

Profile

LEA Type		AUN
School District		122098003
Address 1		
39 Thomas Free Dr		
Address 2		
City	State	Zip Code
Kintnersville	PA	18930
Chief School Administrator		
Dr Bridget O'Connell		
Chief School Administrator Email		
boconnell@palisadessd.org		
Educator Induction Plan Coordinator Name		
Dr. Michael Donnelly		
Educator Induction Plan Coordinator Name Email		
mdonnelly@palisadessd.org		
Educator Induction Plan Coordinator Phone Number		Extension
6108475131		4002

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Dr. Michael Donnelly	Assistant to the Superintendent for Educational Services	Administrator	Administration Personnel
Amy Colyer	Teacher	Teacher	Teacher
Carole Lee Deemer	Teacher and Dean of Students	Teacher	Teacher
Amber Schlosser	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	Yes
Other Communication Logs Activity engagement logs Book study	

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

Program Structure

Induction begins in August, the week before the first official week back for all staff. During those three days, a robust agenda is implemented to familiarize inductees to the district and their positions. During the initial induction week, mentees are introduced to the induction program course, as well as meet with their mentors and supervisors. Over the course of the year, there are formal meetings scheduled, allowing for impromptu conversations, when needed, as well. The program is two years in length, with each mentor/mentee paired for those two years.

Content Included

Topics vary, but may include: safety and security, confidentiality, communication, technology, best practices, restorative practices, confidentiality and maintaining records, structured literacy, inclusive practices, and community/board relations, among other timely topics.

Meeting Frequency

There are multiple scheduled meetings throughout the year, after school, with mentees, mentors, and the induction program coordinator. That being said, mentors and mentees meet regularly, often daily, and the induction coordinator is available to assist when help or needs arise. Additionally, logs are collected to document the type and frequency of meetings between mentor and mentee.

Delivery Format

Meetings take place throughout the year in both face-to-face and virtual sessions. For the induction course, the district uses Canvas (a learning management system).

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	Yes

Other

Mentors and mentees are paired together for the two-year induction program.

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

Mentors are selected through conversations with administrators and then approached to serve in this important role. Before being asked to serve as a mentor, administrators ensure that potential mentors exude the characteristics appropriate to serve in that important role.

Educator Induction Plan Topic Areas

Common Ground

Topic Objectives

The objectives are to provide new teachers to the district with background knowledge regarding Trauma-informed best practices, Mental Health and Wellness and the opportunities that exist in the district to support adults and students, as well as setting expectations for Technological and Virtual Engagement, in the event a course is taught on line.

Lead Person/Position

Dr. Michael Donnelly / Assistant to the Superintendent for Educational Services

Anticipated Start

2026-08-18

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

4c: Communicating with Families

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 objective is for new teachers to the district to understand the supervision and evaluation model in place within the district, including the use of the Danielson framework for observations.

Lead Person/Position

Rich Heffernan / High School Principal

Anticipated Start

2026-08-18

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

4e: Growing and Developing Professionally

4f: Showing Professionalism

Professional Ethics Program Framework Guidelines

Topic Objectives

The objective is for new teachers to the district to understand the concepts regarding professionalism, with colleagues, supervisors, students, families, and the community, as well as expectations for ethical standards and decision-making.

Lead Person/Position

Dr. Michael Donnelly / Assistant to the Superintendent for Educational Services

Anticipated Start

2026-08-18

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

4e: Growing and Developing Professionally

4c: Communicating with Families

4b: Maintaining Accurate Records

2a: Creating an Environment of Respect and Rapport

Student Learning

Topic Objectives

The objective is for new teachers to the district to understand the resources they have available to assist in the teaching and learning process, and, specifically, about the MTSS process and how the district implements interventions and enrichment to support the whole child.

Lead Person/Position

Dr. Michael Donnelly / Assistant to the Superintendent for Educational Services

Anticipated Start

2026-08-18

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

2b: Establishing a Culture for Learning

4a: Reflecting on Teaching

Teacher Competency

Topic Objectives

The objective is for new teachers to the district to understand processes to continue their studies and education, as well as the myriad professional learning opportunities available within the district. Additionally, an objective is to ensure new teachers understand how to request opportunities for professional growth.

Lead Person/Position

Dr. Michael Donnelly / Assistant to the Superintendent for Educational Services

Anticipated Start

2026-08-18

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

4f: Showing Professionalism

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

4f: Showing Professionalism

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

4f: Showing Professionalism

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

4f: Showing Professionalism

Restorative Practices

Topic Objectives

The objective is for new teachers to the district to understand the best practices for and how to use Restorative Practices (circles) when working with students and colleagues.

Lead Person/Position

Scott Davis / Principal

Anticipated Start

2026-08-18

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

2d: Managing Student Behavior

3e: Demonstrating Flexibility and Responsiveness

Evaluation and Monitoring

Monitoring Routines

As part of the Educator Induction Program in Palisades, new teachers and mentors are required to participate in a beginning of the year, middle of the year, and end of the year survey. It is through those survey results that programs are modified throughout the year to ensure that each educator is receiving the training that they need to be successful.

Uploaded Files

Induction Certificate of Completion 2025-2026 - 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

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
----------------------------	------

--	--