House, Family Engagement Event, etc.)
5. Fire Drill/Disaster Procedures
6. Rating (observation/evaluation)
7. Utilization of Standardized Tests
8. Homework Policy
9. Absentee/Substitute Process
10. Faculty Handbook
11. Conference Request Forms
12. Level II Certification
13. Elementary Curriculum
14. Discipline Referral Forms
15. Order Procedure
16. Student Registration
17. Student Attendance/Lunch Count
18. Student Insurance
19. Daily Schedule/Duty Schedule
20. Office Work Requests

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	More Information Needed	
	<u>Yes</u>	<u>No</u>
21. Use of Office Equipment	_____	_____
22. Parent/Teacher Conferences	_____	_____
23. Grading System and Practices	_____	_____
24. Requisitions/Supplies	_____	_____
25. Assemblies/Special Events	_____	_____
26. Building/Transportation Rules	_____	_____
27. Discipline	_____	_____
28. Building Utilization	_____	_____
29. Liability Issues	_____	_____
A. Instructional Process and Effective Teaching Research		
1. Progress Report Forms	_____	_____
2. Planned Courses/Utilization	_____	_____
3. Placement Records	_____	_____
4. Permanent Records	_____	_____
5. Record Keeping	_____	_____
6. Use of the Grade Book	_____	_____
7. Classroom Management/Techniques	_____	_____
8. Grouping for Instruction	_____	_____
9. Dealing with Individual Differences	_____	_____
10. Planning for Special Classes (Spec. Ed., Title 1, Inclusion, etc.)	_____	_____
11. Marking Procedures/Report Cards	_____	_____
12. Lesson Planning	_____	_____
13. Instructional Techniques	_____	_____
14. Testing Procedures	_____	_____
15. Pacing	_____	_____
16. Tracking	_____	_____
17. Curriculum	_____	_____
B. Socialization		
1. Building Personnel	_____	_____
2. District Personnel	_____	_____
3. Community	_____	_____
C. Research-Based Instruction for Effective Teaching		
1. Classroom Time On-task	_____	_____
2. Classroom Management/Student Discipline	_____	_____
3. Expectations and Outcomes	_____	_____
4. Instructional Delivery and Assessment	_____	_____
5. Direct Instructional Model	_____	_____
6. Performance Based Instructional Strategies	_____	_____
7. Effective Teaching of Mathematics	_____	_____
8. Effective Teaching in Reading	_____	_____
9. Effective Teaching of Low Achievers	_____	_____
10. Cooperative Learning	_____	_____

Participation in Program Activities – Year 2

It is the responsibility of the inductee to see that each of the following items are dated and signed by the appropriate staff members.

I. Mentor/Inductee – **Develop teacher competency and increase student learning:**

INDUCTEE OBSERVATIONS OF UNRELATED CONTENT (Requires signature of teacher):

Marking Period 1 Date_____ Signature_____

Marking Period 2 Date_____ Signature_____

Marking Period 3 Date_____ Signature_____

Marking Period 4 Date_____ Signature_____

MENTOR MEETINGS:

September Date_____ Signature_____ Topic_____

November Date_____ Signature_____ Topic_____

December Date_____ Signature_____ Topic_____

January Date_____ Signature_____ Topic_____

February Date_____ Signature_____ Topic_____

April Date_____ Signature_____ Topic_____

BUILDING ADMIN MEETINGS (All new teachers in the building – mentor not required):

October Date_____ Signature_____ Topic_____

March Date_____ Signature_____ Topic_____

MONTHLY INDUCTION MEETINGS (As needed or required):

September Date_____ Signature_____ Topic_____

October Date_____ Signature_____ Topic_____

November Date_____ Signature_____ Topic_____

December Date_____ Signature_____ Topic_____

January Date_____ Signature_____ Topic_____

February Date_____ Signature_____ Topic_____

March Date_____ Signature_____ Topic_____

April Date_____ Signature_____ Topic_____

STRUCTURED LITERACY (Requires signature of mentor and certificate of completion):

SAS PD Center – *Introduction to Structured Literacy* (or district approved equivalent for required certifications only.)

