

## **PINE-RICHLAND SD**

702 Warrendale Rd

Induction Plan (Chapter 49) | 2023 - 2026

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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

Pine-Richland School District

103021003

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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
Brian R. Miller	Superintendent	Administrator	Administration Personnel
Michael Pasquinelli	Assistant Superintendent	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Kristen Justus	Assistant Superintendent	Administrator	Administration Personnel
Noel Hustwit	Director of Student Services and Special Education	Administrator	Administration Personnel
Brian Glickman	Director of Human Resources	Administrator	Administration Personnel
Maura Paczan	Director of Student Services	Administrator	Education Specialist
Jennifer Miller	School Counselor	Education Specialist	Education Specialist
Michelle Schonbachler	School Nurse	Education Specialist	Education Specialist
Heather Bianco	Intervention Specialist	Education Specialist	Education Specialist
Chris Vins	Teacher	Teacher	Teacher
Tim Converse	Teacher	Teacher	Teacher
Joe Domagala	Assistant Principal	Administrator	Administration Personnel
Beth Shenefiel	Librarian	Education Specialist	Education Specialist
Matt Roberts	Teacher	Teacher	Teacher
Sarah Prins	Teacher	Teacher	Teacher
Jacob Minsinger	Assistant Principal	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Frank Hernandez	Principal	Administrator	Administration Personnel
Jason Prucey	Teacher	Teacher	Teacher
Erika Graham	Teacher	Teacher	Teacher
Greta Kuzilla	Assistant Director	Administrator	Administration Personnel

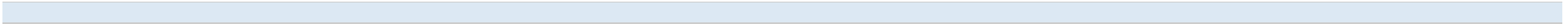
## EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

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
Will 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 be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (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 for the duration of the induction program? (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

**Plan requirements**

**Yes/No**



## 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.**

For all new teachers to the district, the PR Academy program is provided. This program includes a mentor identified by the relevant building principal with support from district office administrators. Principals identify mentors based on the above criteria. Mentors must agree to serve and commit to this responsibility. When possible, a mentor in a similar content area and/or grade level is selected.



## 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 PR Academy for Teachers is designed to exceed education induction requirements. All new teachers hired into our district - including those who have already completed induction and/or earned tenure outside our district - participate as a part of the larger onboarding process. Each inductee is assigned a formal mentor. In addition to new hire orientation, we currently hold four formal training sessions with mentees and mentors over the course of the school year. Mentees and mentors are expected to meet at least weekly in addition to the formal training sessions. Job-embedded tasks are established both prior to each session and following each session. Program content is aligned to ten critical competencies that are identified for each participant (i.e., MVV, strategic plan, model for teaching and learning, Act 13, MTSS, lesson planning, instructional strategies, meeting diverse student needs, and student information system/IEP data tools). At the conclusion of the academy, a one-on-one assessment meeting is held to evaluate knowledge and skill. District and building level administrators are engaged in this program. The format for each formal training session is predominantly in-person with a virtual option when needed; building administrators ensure opportunities for mentors and mentees to meet on an at-least weekly basis. Beginning with the 2024 - 2025 school year, the Pine-Richland School District's educator induction program will expand from a one-year to two-year model for newly hired teachers who have not previously completed an induction program. The two-year induction model will provide differentiated content and depth between first and second year inductees. The table on the following page outlines the end-of-academy competency checklist we are currently using for our one-year program. This is reviewed and modified, where necessary, on an annual basis. The expansion to a two-year model beginning in 2024-2025 school year will result on an increased emphasis on each of the following induction topics, which are currently addressed primarily through our mentor/mentee relationships and weekly check-ins.: -Classroom and Student Management -Technology Instruction -Progress

Reports and Parent-Teacher Conferencing -Parental and/or Community Involvement

## 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
4f: Showing Professionalism 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Year 1 Fall, Year 2 Fall

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 3b: Using Questioning and Discussion Techniques	Year 2 Winter, Year 2 Spring, Year 1 Winter, Year 1 Spring

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## INSTRUCTIONAL PRACTICES

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Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 3a: Communicating with Students 1c: Setting Instructional Outcomes 2a: Creating an Environment of Respect and Rapport 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques	Year 2 Fall, Year 2 Winter, Year 1 Winter, Year 1 Spring, Year 1 Fall, Year 2 Spring

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## SAFE AND SUPPORTIVE SCHOOLS

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Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior	Year 3 Summer, Year 2 Fall, Year 1 Fall, Year 2 Winter, Year 3 Spring, Year 1 Winter

**Selected Danielson Framework(s)**

**Timeline**

2a: Creating an Environment of Respect  
and Rapport

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## STANDARDS/CURRICULUM

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**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of  
Resources

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

1a: Demonstrating Knowledge of  
Content and Pedagogy

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

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## TECHNOLOGY INSTRUCTION

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**Selected Danielson Framework(s)**

**Timeline**

4e: Growing and Developing  
Professionally

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

3c: Engaging Students in Learning

**Selected Danielson Framework(s)**

**Timeline**

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

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**Selected Danielson Framework(s)**

**Timeline**

Year 1 Fall, Year 2 Fall

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

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**Selected Danielson Framework(s)**

**Timeline**

3c: Engaging Students in Learning  
3b: Using Questioning and Discussion  
Techniques  
3a: Communicating with Students  
2a: Creating an Environment of Respect  
and Rapport  
1b: Demonstrating Knowledge of  
Students  
1e: Designing Coherent Instruction

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## DATA INFORMED DECISION MAKING

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Selected Danielson Framework(s)

Timeline

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

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## MATERIALS AND RESOURCES FOR INSTRUCTION

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Selected Danielson Framework(s)

Timeline

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

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## CLASSROOM AND STUDENT MANAGEMENT

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Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 2 Fall

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## PARENTAL AND/OR COMMUNITY INVOLVEMENT



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**Selected Danielson Framework(s)**

**Timeline**

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

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**OTHER**

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**Selected Danielson Framework(s)**

**Timeline**

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

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## **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**

At the start of the PR Academy for Teachers, we provide each participant with an end-of-academy assessment that identifies ten critical competencies. These competencies are aligned with the session topics and job-embedded tasks. Each participant receives an end-of-program survey that includes a question about overall satisfaction. Each participant also engages in a one-on-one discussion with a district or building administrator to assess their performance level with each competency.

## 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.

Educator Induction Plan Coordinator

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](#).

Chief School Administrator

Date