

Glendale SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type		AUN
School District		110173003
Address 1		
1466 Beaver Valley Rd		
Address 2		
City	State	Zip Code
Flinton	PA	16640
Chief School Administrator		
Dr Maureen D Letcher		
Chief School Administrator Email		
mletcher@gsd1.org		
Educator Induction Plan Coordinator Name		
Maureen D. Letcher		
Educator Induction Plan Coordinator Name Email		
mletcher@gsd1.org		
Educator Induction Plan Coordinator Phone Number		Extension
814-687-5000		5000

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Maureen D. Letcher	Superintendent	Administrator	Administration Personnel
Larry Putorek	Union President	Teacher	Teacher
Kristen Scheel	Director of Special Education	Education Specialist	Education Specialist
Jenny Williams	Elementary Principal	Administrator	Administration Personnel
Rick Kozak	Junior/Senior High School Principal	Administrator	Administration Personnel
Gregg Mazenko	Junior/Senior High School Assistant Principal	Administrator	Administration Personnel

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 All inductees get together once a month with the building principals and the superintendent to review certain topics and share their experiences.		

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

Program Structure

The induction process of the Glendale School District is a program in which all professional employees participate at the same time they are first employed as teachers in the district. The induction plan provides beginning teachers, experienced teachers new to the district, and long-term substitutes with a support system which includes the assistance of experienced support teachers, administrators, specialized personnel and other teachers in the same department or grade level. Beginning professionals need to have individuals on whom they can rely for assistance, guidance, diagnosis, confidentiality and support during their first two years. A series of experiences, activities and studies have been developed to increase the new teacher's knowledge and skills, thereby promoting their success during the initial teaching period. New teachers are encouraged to develop their individual teaching styles within the philosophical framework and curriculum guidelines set forth by the district. Goals: 1. The new teacher induction plan will be integrated into the staff development program currently in place in the district. 2/ One additional goal is to provide for the successful transition of new teachers into the instructional program of the district. 3. An additional goal is to provide for appropriate training of mentor teachers and their assignment to assist teachers new to the district. Objectives 1. To provide a support process for the inductee through the use of a model mentor teacher and an induction team for the purpose of ensuring that the new teacher has a successful initial teaching experience. 2. To provide a formal structure through

which the inductee may become familiar with district policies, procedures and resources. 3. To provide training for the inductee instructional skills and district expectations as they relate to curriculum, instruction and classroom management and organization. The induction structure includes a building induction team and a mentor teacher and inductee The building induction team consists of: 1. Principal 2. Mentor teachers 3. Inductees 4. Teacher building representative from the Glendale Education Association as needed 5. Resource personnel as needed, such as the guidance counselor, nurse, librarian, department head, etc. The mentor and inductee consists of: 1. First year teacher 2. Second year teacher 3. Experienced teacher new to the district 4. Long-term substitute 5. Administrative Recommendation

Content Included

The following topics are covered in the induction program: 1. Professionalism (A study of the Code of Professional Practice & Conduct for Educators 2. Fire and Storm Drills/Emergency Procedures / ALICE 3. Accident Report Form 4. Requisition of Instructional Material/Equip 5. Business office: Pay / Employee Benefits and Mileage/Expense Form 6. Student Support Services (nurse, psychologist, guidance, speech & language) 7. Health Office Procedures 8. GEA membership options/opportunities 9. Relations with support staff 10. Extra-curricular activities 11. Library Services 12. Faculty Handbook 13. Location/Use of Laptop/Carts/Labs/Ipads 14. District (School Board) Policies 15. School Philosophy/Mission Statement 16. Sr. Project Mentor/Student Mentors 17. Student Debt Form 18. Strategic Plan 19. Teacher Observation/Evaluation/Act 13 Procedures / PAETEP 20. Student Handbook: Student Attendance Policy, Homework, Grading Policy, Discipline Policy (Suspension/Detention) 21. Professional Conferences 22. District Inservice Days 23. Record Keeping/Student Permanent Records 24. AESOP - Sick and Personal Day Procedure /Family Sick Leave 25. Curriculum/Planned Courses 26. Standards Aligned System 27. Writing Lesson Plans 28. Pupil Assessment/Evaluation: School-wide Testing Program/PSSA/Keystones/CDT 29. Report Cards/Grade Submission 30. Classroom Management Strategies 31. Portfolios 32. Student Learning Outcomes 33. Schoolwide Positive Behavior Program 34. Public Relations 35. Child Welfare Services 36. Parent-Teacher Conferences 37. Learning Support (Special Education / Inclusion Program 38. Open House at Glendale 39. Parent-Teacher Organization 40. MTSS / IST Process / SAP Program 41. CIU #10 Services/Programs 42. Advisory Procedures (HS only) 43. Emergency Phone Numbers 44. District/Staff Website 45. Powerschool 46. Comply Trainings: Child Abuse / Criminal Clearances / Epipen / Anaphylaxis / Diabetes At the monthly meetings with administration the following topics are discussed: Special education, Observations, Communication - professional conversations and emails with parents, handling discipline, Using Technology in teaching , Safety

