

Bald Eagle Area SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type		AUN
School District		110141003
Address 1		
751 S Eagle Valley Rd		
Address 2		
City	State	Zip Code
Wingate	PA	16823
Chief School Administrator		
Mr Christopher R Santini		
Chief School Administrator Email		
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Educator Induction Plan Coordinator Name		
Nevin Pighetti		
Educator Induction Plan Coordinator Name Email		
nevin.pighetti@beasd.net		
Educator Induction Plan Coordinator Phone Number		Extension
8142805600		

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

Bald Eagle Area School District Induction Program length of 2 years will be for all first-year professional employees, long-term substitutes (as designated by the district), and educators new to Pennsylvania public education. The new teacher will have a mentor that is an experienced educator who demonstrates excellence within the Danielson Framework, model professional responsibility, and have been recommended as a mentor by their administrator. This mentor will either teach the same grade level or content area and provide leadership within their area of expertise.

Content Included

Throughout the two-year induction cycle, participants engage in professional learning aligned with the Pennsylvania Department of Education's required induction components, including:

1. Standards-Aligned Instruction and Assessment

2. Effective Classroom Management and Safe Learning Environments
3. Meeting the Needs of Diverse Learners (including English Learners, students with disabilities, and gifted learners)
4. Professional Ethics and the Code of Professional Practice and Conduct
5. Data-Informed Decision-Making and Student Achievement
6. Family and Community Engagement
7. Technology Integration to Support Learning
8. Culturally Responsive and Trauma-Informed Practices

Meeting Frequency

To ensure continuous growth and support, the induction program includes multiple layers of professional collaboration/meeting:

1. Monthly Induction Meetings: Facilitated by district administrators to address PDE-required topics, district initiatives, instructional strategies, and professional ethics.
2. Weekly Mentor Meetings: Structured, scheduled collaboration between the inductee and mentor focusing on instructional planning, student data, classroom management, and reflection. These meetings will be at least 30 minutes per week.
3. Quarterly Reflection Checkpoints: Inductees meet with administrators to review progress, reflect on growth within the Danielson domains, and set actionable goals.

Delivery Format

Bald Eagle Area's induction program uses a blended approach this would include In-person meetings with both their mentor and administration, Individualized mentoring which would include online/digital supports and peer coaching. This would also include job embedded reflections for practical classroom application.

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.

Bald Eagle Area's process for mentors are the following: -Identifying similar certification areas, assignments, and schedule -Administrators then verify that the mentor teacher is highly qualified by past observations in their content area - Administrators verify that candidates demonstrate effective teaching practices, collaboration skills, and a commitment to continuous professional learning. - Once identified mentors can be recommended by building principals to the school board to serve in this role. -If selected mentors will be provided a district approved program to prepare them for being a mentor.

Educator Induction Plan Topic Areas

Accommodations and Adaptations for Diverse Learners

Topic Objectives

Inductees will implement instructional practices that support students with disabilities, English learners, and students with varying academic needs through mentor support and professional development.

Lead Person/Position

Special Education Director

Anticipated Start: 2026-07-01

Anticipated Completion: 2029-06-30

Observation and Practice Framework Met in this Topic

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

Classroom and Student Management

Topic Objectives

Provide support to maintain positive student behavior linked to the districts PBIS program of establishing clear expectations and procedures that address student behavior to provide a positive learning environment.

Lead Person/Position

Building Principals

Anticipated Start 2026-07-01

Anticipated Completion 2029-06-30

Observation and Practice Framework Met in this Topic

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

Code of Professional Practice and Conduct and for Educators

Topic Objectives

To ensure new educators understand and apply the PA code for educators through district held professional development and mentor support.

Lead Person/Position

Assistant Superintendent

Anticipated Start 2026-07-01

Anticipated Completion 2029-06-30

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

4e: Growing and Developing Professionally

Common Ground**Topic Objectives**

Support student voice, choice, and meaningful participation, improve outcomes through inclusive, learner-centered strategies, ensure equitable access, opportunity, and belonging for all students, build understanding of trauma and its impact on learning and behavior.

Lead Person/Position

Assistant Superintendent

Anticipated Start 2026-07-01

Anticipated Completion 2029-06-30

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

Data Informed Decision Making**Topic Objectives**

The district will provide support for the inductee to be able to apply and use data to improve instruction. This will include analyzing, planning

and making decisions on the students' instructional outcomes.

Lead Person/Position

Building Principal/MTSS Coordinator

Anticipated Start 2026-07-01

Anticipated Completion 2029-06-30

Observation and Practice Framework Met in this Topic

4b: Maintaining Accurate Records

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

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

The topic objectives will be understanding the Pennsylvania Educator Effectiveness Framework through professional development in the areas of understanding the observation process, the use of evidence and ratings to support growth. BEASD will also work with the new teacher to develop effective instructional planning for students using reflections and instructional data.

Lead Person/Position

Building Principals

Anticipated Start: 2026-07-01

Anticipated Completion: 2029-06-30

Observation and Practice Framework Met in this Topic

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

Professional Ethics Program Framework Guidelines

Topic Objectives

The district will provide information and support on the following topics: PA's School Code, professional boundaries, Confidentiality & data privacy, & district policy and compliance.

