

VALLEY GROVE SD

429 Wiley Ave

Induction Plan (Chapter 49) | 2021 - 2024

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

Valley Grove School District

106618603

Valley Grove School District 429 Wiley Ave, Franklin, PA 16323

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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

Name	Title	Committee Role	Chosen/Appointed by
Justin Kline	Teacher	Induction Member - Teacher Representative	Administration Personnel
Kasey Latshaw	Teacher	Induction Member - Teacher Representative	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Jen Johnston	Education Specialist	Induction Member - Education Specialist Representative	Administration Personnel
Andy Carlson	Asst. Principal (HS)	Induction Member - Administrative Representative	Administration Personnel
Tessa Simmons	Asst. Principal (Elem)	Administrator	Administration Personnel
Jake Saullo	Principal (Elem)	Administrator	Administration Personnel
William Copley	Board Member	Other	School Board of Directors
Kelly Hart	Principal	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
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)	
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

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED

CHARACTERISTICS.

The Criteria for selecting mentor is as follows: 1. The principals will solicit mentor applicants each year from educators with similar certifications and assignments in the district. 2. All mentor applications may be reviewed by the superintendent, the building principal, and the professional development team. The final assignment will be made by the building principal. The mentor must be a tenured faculty member with a minimum of two years teaching experience in the Valley Grove School District. The mentor must have an Instructional II certificate or permanent certification and have demonstrated a proven level of proficiency in the classroom as evidenced by his/her prior educator evaluations. It is preferred that the mentor have a Master's Degree or equivalent in his/her field of study. The mentor will be an individual recognized by his/her peers as a professional who exhibits a positive attitude and commitment toward enhancing the profession. The building principal will make an effort to secure a mentor in the same discipline area and building as the inductee. Educators selected to be mentors will be notified by the building principal within two (2) weeks of the Valley Grove School District Board of Directors approval of the inductee. All teachers are evaluated yearly and teachers who perform well consistently are considered as a candidate for mentorship positions as need arises.

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.	No
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	No
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**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

The overarching goal of the New Educator Induction Program is to provide support for new educators to ensure an orderly and successful experience during the first year of employment, with the help of a designated mentor. This will be accomplished with the support of a mentor. Individual goals could include, but are not limited to the following: To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching To provide new educators with basic information and knowledge about the school, school district, and resident students in order to increase their effectiveness in fulfilling their duties To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students To provide new educators with staff development experiences to achieve a successful transition into the district's educational program To provide experience, professional insights, and encouragement to achieve success as new employees The mentor and inductee will work together to select priorities. The areas that are addressed for all new educators include, but are not limited to: classroom management, instructional strategies, information about school buildings, district policies and procedures, personal and emotional support, and advice on resources and materials. Due to the varied backgrounds and experience levels of new educators, the program allows for an individualized program. The mentor will have a direct influence on the professional development of a new educator in the Valley Grove School District. In this role, he/ she will serve as a role model and peer tutor to guide the inductee through the first year as a member of the professional staff. This is a challenge that is both time consuming and difficult, yet worthwhile and rewarding.

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

Selected Danielson Framework(s)

Timeline

Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

Year 1 Fall

Selected Danielson Framework(s)

Timeline

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

Year 1 Winter

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

Year 1 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 1 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 1 Spring, Year 1 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

Each year the Professional Development Team will review the evaluations received from the Mentors and Inductees. Changes in the program and paperwork will be updated as needed. Evaluations will be completed by all Mentors and Inductees prior to the Certificate of Completion being completed.

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.

Jacob Saullo

09/15/2021

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](#).

Kevin M. Briggs

09/15/2021

Superintendent/Chief Executive Officer

Date