

Pine Grove Area SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type	AUN	
Pine Grove Area School District	129546003	
Address 1		
103 School Street		
Address 2		
City	State	Zip Code
Pine Grove	PA	17963
Chief School Administrator		
Heath Renninger		
Chief School Administrator Email		
hrenninger@pgasd.com		
Educator Induction Plan Coordinator Name		
Stephanie Ziegmont		
Educator Induction Plan Coordinator Name Email		
sziegmont@pgasd.com		
Educator Induction Plan Coordinator Phone Number	Extension	
5703452731	358	

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Heath Renninger	Superintendent	Administrator	Administration Personnel
Stephanie Ziegmont	Director of Curriculum	Administrator	Administration Personnel
Michael Janicelli	High School Principal	Administrator	Administration Personnel
Rich Dunkelberger	Middle School Principal	Administrator	Administration Personnel
Sandy Burns	Elementary School Principal	Administrator	Administration Personnel
Michelle Brand	Elementary School Guidance Counselor	Education Specialist	Education Specialist
Adrienne Corrigan	Middle School Guidance Counselor	Education Specialist	Education Specialist
Breanna Morgan	High School Guidance Counselor	Education Specialist	Education Specialist
Bill Kimber	Director of Special Education	Administrator	Administration Personnel
Joanne Brindle	Human Resources	Administrator	Administration Personnel
Lindsey Semar	Middle School ELA Teacher	Teacher	Teacher

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.

The Pine Grove Area School District selects mentors based on similar assignments and experience in order to provide the necessary support for inductees. Mentors need to have outstanding work performance as well as have an interest in acclimating a new teacher to our district. The Induction Plan is a county-wide plan; however, PGA has also implemented a new hire platform that enhances the new teacher/hire's assimilation into the district.

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**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

The Pine Grove Area School District requires all inductees to participate in both the Schuylkill County Induction as well as the district in-house induction. The inductee must verify attendance (via Director of Curriculum and IU29) and completion of all components of the induction program. Inductees must attend all county-wide induction offerings including induction and extended induction. Inductees, as well as new hires, must participate in meetings throughout the year with the district Director of Curriculum. They also participate in a book study. Supervision is provided by the building principal and all paperwork must be submitted to the Director of Curriculum prior to receipt of tenure.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Induction Plan.pdf

Induction Plan Board Approval.PDF

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

4f: Showing Professionalism

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

4b: Maintaining Accurate Records

Timeline

Year 1 Winter

Instructional Practices

Selected Observation and Practice Framework(s):

3b: Using Questioning and Discussion Techniques

1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space

2c: Managing Classroom Procedures

2d: Managing Student Behavior

Timeline

Year 1 Fall

Standards/Curriculum

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

4a: Reflecting on Teaching

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

4c: Communicating with Families

Timeline

Year 1 Winter

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Data informed decision making

Selected Observation and Practice Framework(s):

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4d: Participating in a Professional Community

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Classroom and student management

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

4a: Reflecting on Teaching

3e: Demonstrating Flexibility and Responsiveness

2c: Managing Classroom Procedures

Timeline

Year 1 Fall

Year 1 Spring

Parental and/or community involvement

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Fall

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Fall

Common Ground

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

Timeline

Year 1 Fall

Educator Effectiveness

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Evaluation and Monitoring

Evaluation and Monitoring

Inductee and mentor teams will complete an Induction Program Record and submit the record to the chief school administrator upon completion of the induction period. The inductee should also complete the Program Evaluation Form and the Needs Assessment form and submit them to the mentor and district administration at the beginning of the school year. It is suggested that the inductee maintain a copy of all forms. Records of Induction Program completion will be kept on file in each school's administrative office. Each district's administrative team and Induction Council representative will review completed Program Evaluations and submit them to the Induction Council in verbal or written form a summary of the district evaluation. Updates and revisions will be made to the Induction Program as necessary as shown through the program evaluations and Induction Plan updates from the Pennsylvania Department of Education.

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 are required to participate in the induction program.

Yes

If "No" is selected, please explain what individuals were not included in the Induction Program and why.

Signatures and Quality Assurance

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.

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
Stephanie Ziegmont	2025-01-16

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
Heath W Renninger	2025-01-29