

## **RIVER VALLEY SD**

102 School Lane

Induction Plan (Chapter 49) | 2021 - 2024

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### **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

Public School

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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

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Name	Title	Committee Role	Chosen/Appointed by
Philip Martell	Superintendent	Administrator	School Board of Directors
Regina Geesey	Assistant to the Superintendent/Director of Pupil Services	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Tracy Richards	Principal	Administrator	Administration Personnel
Michael Leasure	Principal	Administrator	Administration Personnel
Kathy Muir	Union	Teacher	Teacher
Diane Antonacci	Union	Teacher	Teacher
Mary Whitfield	Board Member	Other	School Board of Directors
Sarah Teacher	Principal	Administrator	Administration Personnel
Kara Gardner	Principal	Administrator	Administration Personnel
Linzi Strong	Director of Educational Teachnology	Administrator	Administration Personnel
Beverly Carnese	Board Member	Other	Administration Personnel
Katherine Monko	Director of Community Services	Administrator	Administration Personnel
Holly Rougeaux	Assistant Superintendent	Administrator	School Board of Directors
Patricia Prenni	School Nurse	Education Specialist	Education Specialist
Kaitlyn Figurelli	School 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

N/a

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

Selection Process for Mentors: Mentors will have satisfied criteria for the selection process as demonstrated by the evidence-based resources and assessments presented in the table below. Mentors, assigned to non-tenured educators, or facilitators, assigned tenured but new-to-the district educators, will receive a small stipend, for the first-year of service in addition to teaching as determined by the teacher contract in place at the time of implementation. Potential mentors are vetted locally by considering factors such as past performance (as both a teacher and a mentor), proximity, depth of content knowledge, demonstrated teacher leadership, knowledge of school and community norms and climate and culture, among others. Another significant consideration is the model teacher's willingness to actually be a mentor, as no teacher is forced or assigned to be a mentor without first being reviewed and consulted. Vetting Process for Mentors: An annual needs assessment will be administered to create a pool of mentors that includes mentor certification areas. Mentors are vetted for the criteria checked in the Meeting Requirements and Assurances Table, see below, and only those who satisfy the criteria above remain in the pool. This roster of mentors will be maintained in the central office with the confidential secretaries of the District Superintendent. This roster of mentors will receive a 1-2 hour professional development session from administration pertaining to the roles and responsibilities of the district mentor. All mentors must review the induction plan prior to this session and during the session with a building-level administrator prior to starting the induction process. This one-time training, renewed as needed, but not less than every six years, will be required to remain within the pool of mentors. Mentors must have all satisfactory evaluations and receive distinguished ratings, or minimally proficient ratings, in various domains regularly. Potential mentors will complete an in-house survey that requests level of interest in serving as a mentor, current teaching certifications, and their willingness to accept additional responsibility during the induction process. Administration will verify that mentors have compatible or workable schedules, are willing to accept the additional responsibility, and have demonstrated the ability to work with student and adults through prior approval of the mentor list before the board of directors votes on these supplemental positions. In addition to principal and central administration recommendation, mentors must be tenured and in good standing. Selected mentors shall have been evaluated as distinguished or proficient for at least two consecutive years prior to appointment as a mentor and shall not be on an improvement plan. In addition, potential mentors will have demonstrated evidence of continuous learning. A professional development session, 1-2 hours in length, will be held for mentors in August prior to their academic-year assignment to review expectations and procedures for mentoring and to ensure knowledge of LEA policies, procedures, and resources. Mentors will be approved by the board of directors prior to their assignment. Potential

mentors certifications and teaching assignments will be verified by the building principal and central administration prior to the board of directors voting session.



