

Profile

LEA Type		AUN
Address 1		
Address 2		
City	State	Zip Code
Chief School Administrator		
Chief School Administrator Email		
Educator Induction Plan Coordinator Name		
Baris Yiilmaz		
Educator Induction Plan Coordinator Name Email		
yilmaz@yscp.org		
Educator Induction Plan Coordinator Phone Number		Extension
814-237-9727		

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Baris Yilmaz	Assistant Principal	Administrator	Administration Personnel
Kerrin Lemoine	Middle School Teacher	Teacher	Teacher
Crystal Confer	Assistant Principal	Administrator	Administration Personnel
Korinda Timko	1st Grade Teacher	Teacher	Teacher
Vince Fadale	PE/Health Teacher	Teacher	Teacher
Melissa Quinones	5th Grade Teacher	Teacher	Teacher
Nichole Blasi	2nd Grade Teacher	Teacher	Teacher

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)	No	
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

We partner with the Allegheny Intermediate Unit's PDE-approved Educator Induction Program to provide a high-quality experience for our newly hired educators. This two-year program is structured in two components, first, a rigorous course, facilitated by different experts in each topic and second, a mentoring element in which an experienced educator works with the inductee throughout the school year. Along with the two-year program, there are two inservice days geared towards new teachers each year before the rest of the staff come back to introduce them to the school, the school's technology, the school's procedures and processes, and the school's philosophy.

Content Included

Educator Evaluation, Professional Ethics, Assessments and Progress Monitoring, Instructional Practices, Safe and Supportive Schools, Standards-Aligned Curriculum, Technology Instruction, Communicating with Families, Accommodations and Adaptations for Diverse Learners, MTSS, Resources for Instruction, Classroom/Behavior

Management, Trauma-Informed Approaches, Cultural Awareness, Mental Wellness, Equitable Access for All Learners.

Meeting Frequency

The whole group meets virtually with the AIU3 representative once a month addressing the topics listed. Inductees and mentors meet separately once a month.

Delivery Format

The program format includes an online experience for the coursework , virtual meetings as a group, and face-to-face meetings between mentors and inductees. There are required assignments, discussion prompts, and interaction documentation.

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.

Our school administrators review each new educator or long-term substitute (45 days or more) upon hire and assign a mentor who is Level II certified or has at least three years of experience. Every effort is made to match mentors to inductees who are in the same area of certification, same part of the building, and have compatible schedules when possible. We offer additional compensation for our mentor teachers.

Educator Induction Plan Topic Areas

Accommodations and Adaptations for Diverse Learners

Topic Objectives

Accommodations and Adaptations for Diverse Learners in Diverse Settings, Equitable Access for All Learners

Lead Person/Position

AIU 3 personnel

Anticipated Start

2027-10-01

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

3e: Demonstrating Flexibility and Responsiveness

1e: Designing Coherent Instruction

Assessments and Progress Monitoring

Topic Objectives

Assessments and Progress Monitoring

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2027-05-31

Observation and Practice Framework Met in this Topic

1f: Designing Student Assessments

Classroom and Student Management**Topic Objectives**

Classroom and Student Management/Effective Behavioral Practices

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2027-05-31

Observation and Practice Framework Met in this Topic

2d: Managing Student Behavior

Common Ground**Topic Objectives**

Cultural Awareness, Mental Wellness, Trauma-Informed Approaches

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

4e: Growing and Developing Professionally

Data Informed Decision Making**Topic Objectives**

Data Informed Decision Making/Multi-tiered Systems of Support

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2027-05-31

Observation and Practice Framework Met in this Topic

1c: Setting Instructional Outcomes

[Educator Effectiveness](#)

False Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

Topic Objectives

Educator Evaluation

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2027-05-31

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

4a: Reflecting on Teaching

[Instructional Practices](#)

Topic Objectives

Instructional Practices

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2027-05-31

Observation and Practice Framework Met in this Topic

3c: Engaging Students in Learning

[Material and Resources for Instruction](#)

Topic Objectives

Material and Resources for Instruction

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

1d: Demonstrating Knowledge of Resources

[Parental and/or Community Involvement](#)

Topic Objectives

Parental and Community Engagement

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2027-05-31

Observation and Practice Framework Met in this Topic

4c: Communicating with Families

[Professional Ethics Program Framework Guidelines](#)

Topic Objectives

Code of Professional Practice and Conduct for Educators/Professional Ethics

Lead Person/Position

AIU 3 personnel

Anticipated Start

2027-10-01

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

[Progress Reports and Parent-Teacher Conferencing](#)

Topic Objectives

Progress Reports and Parent-Teacher Conferencing

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2027-05-31

Observation and Practice Framework Met in this Topic

4c: Communicating with Families

[Safe and Supportive Schools](#)

Topic Objectives

Safe and Supportive Schools

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

2a: Creating an Environment of Respect and Rapport

[Standards/Curriculum](#)

Topic Objectives

Standards-Aligned Focus/Curriculum

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2027-05-31

Observation and Practice Framework Met in this Topic

1e: Designing Coherent Instruction

[Student Learning](#)

Topic Objectives

Instructional Practices, Data Informed Decision Making/MTSS, Accommodations and Adaptations for Diverse Learners in Diverse Settings, Technology & Virtual Engagement

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and Responsiveness

2b: Establishing a Culture for Learning

Teacher Competency

Topic Objectives

Standards-Aligned Focus/Curriculum, Assessments and Progress Monitoring, Technology Instruction, Progress Reports and Parent Teacher Conferencing, Classroom and Student Management/Effective Behavioral Practices

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2027-05-31

Observation and Practice Framework Met in this Topic

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1d: Demonstrating Knowledge of Resources

4c: Communicating with Families

2d: Managing Student Behavior

Technology Instruction

Topic Objectives

Technology Instruction, Technological & Virtual Engagement

Lead Person/Position

AIU 3 personnel

Anticipated Start

2026-10-01

Anticipated Completion

2027-05-31

Observation and Practice Framework Met in this Topic

- 1d: Demonstrating Knowledge of Resources
- 2b: Establishing a Culture for Learning

Evaluation and Monitoring

Monitoring Routines

We will be surveying staff at the end of the first year and the end of the second year to analyze the effectiveness of the induction sessions. We will use the data to plan for future induction meetings.

Uploaded Files

Induction Program Survey - Google Forms.pdf

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 (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.

Yes

Signatures and Quality Assurance

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? [\(22 Pa Code, 49.16 \)](#)

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:
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 {SchoolYear} school year?

Yes

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

No

True 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.

True 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
Baris Yilmaz	2026-06-08

False 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
Dr. Levent Kaya	2026-06-08