

RIVERVIEW SD

701 10th 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

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
Neil English	Superintendent	Administrator	School Board of Directors
David Zolkowski	Elementary Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Eric Hewitt	Jr-Sr HS Principal	Administrator	Administration Personnel
Christina Monroe	Elementary Principal	Administrator	Administration Personnel
Robert Lindeman	Teacher / REA President	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)	No
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.

Our school administrators review each new educator or long-term substitute (45 days or more) upon hire and assigns a mentor to them who is Level II certified and has at least five years of experience. Every effort is made to match mentors to inductees who are in their same area of certification, same building level, and compatible schedules where possible and practical. Our school district partners with the Allegheny Intermediate Unit 3 in order to provide each inductee with an established process toward completion of the induction program. For mentoring, this process includes the usage of a log to denote at least 12 hours of mentor/inductee interaction connected to the components of the Danielson Framework for Teaching.

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**

We partner with the Allegheny Intermediate Unit's PDE-approved Educator Induction Program to provide a high-quality experience for our newly hired educators. The program is structured in two components, first, a rigorous course, facilitated by different experts in each topic and second, a mentoring element in which an experienced educator works with the inductee throughout the school year. The content of the program includes the following topics: Effective Behavioral Practices (classroom management, teaching strategies, resiliency, UDL), Accommodations and Adaptations for Diverse Learners (ESL, Special Education, etc.), Assessment and Data-informed Decision Making (SAS Assessments, PVAAS, CDT, etc.) PA Core Standards (Standards Aligned System, Curriculum/Lesson Planning, Danielson Framework Domain 1), Educator Networking and Collaboration (continuing professional learning, PLCs), Educator Evaluation and Professionalism (Level II certification, Educator Effectiveness, Act 48, Professional Code of Conduct, Danielson Framework Domain 4, Act 82), Teaching and Learning Online (virtual pedagogy and assessment strategies, technology) and an Action Research Project (related to the Framework for Teaching Domains 2 & 3). The course meets continuously in an online format each month addressing the topics listed above. Successful inductee participants must demonstrate their mastery of the knowledge of each topic through designated assignments within the coursework. The program format includes an online experience for the coursework and face-to-face interaction for the mentoring component.

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

4e: Growing and Developing
Professionally

Year 1 Spring, Year 1 Winter, Year 1 Summer, Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 1 Winter, Year 1 Fall, Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 1 Fall

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 1 Winter, Year 1 Spring, Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

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

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 1 Winter, Year 1 Summer, Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 1 Winter, Year 1 Spring, Year 1 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 1 Summer, Year 1 Fall, Year 1 Winter

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

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

Selected Danielson Framework(s)

Timeline

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

The educator induction program is evaluated yearly on its effectiveness on our new educators as well as its alignment to required topics and relevancy as designated in Chapter 4 of the Pennsylvania Department of Education School Code. In addition, course content of each module is reviewed and revised based upon participant feedback, submitted assignment artifacts, as well as internal and external review by stakeholders. Qualitative analysis of program effectiveness is conducted via review of internal performance data and external surveys to participants, mentors, school administrators, and internal instructors.

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.

Neil English

03/10/2022

Educator Induction Plan Coordinator

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](#).

Neil English

03/10/2022

Chief School Administrator

Date