

Pleasant Valley School District



New Teacher Induction Plan August 2024-2030

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Induction

What is Induction

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

The Pleasant Valley School District Induction Program is designed to support new professional staff and foster a culture of learning, collaboration, and professionalism. The program provides the necessary information and tools to successfully begin and sustain employment with the district.

Induction Committee Participants

Rae Lin Howard - Assistant Superintendent
Lori Fulmer - Director of Human Resources
Janelle Pemberton - Human Resources Assistant
Bernadette Fierro - Curriculum Supervisor
Jason Van Voorhis - Principal
Jonathan Ayre - Principal
Maricatherine Garr - Teacher
Melissa Kern - Teacher

Pleasant Valley School District Mission Statement

The Pleasant Valley School District's mission is Excellence in Education: A Community Commitment.

The Pleasant Valley School District's mission statement defines what drives our district's actions, goals, decision-making processes, and overall purpose. We strive for excellence in all that we do. We also understand that for students to be successful, we must rely on quality educators, sound fiscal management, and a strong and supportive community of stakeholders.

Pleasant Valley School District Vision Statement

Pleasant Valley School District will provide a safe learning environment that promotes academic excellence for all learners. Our vision is to equip students with the skills necessary to be informed, healthy, productive, and responsible citizens in a progressive society.

Shared Values

We believe that education is a partnership among students, parents, educators, and the community to develop the "whole" student to become a productive member of a strong, culturally diverse nation and a changing global society.

We believe that everyone can learn in a safe, student-centered environment through a variety of learning opportunities and life experiences that support and engage individual differences.

We believe that the school community should model and promote wellness, honesty, integrity, self-reliance, accountability, acceptance of diversity, and a positive work ethic as values essential to responsible citizenship.

We believe that all stakeholders have the responsibility to ensure a safe, positive, and respectful community.

We believe that high expectations, a challenging curriculum, quality differentiated instruction, and an engaging learning environment develop a healthy lifestyle, foster greater student achievement, and promote self-esteem.

We believe that students have the responsibility to put forth their best effort to achieve their individual potential.

We believe that education is a lifelong process and key to a successful society.

Goals and Objectives of the Induction Program

The goal of this program is to provide acclimation to the district and school(s) through planned experiences and activities designed to improve the inductee's knowledge and skills related to their position.

Goals, Year 1: Classroom and Curriculum Ready

- To provide new educators with basic information and knowledge about the school, school district, and resident students
- To provide general training in data informed decision making, curriculum, lesson planning, teaching strategies, classroom management in order to ensure new teachers can thrive in their roles
- To provide tools necessary for positive mental health, resiliency, and perseverance
- To provide guidance in how to establish effective, appropriate, and meaningful connections with students
- To provide experience, professional insights, and encouragement
- To provide educators with an overview of professional practice within the context of the Standards Aligned System and the Observation and Practice Framework for Teaching

- To provide an introduction to Professional Ethics and Culturally Responsive Education
- To provide, according to certification area, training in Structured Literacy

Goals, Year 2: Professional Growth

- To continue to provide educators with an overview of professional practice within the context of the Observation and Practice Framework for Teaching
- To provide deeper, more specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management
- To provide new educators with evidence-based, individualized staff development experiences to achieve a successful transition into the district’s educational program
- To provide continued professional learning about Professional Ethics and Culturally Responsive Education

Orientation

The distinct administration will present an Orientation program before the beginning of each school year in August.

During Orientation, district administrators will provide important information from their respective departments. Administrators that present to the new employees include the Superintendent, Assistant Superintendent, Director of Human Resources, Business Manager, Director of Special Education, Technology Coordinator, Athletic Director, and a representative from the Teachers' Union.

Orientation will also include an opportunity for Mentors to attend lunch and meet the Inductees. The District will provide a bus in order to take the Inductees on a tour of the district community. Inductees will also join a Google Classroom that will house their induction paperwork as well as the resources they will need for a successful start as a teacher and employee of PVSD. (Note: The Google Classroom will also support mid-year new hires with video presentations.)