Meeting Frequency

The inductee meets with their mentor on a weekly basis in the first year. There are also monthly meetings

with all new teachers that involve the principals and the superintendent.

Delivery Format

The topics are discussed in an in-person format.

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

Pairing up a mentor and a mentee is taken very seriously as to ensure the mentee gets the most out of the induction program to ensure a successful career in the Glendale School District.

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

SELECTION OF MENTOR TEACHER 1. The mentor teacher/s shall be selected as follows: An effort will be made to select mentor teachers from the same department and/or grade level as the inductee. Selection of a mentor teacher will be made by the principal in conjunction with the department head and recommendation made to the superintendent. 2. The administrators shall support the mentor and inductee. CRITERIA FOR SELECTION 1. An experienced teacher with no less than three years of successful teaching in the district as measured by formal evaluation procedures. 2. A teacher who possesses a good understanding of learning theory. This includes a demonstrated knowledge and use of a variety of classroom management and instructional techniques to meet the individual needs of students. 3. A teacher who subscribes to the instructional philosophy of the district and strives to follow the curriculum guidelines established by the district. 4. A teacher who continues to grow and develop professionally through reading, attendance at conferences/workshops, visitation to other school districts and interaction with peers. 5. A teacher who shows interest in implementing new teaching concepts based on research. 6. A teacher who has demonstrated an ability to work with students, fellow teachers and administrators. 7. A teacher who has effective communication skills and can clearly articulate

instructional concepts. 8. A teacher who has established a reputation with both students and staff for knowledge of subject matter and the ability to teach it. 9. A teacher who shows enthusiasm is cooperative, demonstrates a positive attitude and has a desire to serve the teaching profession.

Educator Induction Plan Topic Areas

Common Ground

Topic Objectives

All educators are trained in trauma informed care which aids them in the classroom when interacting with children and helps them to recognize certain signs. This training is done every year.

Lead Person/Position

Maureen D. Letcher, Superintendent

Anticipated Start

2026-08-31

Anticipated Completion

2029-07-31

Observation and Practice Framework Met in this Topic

4e: Growing and Developing Professionally

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

Teacher observations are done on a regular basis and comply with the state guidelines.

Lead Person/Position

Rick Kozak, Senior High Principal Gregg Mazenko, Senior High Assistant Principal Jeannette Williams, Elementary Principal

Anticipated Start

2026-08-31

Anticipated Completion

2029-07-31

Observation and Practice Framework Met in this Topic

3d: Using Assessment in Instruction

Professional Ethics Program Framework Guidelines

Topic Objectives

The professional ethics board policy is reviewed with the mentor and mentee and also at one of the monthly district mentee meetings.

Lead Person/Position

Maureen Letcher, Superintendent

Anticipated Start

2026-08-31

Anticipated Completion

2029-07-31

Observation and Practice Framework Met in this Topic

4e: Growing and Developing Professionally

Student Learning

Topic Objectives

Instructional strategies are part of the induction program and also part of the teacher in-service topics to ensure that

Lead Person/Position

Maureen Letcher, Superintendent

Anticipated Start

2026-08-31

Anticipated Completion

2029-07-31

Observation and Practice Framework Met in this Topic

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

Teacher Competency

Topic Objectives

Content knowledge, instructional delivery, student assessment, differentiation, classroom management and professionalism will all be part of the induction program through collaboration between the mentor and mentee and classroom observations.

Lead Person/Position

Rick Kozak, Senior High Principal Gregg Mazenko, Senior High Assistant Principal Jeannette Williams, Elementary Principal

Anticipated Start

2026-08-31

Anticipated Completion

2029-07-31

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1f: Designing Student Assessments

2d: Managing Student Behavior

Evaluation and Monitoring

Monitoring Routines

The induction plan is evaluated and monitored by the log of meetings between the mentee and mentor/administrators. A program evaluation form also needs to be completed.

Uploaded Files

New Teacher Induction Plan 082223.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?

Yes

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
Maureen D. Letcher	2026-08-19

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
Maureen D. Letcher	2026-08-19