Date_____ Signature_____ Topic_____

CULTURALLY RELEVANT-SUSTAINING EDUCATION (Requires signature of mentor and certificate of completion):

SAS PD Center – *CR-SE Competencies* (or district approved equivalent.)

Date_____ Signature_____ Topic_____

Induction Plan Evaluation – Year 2

Please carefully consider the following questions and respond to each. Attach pages as needed.

1. Has the Induction Program provided enough support for classroom management?
2. Are there specific phases of instruction with which you are still uncomfortable?
3. What induction activities did you find to be the most effective?
4. What areas of the induction program need improvement? How could we improve?
5. Were the Induction topics and activities provided at a comfortable pace?
6. Have you been adequately acclimated to the school/community?
7. Have you had sufficient opportunities to visit and observe other teachers in their classrooms?
8. What other comments do you have regarding the Induction Program?

Kane Area School District Induction Plan Signature Form – Year 2

We, the undersigned, agree that _____, has completed all requirements of the Induction Plan for inductee in the Kane Area School District.

Inductee _____ Signature _____

Mentor _____ Signature _____

Principal _____ Signature _____

Induction Committee Rep _____ Signature _____

Superintendent _____ Signature _____

Date Complete _____

APPENDIX A – Code of Conduct

COMMONWEALTH OF PENNSYLVANIA PROFESSIONAL STANDARDS AND PRACTICES COMMISSION

CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATION

- 235.1. Mission.
- 235.2. Introduction.
- 235.3. [Reserved].
- 235.3a. Definitions.
- 235.4. [Reserved].
- 235.5. [Reserved].
- 235.5a. Commitment to students.
- 235.5b. Commitment to colleagues.
- 235.5c. Commitment to the profession.
- 235.6—235.11. [Reserved].

§ 235.1. Mission.

The Professional Standards and Practices Commission (PSPC) is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction.

- a. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).
- b. In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.
- c. Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.
- d. Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously

affiliated school in which that educator is employed.

§ 235.3a. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).

Boundaries—The verbal, physical, emotional and social distances between an educator and a student.

Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.

Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

§ 235.5a. Commitment to students.

- a. The primary professional obligation of educators is to the students they serve.
- b. In fulfillment of the commitment to students, educators:
 1. Shall not sexually harass students or engage in sexual misconduct.
 2. Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
 3. Shall exercise their rights and powers in good faith and for the benefit of the student.
 4. Shall exert reasonable effort to protect students from harm.
 5. Shall not intentionally expose a student to disparagement.
 6. Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.
 7. Shall not interfere with a student's exercise of political or civil rights and responsibilities.
 8. Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
 9. Shall not knowingly or intentionally misrepresent subject matter or curriculum.
 10. Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.
 11. Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal

or unauthorized drugs.

12. Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.
13. Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:
 - a. the nature, purpose, timing and amount/extent of the communication;
 - b. the subject matter of the communication; and
 - c. whether the communication was made openly or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

1. Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
2. Shall not knowingly and intentionally distort evaluations of colleagues.
3. Shall not sexually harass a colleague.
4. Shall not unlawfully discriminate against colleagues.
5. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
6. Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.
7. Shall not threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
8. Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

§ 235.5c. Commitment to the profession.

In fulfillment of the commitment to the profession, educators:

1. Shall comply with all Federal, State, and local laws and regulations and with written school entity policies.
2. Shall apply for, accept or assign a position or a responsibility on the basis of professional qualifications and abilities.
3. Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.
4. Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.

5. Shall not falsify records or direct or coerce others to do so.
6. Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.
7. Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.
8. Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.
9. Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
10. Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.
11. Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws.