

Berlin Brothersvalley SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type		AUN
School District		108561003
Address 1		
1025 Main St		
Address 2		
City	State	Zip Code
Berlin	PA	15530
Chief School Administrator		
Mr Eric J Lauer		
Chief School Administrator Email		
elauer@bbsd.com		
Educator Induction Plan Coordinator Name		
Eric J. Lauer		
Educator Induction Plan Coordinator Name Email		
elauer@bbsd.com		
Educator Induction Plan Coordinator Phone Number		Extension
814.267.4621		

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Eric J. Lauer	Principal	Administrator	Administration Personnel
Krista Cramer	Teacher	Teacher	Teacher
Amanda Stiffler	Teacher	Education Specialist	Education Specialist
Marilyn Cornell	Teacher	Teacher	Teacher

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)	No	
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).	No	
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

The Berlin Brothersvalley School District partners with Appalachia Intermediate Unit 8 (IU8) to provide a comprehensive induction program designed to support the growth, effectiveness, and retention of new professional staff. All newly hired professional employees participate in the IU8 Teacher Induction Program, which fulfills Pennsylvania Department of Education requirements for Level I to Level II certification. This structured program extends through the first years of employment and emphasizes mentorship, professional growth, and instructional effectiveness.

Content Included

Program Components 1. IU8-Supported Professional Learning New teachers attend IU8-facilitated induction sessions that focus on: Classroom management and instructional best practices Standards-aligned planning and assessment Differentiated instruction and meeting diverse learner needs Professional responsibilities and ethical practices Effective communication with families and stakeholders These sessions provide opportunities for collaboration with educators from across IU8 member districts and exposure to regional best practices. 2. District-Level Mentorship and Support Each new teacher is paired with a trained mentor within the district who provides ongoing support through: Regular meetings and coaching conversations Classroom observations and feedback Assistance with lesson planning, assessment, and data use Guidance on district procedures, culture, and expectations Mentors and mentees follow IU8 and PDE guidelines to document progress and

professional growth. 3. Administrative Oversight Building principals and district administrators monitor induction progress and provide: Formal and informal observations Feedback aligned to the Danielson Framework for Teaching Support in goal setting and professional growth planning Integration into district initiatives and curriculum expectations 4. Evaluation and Certification Completion Successful completion of the IU8 induction program and district mentoring requirements allows eligible teachers to transition from Level I to Level II Pennsylvania certification. Documentation of completion is maintained in collaboration with IU8. Program Goals The Berlin Brothersvalley induction program is designed to: Support new teachers in becoming confident, effective educators Promote high-quality instruction and student achievement Build strong professional relationships and school culture Increase teacher retention and long-term success Ensure alignment with district initiatives and expectations Through its partnership with IU8, Berlin Brothersvalley ensures that all new professional staff receive a structured, supportive, and high-quality induction experience that reflects the district's commitment to excellence in teaching and learning.

Meeting Frequency

3x/ year w/ IU8

Delivery Format

Face to face and Virtual

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.

Berlin Brothersvalley School District is committed to ensuring that mentors selected for the induction program demonstrate the professional characteristics necessary to effectively support new teachers. In partnership with IU8, the district implements a structured process to identify, prepare, and monitor mentors to ensure a high-quality induction experience.

Educator Induction Plan Topic Areas

Common Ground

Topic Objectives

Culturally Relevant- Sustaining Education

Lead Person/Position

IU8

Anticipated Start

2025-09-01

Anticipated Completion

2027-05-01

Observation and Practice Framework Met in this Topic

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

Educator Effectiveness

False Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

Topic Objectives

Danielson Framework SAS

Lead Person/Position

IU8

Anticipated Start

2025-09-01

Anticipated Completion

2027-05-01

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

[Professional Ethics Program Framework Guidelines](#)**Topic Objectives**

Responsibility to the Profession Responsibility for the Professional Competence Responsibility to Students
Responsibility to the School Community Responsible and Ethical Use of Technology

Lead Person/Position

IU8 Staff

Anticipated Start

2025-09-01

Anticipated Completion

2027-05-01

Observation and Practice Framework Met in this Topic

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

Student Learning

Topic Objectives

Universal design Meeting the needs of all learners

Lead Person/Position

IU8

Anticipated Start

2026-02-28

Anticipated Completion

2026-09-30

Observation and Practice Framework Met in this Topic

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

3b: Using Questioning and Discussion Techniques

Teacher Competency

Topic Objectives

Classroom Management Instructional planning and Design

Lead Person/Position

IU8

Anticipated Start

2026-12-01

Anticipated Completion

2026-02-28

Observation and Practice Framework Met in this Topic

1e: Designing Coherent Instruction

3b: Using Questioning and Discussion Techniques

1a: Demonstrating Knowledge of Content and Pedagogy

Instructional Practices**Topic Objectives**

Teachers will design lessons aligned to PA Academic Standards and district curriculum, with clear learning targets and measurable outcomes. Teachers will implement instructional strategies that actively engage learners and promote meaningful participation. Teachers will adjust instruction to meet the academic, social, and developmental needs of diverse learners. Teachers will use formative and summative assessment data to guide instruction and monitor student growth.

Lead Person/Position

IU8

Anticipated Start

2026-09-01

Anticipated Completion

2026-05-27

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

Evaluation and Monitoring

Monitoring Routines

The LEA monitors the effectiveness and implementation of the Educator Induction Program through a structured system of mentoring, administrative oversight, and ongoing program review. The purpose of these procedures is to ensure that new educators receive meaningful support while developing the professional competencies necessary for effective instruction and professional practice. Each inductee is paired with a qualified mentor teacher who provides ongoing guidance, support, and feedback throughout the induction period. Mentors meet regularly with inductees to discuss instructional practices, classroom management, curriculum alignment, and student engagement. Documentation of these meetings is maintained to ensure consistent support and program fidelity. Building administrators monitor the induction program by conducting classroom observations, reviewing lesson plans, and providing formative feedback aligned with the Danielson Framework for Teaching. Administrators also meet periodically with mentors and inductees to review progress, address concerns, and ensure the induction experience aligns with district expectations and instructional priorities.

Uploaded Files

Act 48 FORM.pdf

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.

No

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 (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.

Yes

Signatures and Quality Assurance

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? [\(22 Pa Code, 49.16 \)](#)

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:

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 {SchoolYear} school year?

Yes

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

No

True 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.

True 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
Eric J. Lauer	2026-02-25

False 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
Eric J. Lauer	2026-02-25