

Mifflin County Academy of Science and Technology

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type	AUN			
Career and Technical Center	111444307			
Address 1				
700 Pitt Street				
Address 2				
City	State	Zip Code		
Lewistown	PA	17044		
Chief School Administrator				
Mrs Laura D Hicks				
Chief School Administrator Email				
ldh56@mcsdk12.org				
Educator Induction Plan Coordinator Name				
Laura D Hicks				
Educator Induction Plan Coordinator Name Email				
ldh56@mcsdk12.org				
Educator Induction Plan Coordinator Phone Number	Extension			
7172483933				

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Laura D Hicks	Administrative Director	Administrator	Administration Personnel
Steven Hogle	Teacher	Teacher	Teacher
Mark Crosson	Principal	Education Specialist	Education Specialist
Michele Waters	Special Education Instructor	Teacher	Teacher
Jon Aumiller	Teacher	Education Specialist	Teacher
Tyler Snyder	Teacher	Teacher	Teacher
Brent Erb	OC Member	Other	School Board of Directors
Mark Baker	OC Member	Other	School Board of Directors

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	

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

Program Structure

The induction program is structured around a year-long, mentor-guided framework that includes: A mentor team assigned to each new teacher, consisting of veteran educators. A pre-service meeting before the first official teaching day. A minimum of nine (9) scheduled mentor meetings spread across the school year, each focused on a specific theme (e.g., classroom management, finances, learning support). Regular classroom observations, both of and by the inductee. Continuous reflective activities and implementation reviews tied to each mentor meeting. Semester-specific support from rotating staff members

Content Included

The induction program includes comprehensive content in the following areas: Classroom management, discipline policies, and student relationships. Professional responsibilities and legal/ethical conduct (including the Educator Discipline Act and Code of Professional Practice). Instructional planning, lesson delivery, and use of the POS (Programs of Study) task list. Special education and support services (IEPs, TIU11 programs). Financial and procedural operations (purchase orders, budgets, mileage forms). Maintenance, lab/shop safety,

accident protocols. Professional development pathways (Penn State coursework, Act 48). Communication strategies with families and stakeholders. Observations and evaluations using the Danielson Framework.

Meeting Frequency

Weekly mentor team meetings during the first semester (and more frequently during the first few weeks). Nine structured mentor team meetings across the year, covering specific topics. Additional informal meetings and observations as needed, with documented reflections and activity logs. End-of-year wrap-up and formal evaluation of the induction experience.

Delivery Format

In-person, on-site mentoring with a designated mentor team member. Collaborative meetings between inductees and mentors, often including guest presenters or administrators. Hands-on classroom observations of peer and veteran teachers. Written reflective activities tied to real-time classroom experiences. Access to professional development through Penn State and other approved external sources (with release time). Ongoing documentation through checklists, logs, and strategy review forms.

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.

MCAST utilizes a team mentor approach that allows the new teacher to connect to the staff based on their strengths and expertise and not just one-on-one instruction.

Educator Induction Plan Topic Areas

Common Ground

Topic Objectives

Content includes: Learning support services (IEPs, accommodations, special education laws) Communication with diverse families
Respect for civil rights and equitable treatment

Lead Person/Position

Michelle Waters

Anticipated Start

2025-08-19

Anticipated Completion

2027-06-30

Observation and Practice Framework Met in this Topic

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

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

Educators are introduced to: Teacher evaluation procedures Danielson Framework for Teaching SLOs (Student Learning Objectives) and NOCTI score evaluations Professional goal setting

Lead Person/Position

Jon Aumiller

Anticipated Start

2025-08-19

Anticipated Completion

2027-06-30

Observation and Practice Framework Met in this Topic

4e: Growing and Developing Professionally

4b: Maintaining Accurate Records

4a: Reflecting on Teaching

Professional Ethics Program Framework Guidelines**Topic Objectives**

This includes training on: The Educator Discipline Act The PA Code of Professional Practice and Conduct for Educators Maintaining professional boundaries and confidentiality

Lead Person/Position

Mark Crosson / Laura Hicks

Anticipated Start

2025-08-19

Anticipated Completion

2027-06-30

Observation and Practice Framework Met in this Topic

4e: Growing and Developing Professionally

4f: Showing Professionalism

Student Learning**Topic Objectives**

Enhanced Student Outcomes

Lead Person/Position

Tyler Snyder

Anticipated Start

2025-08-19

Anticipated Completion

2027-06-30

Observation and Practice Framework Met in this Topic

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

1f: Designing Student Assessments

Teacher Competency

Topic Objectives

Reflection on Teaching

Lead Person/Position

Steven Hogle

Anticipated Start

2025-08-19

Anticipated Completion

2027-06-01

Observation and Practice Framework Met in this Topic

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

4a: Reflecting on Teaching

Evaluation and Monitoring

Monitoring Routines

The Mifflin County Academy of Science and Technology's 2025–2026 Educator Induction Plan utilizes a variety of monitoring techniques to ensure new teachers are supported and progressing effectively throughout their first year. Central to this process is the mentor team, which conducts regular weekly meetings—especially during the first semester—and provides ongoing classroom observations with verbal and written feedback. New teachers are required to complete reflective activity logs following each mentor meeting, documenting the strategies they implemented, the rationale behind them, and their effectiveness. These reflections are reviewed and signed by mentor team members, who also provide comments to guide further growth. Additionally, inductees must conduct 2–4 classroom observations of veteran teachers and document insights that can be applied to their own instruction. A New Staff Induction Checklist is used to track completion of required onboarding tasks, such as understanding grading systems, safety protocols, and lesson planning expectations. Mentor teams and assigned staff monitor each new teacher by semester to ensure consistent support. The program also includes formal pre-service assessments to verify classroom readiness and end-of-year evaluations, completed by both mentors and inductees, to assess progress in areas like classroom management, instructional strategy development, and professional growth. These monitoring practices create a structured, reflective, and supportive environment that fosters both teacher development and student success.

Uploaded Files

Induction plan 2025-26.docx

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
Laura D Hicks	2025-05-26

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
Laura D Hicks	2025-08-24