To complete Orientation, the new teachers go to the schools where they will be working for a building tour provided by the Principal. They then will have time to work in their classrooms.

Who is considered an Inductee?

The following professional staff members are required to go through a formal induction program:

- All first-year professional staff who are new to the profession
- Long-term substitutes who are hired for a position of 45 days or more
- Educational Specialist
- Newly employed teachers with prior school teaching experience

While newly employed professional staff with prior school teaching experience who have completed an induction program are not required by the state to participate in an induction program, the Pleasant Valley School District does require that they participate in a program at the local level.

Responsibilities of Inductee

- Attend all orientation and teacher induction activities
- Actively participate in mentoring activities and relationships
- Seek out help from colleagues
- Schedule a regular meeting with your mentor teacher
- Schedule classroom visits by mentor teacher
- Maintain and submit accurate records of induction activities
- Complete an evaluation of the Educator Induction Program
- Reach out to the building administrator at any time
- Seek the aid of a supervisor should serious conflicts arise between the first-year teacher and mentor
- Utilize the expertise of the mentor regularly

Responsibilities of Mentors

- Attend the Orientation lunch (optional)
- Actively participate in mentoring activities and relationships
- Provide assistance to and answer questions for the inductees
- Regularly meet with the inductee
- Visit Inductee's classroom
- Complete an evaluation of the Educator Induction Program
- Seek the aid of a supervisor should serious conflicts arise between the first-year teacher and mentor
- Provide requested feedback to the inductee

Responsibilities of Principal

- Assist in the selection of the Mentor for the Inductee
- Become knowledgeable about the Induction Program and factor the needs of the program into decisions made at the building and/or department level
- During orientation, provide information specific to the school, give the Inductee a building tour, and show them their classroom.
- Participate in quarterly meetings with the Inductee and Mentor
- Create a culture of teaching and learning that supports professional collaboration among new and veteran teachers.
- Provide support to the Inductee and Mentor as needed
- Model professionalism and support for the program.

Requirements of the Induction Program

- Weekly meetings
- Professional Development
- Observations
- Inductee Observations/Evaluations
- Program Assessment

Documentation of Participation

- Orientation
- Observations
- Activity Logs
- Checklist
- Program Evaluation
- Mentor Evaluation
- Inductee Evaluation

Completion of Program

Pleasant Valley School District must maintain accurate records of completion for the Induction Program and provide a copy of a certificate of completion to the Inductee.

Inductee

- Complete and sign the Induction Completion Form.
- Ensure the Activity Logs are completed and signed.

Mentor

- Review and sign the Inductees InductionCompletion form and submit it to the Principal.
- Complete and sign the Mentor Teacher Completion form and Submit it to the Principal.

Principal

- Review and sign the Inductees Induction Completion form and submit it to Human Resources.
- Review and sign the Mentors Completion form and submit it to Human Resources.

Human Resources

- Review and sign the Inductees' Induction completion form and file it in their personnel file.
- Review and sign the Mentor's Induction completion form and file it in their personnel file.
- Review Induction portfolios
- Sign the Induction Program Completion Certificate and place a copy of the certificate in their personnel file.

Timeline for Year 1

(Note: Completion of actionable steps in the timelines ensures that program goals are met.)

August, September, and October

District Leadership will:

- Hold and conduct District Orientation with an area tour
- Review
 - District Policies and Procedures
 - Student Handbook
 - Code of Ethics
 - Comply and mandated training needed and deadlines, including Professional Ethics and Culturally Responsive Education

Building Leadership will:

- Hold and conduct a Building Orientation
- Speak to targeted building goals

Mentors will:

- Assist the inductee with becoming familiar with the building
 - Location of common planning/break room
 - Location of resources and materials (e.g. copy machine)
- Ensure the inductee has the classroom supplies he/she needs
- Review classroom management strategies
- Provide an overview of
 - the Standards Aligned System
 - the Observation and Practice Framework for Teaching
- Introduce the inductee to district and building-level daily procedures
 - Basic district software and digital programs relevant to instruction and assessment
 - Attendance
 - Contact logs and communication expectations
 - Emergency/Drill procedures
 - Grading policies, philosophy, and procedures
 - Relevant curriculum documents
 - Lesson plan format
 - Other (e.g. recess or Bear period)

Inductees will:

- Read and familiarize themselves with Pleasant Valley Board Policies

- Attend professional development days that include Professional Ethics, Culturally Responsive Education, and collaboration with colleagues on data analysis and data-driven instructional decisions
- Begin to familiarize themselves with:
 - the Standards Aligned System
 - the Observation and Practice Framework for Teaching
 - Basic district software and digital programs relevant to instruction and assessment
 - Attendance
 - Contact logs and communication expectations
 - Emergency/Drill procedures
 - Grading policies, philosophy, and procedures
 - Relevant curriculum documents
 - Lesson plan format
 - Other (e.g. recess or Bear period)

November through May

Building Leadership will:

- Hold regular meetings with inductees
- Provide continued support for both mentors and inductees
- Provide information through the Google Classroom to include
 - Positive mental health and self-care
 - Information regarding Act 13 and the Observation and Practice Framework for Teaching

Mentors will:

- Continue to meet regularly with inductees
- Discuss strategies for building rapport with students, classroom management, and data-informed decision-making with the inductee.
- Continue scheduled classroom visits.

Inductees will:

- Continue to meet regularly with mentors
- Discuss with mentor strategies for building rapport with students, classroom management, and data-informed decision making
- Continue scheduled classroom visits
- Continue to attend professional development days that include collaboration with colleagues on data analysis and data-driven instructional decisions.
- Attend Structured Literacy Training as determined by the certification area

Timeline for Year 2

August, September, and October

District and/or Building Leadership will:

- Provide continued support for both mentors and inductees
- Provide refresher training in
 - Professional Ethics
 - Culturally Responsive Education

Mentors will:

- Continue to meet regularly with inductees
- Provide guidance to inductees on effective collaboration with colleagues

Inductees will:

- Continue to meet regularly with mentors
- Continue to attend professional development days that include collaboration with colleagues on data analysis and data-driven instructional decisions

November through April

Building Leadership will:

- Hold regular meetings with inductees
- Provide continued support for both mentors and inductees
- Provide information through the Google Classroom to include
 - Structured Literacy
 - Information regarding Act 13 and the Observation and Practice Framework for Teaching

Mentors will:

- Continue to meet regularly with inductees
- Continue scheduled classroom visits

Inductees will:

- Continue to meet regularly with mentors
- Continue scheduled classroom visits

May

Human Resources will:

- Review the mentors' and inductees' forms
- Review the inductees' portfolios and sign the Inductee Completion Form
- Issue a completion certificate to inductees
- Place relevant copies of paperwork in personnel files

Building Leadership will:

- Review and sign the Inductees Induction Completion form.
- Review and sign the Mentor Teacher Completion form.
- Submit all forms to Human Resources.

Mentors will:

- Review and sign the Inductees InductionCompletion form and submit it to the Principal.
- Complete and sign the Mentor Teacher Completion form and Submit it to the Principal.

Inductees will:

- Complete and sign the Induction Completion Form.
- Ensure the Activity Logs are completed and signed.

Program Evaluation

We will evaluate and revise the induction program annually to continually improve and customize it for the changing needs of the district, participants, and our educational system.

Permanent Teacher Certification

All professional staff who receive an Instructional I or Vocational I certificate valid on or after June 1, 1987, must present evidence of having successfully completed a PDE-approved induction program in order to qualify for an Instructional II or Vocational II Certificate. Individuals holding Educational Specialist I Certificates issued in accordance with September 1, 1999 regulations must also complete a PDE-approved induction program.

Level I Pennsylvania Instructional and Educational Specialist certifications are valid for six (6) years of service, not calendar years.

If you have been teaching in Pennsylvania on a Level 1 certificate for 3-6 years of satisfactory service and have earned 24 post-baccalaureate credits, you can apply for a Level II certificate. The following conditions must be met:

- Six credits must be associated with your area(s) of certification and/or must be designed to improve professional practice
- You must have three years of satisfactory service on a Level I certificate, verified by the chief school administrator of the employing school entity
- You must have completed a PDE induction program verified by the chief school administrator of your employing entity

The specific requirements for Level II certification can be found on:

- [Certification Staffing Policy Guideline 7 - Level II \(Permanent\) Certification](#)
- The second page of your Level I certificate in TIMS

[Level II - Commonly Asked Questions](#)

APPENDIX

Induction Program Inductee Activity Log
Year 1
August, September, and October

- Read and familiarize yourself with Pleasant Valley Board policies

- Attend professional development days that include Professional, Ethics, Culturally Responsive Education, and collaboration with colleagues on data analysis and data-driven instructional decisions

- Begin to familiarize yourself with:
 - Standards Aligned System
 - Observation and Practice Framework for Teaching
 - Basic district software and digital programs relevant to instruction and assessment
 - Attendance
 - Contact logs and communication expectations
 - Emergency/Drill procedures
 - Grading policies, philosophy, and procedures
 - Relevant curriculum documents
 - Lesson plan format
 - Other (e.g., recess or Bear period)

Comments

Inductee Name (Please Print) _____ Building _____

Mentor Name (Please Print) _____ Date _____

Building Principal Signature _____ Date _____

(Reminder to include monthly journal and include task completion date)

Induction Program Inductee Activity Log
Year 1
November through May

- Continue to meet regularly with mentors
- Discuss with mentor strategies for building rapport with students, classroom management, and data-informed decision-making
- Continue scheduled classroom visits
- Continue to attend professional development days that include collaboration with colleagues on data analysis and data-driven instructional decisions
- Attend Structured Literacy Training as determined by the certification area

Comments:

Inductee Name (Please Print) _____ Building _____

Mentor Name (Please Print) _____ Date _____

Building Principal Signature _____ Date _____

(Reminder to include monthly journal and include task completion dates)

Induction Program Inductee Activity Log
Year 2
[August, September, and October](#)

- Continue to meet regularly with mentors
- Continue to attend professional development days that include collaboration with colleagues on data analysis and data-driven instructional decisions

Comments:

Inductee Name (Please Print) _____ Building _____

Mentor Name (Please Print) _____ Date _____

Building Principal Signature _____ Date _____

(Reminder to include monthly journal and include task completion dates)

Induction Program Inductee Activity Log
Year 2
November through April

- Continue to meet regularly with mentors
- Continue scheduled classroom visits

Comments	
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Inductee Name (Please Print) _____ Building _____

Mentor Name (Please Print) _____ Date _____

Building Principal Signature _____ Date _____

(Reminder to include monthly journal and include task completion dates)

PLEASANT VALLEY SCHOOL DISTRICT
Inductee Monthly Meeting Journal

Inductee: _____

Date: _____

Date	Topic	Comments

Mentor Signature _____

Date _____

Principle Signature _____

Date _____

PLEASANT VALLEY SCHOOL DISTRICT
 Inductee Program Evaluation Log

1. Did the induction program help with your transition to Pleasant Valley School District?
 Explain:

2. What things would you suggest be added to aid an incoming teacher?

3. What changes in the program would you recommend?

4. To what extent were the following objectives met by the program? (Optional)

	Extremely Well	Very Well	Adequately	Poorly
Improvement of teaching skills				
Improvement of classroom management skills				
Adjustment to district building standards and operations				
Awareness of student needs				
Awareness of professional development				

 Please Print Name

 Date

PLEASANT VALLEY SCHOOL DISTRICT
Mentor Program Evaluation Log

1. Did this program help you provide adequate support to the inductee? Explain:

2. What things would you suggest be added to aid an incoming teacher?

3. What changes in the program would you recommend?

4. To what extent were the following objectives met by the program? (Optional)

	Extremely Well	Very Well	Adequately	Poorly
Improvement of teaching skills				
Improvement of classroom management skills				
Adjustment to district building standards and operations				
Awareness of student needs				
Awareness of professional development				

Please Print Name

Date