## 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**

N/a

### **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**

A detailed plan may be found here or in the attachment provided: <https://docs.google.com/document/d/1fKoZpEOoHf04AwU-f3-NjwCEo0N2FFN5acLvm4SBV4M/edit?usp=sharing> Both the requirements of the Induction process itself as well as the established formal observation process for all non-tenured employees ensure that new staff are supported and held to high expectations. Performance in these processes determines the levels of support provided by the selected tools. Program Structure: The Induction Program will span over three-years for new educators. Year 1 will include summer professional development as well as sessions through the fall, winter, and spring. Year 2 will consist of follow-up sessions in the fall, winter, and spring terms. Year 3 will be a self-assigned, self-paced (personalized) program reviewed and approved by building and/or central administration, driven by needs assessments and principal observations. Summer professional development will occur over two full work days prior to the start of the school year. Fall, winter, and spring sessions will occur during In-service, Act 80, and/or early dismissal days dedicated to professional development and mentoring. Content Included: Welcome to the District, District Mission & Vision, Professionalism, Technology & Your Accounts, Meet Your Mentor: Review Yearly Checklist/Plan & Building, Tour with Mentor, Review of Code of Professional Practice and Code for Educators and District Procedures, Training Session for Mentors, Van Tour of River Valley School District (To include demographic information and data), PA Academic Standards, Curriculum, & Assessment (PDE and SAS), District Curriculum & Instructional Practices, the District Lesson Design and Delivery Template Charlotte Danielson

Framework, PA-EETEP exploration, Assessments, Data-informed decision making, MTSS Model, Interventions, Materials and Resources for Day-to-Day Needs, Safe and Supportive Schools, Wellness Activity, Social Emotional Learning, School Counseling, SAP/ESAP, Mandatory Reporting, and School Nurse Provided Services, SEL and YOU - Self-Care for You Classroom Management, Classroom Organization, and Behavioral Strategies, Accommodations and Adaptations for Diverse Learners, Progress Monitoring (Confidentiality & HIPAA), Interim Reports, Progress Reports, and Parent-Teacher Conferences and Communication Parent and/or Community Involvement & Extra-Curricular Activities, Instructional Technology & Pedagogy (SAMR and TPACK Models, CANVAS, Productivity Tools), Other Instructional Technology Platforms, Professional Responsibilities , Act 13 and the Evaluation Process: SPMs, Differentiated Supervision, Observations, School Initiatives (AASA Learning 2025, Comprehensive Plan, Personalized Learning, etc.). Review of Summer Topics: Pennsylvania's Educator Effectiveness Initiative, Act 48 Requirements, Teacher Certification Requirements, Resources from PA Department of Education Website, Pennsylvania's Standards Aligned System (SAS), PA Academic and PA Common Core Standards, Pennsylvania's Accountability and Assessment System. Meeting the Needs of Students with IEPs, IDEA, IEP Process, Confidentiality, Disability Awareness, Strategies, Differentiated Classrooms, What Would You Do? Dealing w/At-Risk Student Issues, Trauma, and SEL, Attend Board & Academic Committee Meeting \*\*Fall Meet with your Mentor. \*Mentor will review lesson plans & observe mentee teaching prior to this session. Review observation with mentee. \*Mentor will review board-approved high-quality curriculum and assessments for pertinent teaching assignment of the mentee and policies, guidelines, handbooks, budget, paperwork, etc. \*Wellness Check-In Routine Meeting with Mentor during morning or afternoon set meeting times throughout the school year. Culminating Meeting (½ Day) - Certificate, Post-Needs Assessment, Evaluation of Program Survey, Completion of Checklist and Submission Year 3: Self-Selected, Self-Assigned Meeting Frequency: New inductees and teachers will begin with a two-day residency in person at the school district two days prior to the start of the school year. Inductees/New Teachers will then meet at least once per month, as determined by pre-set professional development days, for assigned sessions as listed under topics and will meet at least once per week with their assigned mentor or facilitator. Each session will have a duration of at least one hour and mentoring/facilitator sessions may range from 15 minutes to one hour in duration depending on the topic. Delivery Format: The delivery format will be mixed with a combination of face-to-face in-person learning as well as asynchronously delivered materials that include videos and self-paced assignments. Content and resources will be housed using the CANVAS platform which will also serve as a repository for artifacts and evidence of learning. A micro-badging system will be established to measure competencies in each area.

