

BLUE MOUNTAIN SCHOOL DISTRICT



EDUCATOR INDUCTION PLAN **July 1, 2024 through June 30, 2029**

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**BLUE MOUNTAIN SCHOOL DISTRICT
MISSION STATEMENT**

*The Blue Mountain School District will provide a comprehensive educational program
to inspire all students to reach their full potential.*

OUR SCHOOLS



**Blue Mountain Elementary East
(K-5)**



**Blue Mountain Elementary West
(K-5)**



Blue Mountain Middle School (6-8)



Blue Mountain High School (9-12)

VISION

The Blue Mountain School District envisions an educational system that:

- Provides a dynamic, rigorous curriculum that creates life-long learners.
- Promotes a proud climate of acceptance, continuous improvement, collaboration, perseverance and character
- Ensures an environment is safe, accommodating and welcoming.

INTRODUCTION

Educator quality is the largest single factor influencing student learning. Therefore, a high-quality Educator Induction Plan is an essential first step to facilitate entry into the education profession and the teaching of Pennsylvania's high academic standards. Support for new teachers increases retention rates, and those who participate in intensive induction programs are more likely to:

- Use instructional practices that improve student achievement;
- Assign challenging work to diverse student populations;
- Use standards-based curriculum frameworks; and
- Accomplish the goals of the curriculum.

Without the supports of a standards-based system, even the most talented educators are at risk of leaving the profession. High-quality induction programs can help to prevent new teachers from leaving the teaching profession.

Since 1987, school districts, intermediate units, charter schools, and area career and technical schools in Pennsylvania have been required by the Pennsylvania Code (22 Pa. Code § 49.16 and § 49.83) to have a state-approved teacher induction plan for teachers.

Each school entity must submit an induction plan to the Pennsylvania Department of Education (PDE) for approval, a plan for the induction experience for first-year teachers, long-term substitutes who are hired for a position for 45 days or more, and educational specialists. The length of the induction program will be two years. The regulations require that induction plans be updated every six years.

The induction plan shall be prepared by an Educator Induction Committee which includes teachers (chosen by teachers), educational specialists (chosen by educational specialists), and administrative representatives (chosen by administration). Newly employed professional personnel with prior school teaching experience will be provided a mentor teacher for support during their first year in the district. [22 Pa. Code § 49.16\(d\)](#) states that 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 for the duration of the induction program.

According to 22 Pa. Code § 49.16(e), criteria for approval of the induction plan must include induction activities that focus on teaching diverse learners in inclusive settings. Diverse learners include English Learners and students with Individualized Education Programs (IEP). The induction plan will also include an introduction to the Pennsylvania Standards Aligned System (SAS).

Standards Aligned System

The Standards Aligned System (SAS), developed by PDE, is a comprehensive, research-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials and Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to integrate SAS into the classroom by PDE's SAS portal at www.pdesas.org.

The SAS portal is designed to organize and deliver educational content carefully aligned to the Pennsylvania Academic Standards and provide educators with integrated classroom tools to enhance their teaching effectiveness. The SAS portal also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the Commonwealth.

Effective professional development, beginning with aligned induction activities, will help prepare new teachers to utilize the SAS framework, along with student performance data, improve student achievement, and enhance instructional practices.

Pennsylvania's Standards Aligned System



There is extensive research regarding what makes a great school. Although there are many intangible components, research supports that high performing Pennsylvania schools and school systems tend to have six common elements:

- a. **Standards** – Pennsylvania’s Core Standards define what students should know and be able to do as a result of instruction.
- b. **Assessments** – Assessments offer tools and resources to support the process of assessing, evaluating, and documenting student learning to improve professional practice and increase student achievement.
- c. **Curriculum Framework** – Drawn from the Pennsylvania Core Standards, the Curriculum Framework is a set of teaching topics by subject and grade level further defined using Big Ideas, Concepts, Competencies, Essential Questions, and Vocabulary.
- d. **Instruction** – Pennsylvania has adopted the Charlotte Danielson Framework for Teaching as the overarching vision for effective instruction in the commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:
 - Planning and preparation
 - Classroom environment
 - Instruction
 - Professional responsibilities
- e. **Materials and Resources** – Support standards align instruction and include Voluntary Model Curriculum, learning progressions, units, lesson plans and multimedia content examples for use in planning and delivering instruction.
 - Learning progressions span grades K-12 and include what all students should know and be able to do as a result of successfully moving through grades K-8 and by taking specific courses in grades 9-12.
- f. **Safe and Supportive Schools** – Supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following:
 - Engagement
 - Safety
 - Environment

Educator Effectiveness System: Act 13 of 2020

The Danielson Framework of Teaching, which is the observation/evidence instrument for the new educator evaluation system, focuses on the complex teaching activity by defining domains of teaching responsibility, each with its own set of essential practice components.