Lead Person/Position

Assistant Superintendent

Anticipated Start: 0006-07-01

Anticipated Completion: 2029-06-30

Observation and Practice Framework Met in this Topic

4e: Growing and Developing Professionally

4f: Showing Professionalism

Progress Reports and Parent-Teacher Conferencing

Topic Objectives

Provide information on the role of the parent to the inductees this will include parent conferences, meetings and including them in the process.

Lead Person/Position

Mentor/Building Principal

Anticipated Start: 2026-07-01

Anticipated Completion: 2029-06-30

Observation and Practice Framework Met in this Topic

4c: Communicating with Families

4b: Maintaining Accurate Records

Safe and Supportive Schools

Topic Objectives

Inductees will use the PBIS program established in their school building and be provided support on the use of proactive behavior and classroom management strategies to support growth.

Lead Person/Position: PBIS Coaches/Building Principals

Anticipated Start: 2026-07-01

Anticipated Completion: 2029-06-30

Observation and Practice Framework Met in this Topic

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

Standards/Curriculum

Topic Objectives

Inductees will learn on how to use curriculum maps and align standards to their content areas by using SAS portal and other district resources.

Lead Person/Position

Assistant Superintendent

Anticipated Start: 2026-07-01

Anticipated Completion: 2029-06-30

Observation and Practice Framework Met in this Topic

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

Student Learning

Topic Objectives

Inductees will understand the standards aligned system and be able to use effective instructional strategies to support all learners. This will include on how to engage students, create a supportive environment and monitor and assess.

Lead Person/Position

Building Principals

Anticipated Start: 2026-07-01

Anticipated Completion: 2029-06-30

Observation and Practice Framework Met in this Topic

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

Teacher Competency

Topic Objectives

Inductees must demonstrate the use of the SAS Portal and apply the use of the the elements within the SAS Portal

Lead Person/Position

Building Principals

Anticipated Start: 2026-07-01

Anticipated Completion: 2029-06-30

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

Technology Instruction

Topic Objectives

To support beginning educators in effectively integrating instructional technology, including Google for Education tools, to enhance student engagement, collaboration, and learning while promoting responsible, equitable, and secure digital practices aligned with district expectations and Pennsylvania's Educator Effectiveness Framework.

Lead Person/Position

Building Principal/Technology Coach

Anticipated Start: 2026-07-01

Anticipated Completion: 2029-06-30

Observation and Practice Framework Met in this Topic

4e: Growing and Developing Professionally

3c: Engaging Students in Learning

Evaluation and Monitoring

Monitoring Routines

Program Design and Structure The BEASD Induction program is designed as a mandatory requirement for all first-year professional staff, including those new to the profession or the district, and long-term substitutes hired for 70 days or more. The design centers on assigned mentorship, where experienced teachers (mentors) are selected based on specific criteria such as Instructional II Certification and demonstrated expertise in classroom management.

Monitoring Implementation Monitoring of the program's day-to-day implementation is facilitated through structured checklists and administrative oversight:

- Documented Progress Logs:** Mentors and inductees must track their progress across three core areas: Classroom Instruction & Student Learning, Professional Responsibilities & Systems, and Mentorship & Professional Growth. Both parties are required to sign and date these logs as topics (e.g., lesson planning, grading practices, and work-life balance) are reviewed.
- Weekly Mentorship Meetings:** Mentors are required to meet with their inductees for at least 30 minutes per week to discuss ongoing support and specific instructional topics.
- Administrative Check-ins:** Building principals and assistant principals are responsible for scheduling meetings with both the mentor and inductee throughout the induction process to ensure the mentoring process remains on track. They also mediate any unresolvable issues in the mentor/inductee relationship.
- Monthly Thematic Meetings:** Implementation is further monitored through attendance at required one-hour monthly meetings held after school. Year 1 focuses on topics like Special Education, Parent Communication, and the Observation Framework, while Year 2 addresses Technology Integration, Culturally Relevant Education, and Data-Informed Decision Making.

Data Collection and Evaluation of Outcomes Data on program outcomes and educator growth is collected through a series of observations and the final submission of an induction packet:

- Peer Observations and Reflections:** Inductees must complete a specific number of peer observations—four in Year 1 and three in Year 2, each accompanied by a written reflection. These reflections serve as evidence of the inductee's ability to analyze different instructional practices, including special education and collaborative pairs.
- Formal and Informal Evaluations:** The program evaluates outcomes through a tiered observation schedule:
 - Mentor Observations:** Mentors observe the inductee twice a year to provide direct feedback on classroom performance.
 - Principal Observations:** Principals conduct two formal observations annually, one of which is unannounced, to assess the educator's effectiveness. The principals also does multiple walkthroughs in a year to support the inductee.
- Evidence Submission:** At the end of the program, mentors must ensure that all documentation and evidence of the inductee's progress is completed and submitted electronically to the Assistant Superintendent by established deadlines.

Uploaded Files

Inductee End-of-Year Evaluation.pdf