

PINE GROVE AREA SD

103 School St

Induction Plan (Chapter 49) | 2022 - 2025

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan 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.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for 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.
- The induction plan shall be 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. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Pine Grove Area School District

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Amanda Kenneff	7th Grade Language Arts Teacher	Teacher	Teacher
Michelle Brand	Elementary Guidance Counselor	Education Specialist	Education Specialist

Name	Title	Committee Role	Chosen/Appointed by
Heath Renninger	Superintendent	Administrator	Administration Personnel
Vincent Hoover	Director of Curriculum and Instruction	Administrator	Administration Personnel
Michael Janicelli	High School Principal	Administrator	Administration Personnel
Melissa Mekosh	Middle School Principal	Administrator	Administration Personnel
Sandy Burns	Elementary Principal	Administrator	Administration Personnel
Amanda Kenneff	7th Grade Language Arts Teacher	Teacher	Teacher
Michelle Brand	Elementary Guidance Counselor	Education Specialist	Education Specialist

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are 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 identified and provided an induction experience? (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:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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 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.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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 verify attendance and completion of all components of our induction program. Inductees attend all county-wide induction offerings including induction and extended induction. Inductees, as well as new hires, participate in meetings throughout the year with the district cohort. Increased supervision is provided by the building principal prior to receipt of tenure.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community 4f: Showing Professionalism 2a: Creating an Environment of Respect and Rapport	Year 1 Summer, Year 3 Summer, Year 2 Summer

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3a: Communicating with Students 3e: Demonstrating Flexibility and	Year 2 Summer, Year 1 Fall, Year 3 Fall, Year 2 Fall, Year 1 Summer, Year 3 Summer

Selected Danielson Framework(s)**Timeline**

Responsiveness

3d: Using Assessment in Instruction

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of
Students

Year 2 Summer, Year 1 Summer, Year 3 Summer, Year 2 Fall, Year 1 Fall, Year 3 Fall

1f: Designing Student Assessments

2e: Organizing Physical Space

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of
Resources

2b: Establishing a Culture for Learning

3b: Using Questioning and Discussion
Techniques

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of
Content and Pedagogy

1e: Designing Coherent Instruction

2c: Managing Classroom Procedures

3c: Engaging Students in Learning

4b: Maintaining Accurate Records

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes
2a: Creating an Environment of Respect
and Rapport
3a: Communicating with Students
3e: Demonstrating Flexibility and
Responsiveness

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

3a: Communicating with Students
4d: Participating in a Professional
Community
4c: Communicating with Families

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of
Resources

Year 1 Summer, Year 3 Summer, Year 2 Fall, Year 1 Fall, Year 3 Fall, Year 2 Summer

Selected Danielson Framework(s)**Timeline**

3b: Using Questioning and Discussion Techniques
4a: Reflecting on Teaching
1a: Demonstrating Knowledge of Content and Pedagogy
1e: Designing Coherent Instruction
3c: Engaging Students in Learning
1c: Setting Instructional Outcomes
3a: Communicating with Students
3e: Demonstrating Flexibility and Responsiveness
1b: Demonstrating Knowledge of Students
1f: Designing Student Assessments
3d: Using Assessment in Instruction

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1c: Setting Instructional Outcomes
3b: Using Questioning and Discussion Techniques
4b: Maintaining Accurate Records

Year 2 Fall, Year 3 Fall, Year 1 Fall

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments
3d: Using Assessment in Instruction
4d: Participating in a Professional Community
3a: Communicating with Students
3e: Demonstrating Flexibility and Responsiveness
4e: Growing and Developing Professionally
1d: Demonstrating Knowledge of Resources
3c: Engaging Students in Learning
4c: Communicating with Families

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4b: Maintaining Accurate Records Year 2 Summer, Year 2 Fall, Year 1 Fall, Year 3 Fall, Year 1 Summer, Year 3 Summer
4a: Reflecting on Teaching
4c: Communicating with Families

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students

Year 2 Fall, Year 1 Fall, Year 3 Fall

1f: Designing Student Assessments

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of Resources

3b: Using Questioning and Discussion Techniques

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

3a: Communicating with Students

3e: Demonstrating Flexibility and Responsiveness

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

4a: Reflecting on Teaching

Year 1 Summer, Year 3 Summer, Year 2 Fall, Year 2 Summer, Year 1 Fall, Year 3 Fall

1c: Setting Instructional Outcomes

Selected Danielson Framework(s)**Timeline**

4b: Maintaining Accurate Records
1f: Designing Student Assessments
3d: Using Assessment in Instruction

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of
Resources

Year 1 Fall, Year 3 Fall, Year 2 Summer, Year 1 Summer, Year 3 Summer, Year 2 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2d: Managing Student Behavior
2b: Establishing a Culture for Learning
4a: Reflecting on Teaching
2c: Managing Classroom Procedures
4b: Maintaining Accurate Records
2a: Creating an Environment of Respect
and Rapport

Year 3 Summer, Year 1 Summer, Year 2 Summer

Selected Danielson Framework(s)

Timeline

2e: Organizing Physical Space

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families
4e: Growing and Developing Professionally
4d: Participating in a Professional Community

Year 2 Summer, Year 3 Summer, Year 1 Summer

OTHER

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning
4e: Growing and Developing Professionally

Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

Inductee and mentor teams will complete an Induction Program Record (Appendix A) and submit the record to the chief school administrator upon completion of the induction period. The inductee should also complete the Program Evaluation Form (Appendix B) and the Needs Assessment form (Appendix C) 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

Identify the methods used to record inductee participation and program completion.

Participation	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.

EDUCATOR INDUCTION PLAN STATEMENT OF 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.

Vincent Hoover

Educator Induction Plan Coordinator

01/31/2022

Date

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](#).

Heath W. Renninger

Chief School Administrator

06/09/2022

Date