Act 13 of 2020 changed the evaluation of professionals and temporary professional employees to a model for Educator Effectiveness with 100% emphasis on the Danielson Framework for teaching and the four domains:

- Planning and Preparation (20 percent)
- Classroom Environment (30 percent)
- Instruction (30 percent)
- Professional Responsibilities (20 percent)

It is the responsibility of the district to ensure communication and understanding of Educator Effectiveness and the Danielson Framework for Teaching, as required by the state of Pennsylvania and the Pennsylvania Department of Education. For a complete listing of the components of each domain in the Danielson Framework for Teaching see the PDE SAS Portal for complete information.

The primary focus of the educator induction plan should be the Danielson Framework, its four domains, and its components as part of the new teacher professional development offerings. The Principal will be a primary source concerning Educator Effectiveness and the Danielson Framework for Teaching and will model appropriate observation practices.

- The Principal will be required to meet with each inductee at the start of the school year to discuss evaluation and plan for professional growth
- The principal/assistant principal will conduct a minimum of two formal observations(one observation in the fall and one in the spring), including pre-conferences and post-conferences, with each inductee.
- A minimum of three(3) informal walkthroughs will also be conducted by the academic administrators to monitor the progress of each inductee and provide feedback to the employee.

PHILOSOPHY OF INDUCTION

In the Blue Mountain School District, we believe that new educators need assistance as they transition into their role in our district. The orientation/induction program described herein along with the induction program hosted by Schuylkill Intermediate Unit #29 provide professional faculty who are new to the profession and/or new to our district, with the necessary information, tools and supports to successfully begin and sustain their employment with the district.

We recognize that the components of a comprehensive induction program include the following:

- Good job match
- Relevant work orientation
- Supportive school community
- Deliberate role design
- Ongoing professional development
- Responsive monitoring

These areas were considerations in the development of Blue Mountain School District's Induction Plan.

GOALS AND OBJECTIVES OF THE INDUCTION PROGRAM

The goals of the Blue Mountain School District Induction Program for professional staff are to provide each new employee with an orientation to the district and school(s) and to increase the inductee's knowledge and skills as they relate to their position.

The objectives of the induction program are the following:

- Familiarize the inductee with school district policies and practices
- Help the inductee integrate into the social system of the school and community
- Support the development of the inductee's professional knowledge and skills
- Provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran staff
- Support the inductee in navigating challenges that emerge
- Cultivate a professional attitude toward teaching and learning, and working with others such as students, parents and colleagues

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, and educational specialists. 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. Blue Mountain School District does not require that they participate in a program at the local level, but they will be provided with a mentor/support teacher for one year.

As per Blue Mountain Education Association's Collective Bargaining Agreement with the District, all newly hired professional staff are expected to participate in an orientation/induction day in year one of employment. Typically, this day is held prior to the opening in-service days in August during a new faculty district workshop.

MENTOR TEACHERS

Mentors are educational leaders in the field who are highly respected amongst their peers. They act as facilitators and guides for inductees. Each bringing their strengths to the partnership and utilizing those skills in helping the inductee become better and stronger in the profession. Selecting the Mentor(s) who will support the Inductee is important. Below are a variety of factors that are considered in pairing Mentors with Inductees:

- Several years of outstanding work performance (i.e. satisfactory and distinguished or proficient evaluations)
- Similar certification(s) and teaching assignment(s)
- Models continuous learning and reflection
- Knowledge of BMSD policies, procedures, and resources
- Demonstrates ability to work effectively with students and other adults (like supervisors, colleagues, families, community members)
- Willingness to accept the additional responsibilities associated with this role
- Completed Mentor Training or have previous related experience in the following areas:
 - Purpose of the induction program
 - Role of a Mentor
 - Communication and listening skills
 - Coaching
 - Conferencing skills
 - Problem solving skills
 - Knowledge of adult learning and development
- Compatible schedules so the Inductee and Mentor can meet regularly
- Training in use and application of the Standards Aligned System (SAS)
- Understanding the levels of Bloom's Taxonomy and Webb's Depth of Knowledge
- Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
- Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
- Developing assessments that are based on standards and eligible content
- Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS))
- Ability to write LEA Determined Measures in accordance with Act 13 of 2020

Mentors are typically identified by the building principal and must submit a letter of interest for the position and be screened by district administration to ensure they meet the above criteria. If there are multiple competitive applicants, an interview may be required before a recommendation is made to the school board for approval of the Mentor.

Mentors are paid as per district policy and BMEA's Collective Bargaining Agreement (CBA) and are expected to make sure that all required paperwork is submitted in a timely fashion to the superintendent's office.

ORIENTATION AND REQUIRED INDUCTION TOPICS

An orientation program will be presented by district administration prior to the beginning of each school year in August. Any inductee hired throughout the school year will attend the orientation day during the following August (year 2 of Induction).

On the morning of the orientation day, district administrators will provide important information from their respective departments. Administrators that present to the new faculty include Superintendent, Assistant Superintendent or Director of Elementary and Secondary Education, Business Manager, Director of Technology, Director of Support Services, and Director of Facilities.

Lunch is provided by the district and allows time for new teachers to socialize with Mentors, administration and other veteran members of our staff. During the afternoon, new Employees go to the schools in which they will be working for building-level information and a tour provided by the Principal. They then have time to work in their classrooms with the Mentors or others supporting them.

District topics covered during the orientation day include but are not limited to the following:

- Introduction of new teachers to the district
- Laptop distribution and setup
- District Calendar
- Induction Plan, Expectations and Timelines
- Building Hours and Access, ID Badges
- Special Education Overview, IDEA
- Student Programs and Services
- Employee Benefits
- Absence Portal
- Emergency Procedures, ALICE

Topics covered during the first year Induction sessions with district level administration include but are not limited to the following:

- Code of Professional Practice and Conduct for Educators
- Act 13 of 2020 – Educator Effectiveness, Danielson’s Framework for Professional Practice, Differentiated Supervision Plan, Talent Ed/Perform
- Professional Development
- Facility Use Requests
- Work Orders
- Transportation
- Certification and Tenure
- Chapter 4, Curriculum Cycle, Instruction, Assessment
- Standards Aligned System (SAS)
- Technology platforms including our SIS, LMS and others
- Special populations of students (i.e. IEP, 504, GIEP, ELs, Homelessness)
- Professional relationships with students, families, and others.
- School board policies and governance
- IU29 Services
- PA School Code

Topics covered by the building level leadership teams (Principal/Assistant Principal) will occur during the early building level induction meetings include, but are not limited to:

- Introduction of new teachers to the building
- Faculty and student handbook
- Passwords, Clever single sign on, multi-factor authentication
- Classroom management, PBIS, Student Discipline
- Student Records, HIPPA, FERPA
- Guidance, Library and Nursing Services
- PTO, Boosters, Other Groups
- Communication with Families, Parent-Teacher Conferences
- School Calendar
- Grading
- School Facilities
- Special populations of students (i.e. IEP, 504, GIEP, ELs, Homelessness)
- Collaboration with Colleagues, Working with Support Staff
- School Safety, Emergency Response, Drills

Other activities designed to develop and refine the professional knowledge and skills of Inductees are presented on the other days during the new faculty member week, as well as, at in-service and faculty meetings held throughout the school year, and through district offered asynchronous learning modules. Below is a schedule of some of those experiences:

Year I – First Semester

- Act 13 of 2020 – Educator Effectiveness
- Instructional Technology applications
- PowerSchool
- ALICE Protocols
- Classroom Management, De-escalation and Dealing with Difficult Student Behaviors

Year 1 – Second Semester

- State and Local Assessments and Data
- Scenarios
- State Standards, Curriculum, Instruction, Assessment
- Debrief of the School Year

Year 2 – First Semester

- Scenarios
- Enhancing Student Engagement
- Formative and Summative Assessment
- Technology Platforms

Year 2 - Second Semester

- Evaluation of Induction
- Grouping and Questioning Strategies
- Using Data for Instructional Change
- Debrief of the School Year