## 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

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Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources 4f: Showing Professionalism	Year 1 Fall

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students	Year 1 Summer, Year 1 Spring, Year 2 Spring, Year 1 Fall, Year 1 Winter, Year 2 Winter

**Selected Danielson Framework(s)**

**Timeline**

3d: Using Assessment in Instruction

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## **INSTRUCTIONAL PRACTICES**

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**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of Resources

Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 2 Fall, Year 2 Winter, Year 1 Winter

1c: Setting Instructional Outcomes

3a: Communicating with Students

1f: Designing Student Assessments

2b: Establishing a Culture for Learning

1a: Demonstrating Knowledge of Content and Pedagogy

2a: Creating an Environment of Respect and Rapport

1e: Designing Coherent Instruction

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## **SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)**

**Timeline**

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**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of Resources

Year 1 Fall, Year 1 Winter

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

2e: Organizing Physical Space

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## **STANDARDS/CURRICULUM**

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**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of Resources

Year 1 Winter, Year 1 Spring, Year 1 Fall

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

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## **TECHNOLOGY INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

4b: Maintaining Accurate Records

4c: Communicating with Families

3c: Engaging Students in Learning

2e: Organizing Physical Space

2c: Managing Classroom Procedures

1d: Demonstrating Knowledge of

Resources

1e: Designing Coherent Instruction

Year 2 Fall, Year 1 Spring, Year 1 Winter, Year 1 Fall, Year 2 Winter, Year 2 Spring

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## **PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

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**Selected Danielson Framework(s)**

**Timeline**

3a: Communicating with Students

4f: Showing Professionalism

4c: Communicating with Families

Year 1 Fall, Year 2 Spring, Year 2 Winter

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## **ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS**

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**Selected Danielson Framework(s)**

**Timeline**

**Selected Danielson Framework(s)****Timeline**

1b: Demonstrating Knowledge of Students

Year 1 Fall, Year 1 Winter

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

4b: Maintaining Accurate Records

1f: Designing Student Assessments

**DATA INFORMED DECISION MAKING****Selected Danielson Framework(s)****Timeline**

3d: Using Assessment in Instruction

Year 1 Winter, Year 1 Spring

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

4b: Maintaining Accurate Records

**MATERIALS AND RESOURCES FOR INSTRUCTION****Selected Danielson Framework(s)****Timeline**



**Selected Danielson Framework(s)****Timeline**

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

4b: Maintaining Accurate Records

Year 1 Winter, Year 1 Fall, Year 1 Spring

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## **CLASSROOM AND STUDENT MANAGEMENT**

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**Selected Danielson Framework(s)****Timeline**

1b: Demonstrating Knowledge of Students

2e: Organizing Physical Space

3e: Demonstrating Flexibility and Responsiveness

2d: Managing Student Behavior

Year 1 Fall, Year 1 Spring, Year 1 Winter

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## **PARENTAL AND/OR COMMUNITY INVOLVEMENT**

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**Selected Danielson Framework(s)****Timeline**

**Selected Danielson Framework(s)****Timeline**

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

Year 2 Winter, Year 2 Spring, Year 1 Fall

**OTHER****Selected Danielson Framework(s)****Timeline**

4e: Growing and Developing  
Professionally

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

Feedback from both mentors and mentees is the most critical piece of data utilized to inform changes in the program. Identified need areas are addressed via changes in programming from induction class to induction class, to providing 'just in time' trainings to better inform inductees of emerging trends or responsibilities. In addition documentation, artifacts, and evidence will be housed in a CANVAS course developed specifically for the Induction Program. Moreover, a micro-badging system will be established to record competencies in each topic area. Data collected and analyzed from evaluations from mentors and mentees as well as focus groups will be used to evaluate the program. Needs assessments will be adjusted year-to-year based on this feedback and use.

## 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.**

N/A

## 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.

Dr. Holly B. Rougeaux  
Educator Induction Plan Coordinator

07/07/2022  
Date

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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](#).

Philip Martell  
Chief School Administrator

07/07/2022  
Date