

ROCKWOOD AREA SD

439 Somerset Ave

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

Rockwood Area School District

108566303

439 Somerset Ave , Rockwood, PA 15557-1030

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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
Christy Hay	Act 48 Chair/Induction Chair	Teacher	Administration Personnel
Misty Demchak	High School Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Jon Hale	Elementary Principal	Administrator	Administration Personnel
Greg King	Marh Curriculum Coordinator	Teacher	Teacher
Joe Kush	Science Curriculum Coordinator	Teacher	Teacher
Jill Morgan	ELA Curriculum Coordinator	Teacher	Teacher
Jim Wagner	Social Studies Curriculum Coordinator	Teacher	Teacher
Amber Walker	Fine Arts/Practical Arts Curriculum Coordinator	Teacher	Teacher
Cassie Ohler	Special Ed. Curriculum Coordinator	Teacher	Teacher
Elyse Cordaro	Math Curriculum Coordinator	Teacher	Teacher
Benjamin Baker	Science Curriculum Coordinator	Teacher	Teacher
Jessica Miller	ELA Curriculum Coordinator	Teacher	Teacher
Shanna Wilson	Social Studies Curriculum Coordinator	Teacher	Teacher

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	Yes

OTHER

The Induction Plan on supplying mentors that have demonstrated characteristics and instructional practices that are valued by the Rockwood

Area School District stakeholders. Mentors provide instructional, professional, and personal support to new teachers. A first year teacher checklist is completed in addition to classroom observations by the mentor and mentee. Teachers new to the RASD, with experience are also provided a mentor and complete the Induction Plan.

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED CHARACTERISTICS.

The RASD Administration works with the professional staff to identify and select highly qualified prospective mentors to support new personnel. The Induction Coordinator schedules and implements the program as designed and directed by the Educator Induction Committee. The program maintains accurate records of all educator induction program activities and participants. This process is completed annually.

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**

Program Structure: To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching To provide new educators with basic information and knowledge about the school, school district, and resident students in order to increase their effectiveness in fulfilling their duties. To provide specific training in Standards Aligned System (SAS) To provide new educators with staff development experiences to achieve a successful transition into the district's educational program. To provide experience, professional insights, and encouragement to achieve success as new employees. Minimum of one school year Induction Program is required for permanent certification Content Included; Mentors provide the following support: Instructional support such as: Classroom management Standards-based instructional planning and implementation Standards-aligned teaching strategies Differentiated instruction and supports for struggling students Observations and conferencing with the beginning teacher Instruction for diverse learners in inclusive settings, including ELL and IEP students Professional support such as: Information about School Policies and Procedures Student formative and summative assessments and evaluation Educator Effectiveness Information about quality professional development opportunities Personal Support: Introductions to other faculty, staff members and administrators Personal encouragement within the context of a confidential relationship Liaison to referral to other key people and resources Inductees: Responsibilities should include: attend all orientation activities seek help when needed observe experienced teachers/specialists meet regularly with mentors meet with other inductees to discuss experiences evaluate the program. Maintain and submit accurate records of induction activities School Principals: Provide the following support: Opportunities for professional development Create a culture of teaching and learning that supports professional collaboration among both new and veteran teachers Design appropriate schedules to support new teachers as they develop professional skills Acquire and provide appropriate resources to support

educator induction activities Evaluate the non-tenured teacher two times a year Identify and select highly qualified mentors Meeting Frequency: Beginning, middle, and end of year with all mentors, inductees, Induction Chair and building administrators. Minimum of three observations and meetings between mentors and inductees. Data is collected using valid indicators of student knowledge and skills such as: PSSA and Keystone Exams, Classroom Diagnostic Tools, PVAAS, and eMetric. Data on instructional models will provide new teachers with information on educational initiatives at the local, state and national levels. Knowledge of successful research-based instructional models Interest surveys or locally developed surveys that provide focus for new teachers Information provided from previous induction programs Delivery Format: Schedule and implement an appropriate induction program, as designed, and directed by educator induction committee checklist observation schedules Chair the educator induction committee Oversee the educator induction program Maintain adequate record keeping of educator induction program activities and participating educators Coordinate and oversee selection of mentors and assignment of inductees Provide training for new mentors Identify and provide for appropriate resources to support educator induction activities Assess the needs of new teachers through mentor/mentee meetings.

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
4f: Showing Professionalism	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction	Year 1 Fall, Year 1 Winter, Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning	Year 1 Fall, Year 1 Spring, Year 1 Winter

Selected Danielson Framework(s)

Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2a: Creating an Environment of Respect
and Rapport

Year 1 Winter, Year 1 Fall, Year 1 Spring

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes

Year 1 Fall, Year 1 Winter, Year 1 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

3e: Demonstrating Flexibility and

Year 1 Spring, Year 1 Fall, Year 1 Winter

Selected Danielson Framework(s)

Timeline

Responsiveness

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of
Students

Year 1 Fall, Year 1 Winter, Year 1 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

3b: Using Questioning and Discussion
Techniques

Year 1 Spring, Year 1 Winter, Year 1 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of
Resources

Year 1 Fall, Year 1 Winter, Year 1 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2c: Managing Classroom Procedures

Year 1 Winter, Year 1 Spring, Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4d: Participating in a Professional
Community

Year 1 Spring, Year 1 Fall, Year 1 Winter

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

Documentation of Participation and Completion: School entities must maintain accurate records of completion of the program and provide a copy of the certificate of completion to the inductee. Evidence of successful participation and completion must be maintained by the district administration office. Inductees complete a year long checklist and observation schedule to document topics discussed and completed with the mentor and building administrator. Observations completed twice a year by the building administrator for all non-tenured professional staff members.

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.

Christy Hay

Educator Induction Plan Coordinator

07/06/2022

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](#).

Mark R. Bower

Chief School Administrator

07/05/2022

Date