

Ringgold SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type	AUN	
School District	101637002	
Address 1		
400 Main Street		
Address 2		
City	State	Zip Code
New Eagle	Pennsylvania	15067
Chief School Administrator		
Randall Skrinjorich		
Chief School Administrator Email		
rskrinjorich@ringgold.org		
Educator Induction Plan Coordinator Name		
Shannon Crombie		
Educator Induction Plan Coordinator Name Email		
scrombie@ringgold.org		
Educator Induction Plan Coordinator Phone Number	Extension	
724-258-9329		

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Shannon Crombie	Director of Curriculum	Administrator	Administration Personnel
Sherry Black	Director of Pupil Services	Administrator	Administration Personnel
Dr. Greg Saraceni	Assistant Superintendent	Administrator	Administration Personnel
Kenneth Patterson	Ringgold Middle School Principal	Administrator	Administration Personnel
Kim Leasure	High School Teacher	Teacher	Teacher
Phoebe Dailey	Education Specialist	Education Specialist	Education Specialist
Deb Hurlburt	Special Education Teacher	Teacher	Teacher
Robyn Corelius	Middle School Teacher	Teacher	Teacher
Tara Schmidt	Middle School Teacher	Teacher	Teacher
Josh Nicklow	Middle School Teacher	Teacher	Teacher
Kim Long	Special Education Teacher	Teacher	Teacher
Earl Gilpin	Elementary Art Teacher	Teacher	Teacher
Dana Hadsell	Elementary Teacher	Teacher	Teacher
Ashley Wilson	Elementary Teacher	Teacher	Teacher
Marc Berry	Elementary Principal	Administrator	Administration Personnel
Ross Ference	Elementary Principal	Administrator	Administration Personnel

Educator Induction Plan

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?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	No
List the Pre-K Counts Program and address	

Mentors

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 principals consider teacher evaluations in addition to the qualities above regarding the selection of mentors for new teachers.

Needs Assessment

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	No
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**

Induction includes four elements: (i) Orientation; (ii) Academy Meetings; (iii) Mentor Meetings; and (iv) Principal Meetings. Orientation: The week prior to the start of the school year, new teachers will participate in three days of Orientation at the District Administration Building. New teachers hired after the first day of school will participate in Orientation the following year. Academy Meetings: New teachers will participate in Academy Meetings over the course of their first and second year in the District. Meetings will occur at the Ringgold School District Administration Building, and a calendar of dates and topics will be provided at the start of each school year. Meetings occur every other month. The Academy Meetings are conducted by the Director of Curriculum, with support from the Instructional Coach and the Director of Pupil Services. Mentor Meetings: New teachers will meet with their Mentors twice per month during the first year of Induction, each time for an hour. A Mentor Checklist in the Induction Log serves as a guide for such discussions, including an opportunity to explore a best practice / professional development topic each month. Meetings will be documented in the Induction Log. Principal Meetings:

Principals and/or Assistant Principals will meet with new teachers once a month during the first year of Induction to discuss instructional practices. Principals will arrange for new teachers to observe their Mentor and at least one other colleague, and the Induction Log will be reviewed by the Principal at the end of each semester. All activities will be documented in the Induction Log. Principals also observe new staff at least four times during the school year, in addition to more causal walk-throughs.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Induction Program.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Summer

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

1f: Designing Student Assessments

Timeline

Year 1 Winter

Year 1 Summer

Instructional Practices

Selected Observation and Practice Framework(s):

- 3c: Engaging Students in Learning
- 1e: Designing Coherent Instruction

Timeline

- Year 1 Fall
- Year 1 Summer

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

- 2b: Establishing a Culture for Learning
- 2a: Creating an Environment of Respect and Rapport

Timeline

- Year 1 Fall
- Year 1 Summer

Standards/Curriculum

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Summer

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Summer

Year 2 Fall

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Summer

Data informed decision making

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

Timeline

Year 1 Winter

Year 1 Summer

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Summer

Year 2 Fall

Year 2 Winter

Classroom and student management

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

Timeline

Year 1 Summer

Year 2 Fall

Parental and/or community involvement

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Fall

Year 1 Summer

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Summer

Common Ground

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Summer

Educator Effectiveness

Selected Observation and Practice Framework(s):

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

Timeline

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Evaluation and Monitoring

Evaluation and Monitoring

Teacher inductees will complete a survey at the end of each school year to determine strengths and weaknesses of the program. The Director of Curriculum and the Director of Pupil Services will analyze the survey results, the Induction Logs, and the resources used in the program annually, in consultation with the Assistant Superintendent, for purposes of evaluating the effectiveness of the program.

Documentation of Participation and 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.

Signatures and Quality 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

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