		New Teacher Day (Year 1)	New Teacher Day (Year 2)	Building Level Induction Sessions (Year 1)	Building Level Induction Sessions (Year 2)	Inductee/Mentor Sessions
Educator Effectiveness						
	Danielson Framework/Domain 1 - Planning and Preparation	X	X	X	X	X
	Danielson Framework/Domain 2 - Classroom Environment	X	X	X	X	X
	Danielson Framework/Domain 3 - Instruction	X	X	X	X	X
	Danielson Framework/Domain 4 - Professional Responsibilities	X	X	X	X	X
	Differentiated Supervision Plan/Talent Ed/Perform			X		X
	Enhancing Student Engagement	X	X	X	X	X
	Formative and Summative Assessment	X	X	X	X	X
	Grouping and Questioning Strategies	X	X	X	X	X
Diverse Learners in Inclusive Settings						
	Special Education (IDEA) / Learners with IEPs	X		X	X	X
	Accommodations and Adaptations	X		X	X	X
	504 Plans	X		X	X	X
	Gifted	X		X		X
	English Learners	X		X	X	X
	Homeless/McKinney Vento	X		X	X	X
Pupil Services / Special Programs						
	Guidance, Library and Nursing Services			X		X
	Federal Programs	X		X		
	STC Program			X		
	Enrichment/Gifted Program	X		X		
Code of Professional Practice & Conduct for Educators/Certification						
	Professional Ethics	X				
	Confidentiality (student Records, HIPPA, FERPA)	X		X		
	Professional relationships with students, families, and others.	X				
	Certification in PA (Level I to II, tenure, and Act 48)	X				
	Harassment	X				
	Mandatory Reporting	X		X		
	Cultural Awareness	X				
	Induction Plan, Expectations and Timelines	X	X	X	X	X
Assessment, Progress Reports and Parent-Teacher Conferencing						
	Parent/Teacher Conference Procedures			X	X	X
	Grading and Report Cards			X	X	X
	Retention	X		X	X	X
Home/School Communications Procedures						
	Teacher /Student Handbook			X	X	X
Parent and/or Community Involvement						
	Community Resources			X	X	X
	School Activities			X	X	X
Data Informed Decision Making						
	Data Analysis	X	X	X	X	X
	Using Data for Instructional Change	X	X	X	X	X
Technology/Materials and Resources for Instruction						
	Virtual Learning (FID expectations)			X	X	X
	Safe and Appropriate Use of Technology			X	X	X
	Technology Integration and Resources			X	X	X
	Technology Platforms including our SIS, LMS and others			X	X	X
	Instructional Technology applications			X	X	X
	Materials and Resource Acquisition/Requisition Process			X	X	X
Classroom and Student Management						

	Classroom Management			X	X	X
	Dealing with Difficult Student Behaviors			X	X	X
	De-escalation			X	X	X
	Student Rights and Responsibilities			X	X	X
	Record Keeping			X	X	X
Standards and Curriculum						
	PA Standards Aligned System (SAS)	X	X	X	X	X
	Curriculum Access and Development/Revision	X	X	X	X	X
Safe and Supportive Schools						
	Emergency Procedures, drills, and lockdowns			X	X	X
	ALICE	X		X	X	X
	Mental Wellness/SEL			X	X	X
	Trauma-Informed Instruction			X	X	X
	Collaboration with Colleagues, Working with Support Staff			X	X	X
Instructional Practices						
	Effective Instruction/Research Based Instructional Strategies	X	X	X	X	X
	Homework Policy			X	X	X
	Lesson Plan Procedures and Expectations			X	X	X
	Differentiated Instruction	X	X	X	X	X
District and School Procedures/Processes						
	Chain of Command	X	X	X	X	X
	School board policies and governance	X				
	Student Attendance Procedures			X		X
	Schedule			X	X	X
	Extra Duties			X		X
	School Closings/Delays/Early Dismissals	X				
	Internal Communications			X		X
	Field Trip Procedures			X		X
	Transportation			X		X
	Building Hours and Access / ID Badges			X		X
	District Calendar			X		X
	Facility use requests, work orders			X		X
	Teacher Absence Portal					X
	Laptop distribution and setup			X		
	PTO, Boosters, Other Groups			X		

REQUIREMENTS OF THE INDUCTION PROGRAM

The following experiences are to be completed by the inductee. (A checklist is included in the appendix.)

1.) Needs Assessment

Prior to the start of the school year, all inductees for the Blue Mountain School District will complete a needs assessment to determine topics that may need to be addressed throughout the school year. Survey responses will be used to inform professional development needs.

2.) District Orientation

The district orientation program is described in the previous section.

3.) Building Orientation

Inductees will meet with the principal(s) of the building(s) they are assigned to. During this time, principals will provide information specific to the school, give the Inductee a tour of the building and show them their classroom.

4.) Weekly Meetings – Inductees and Mentors

Weekly, Inductees will meet with their Mentors. During this meeting, the Mentor will cover topics that are important to new teachers, respond to questions the new teacher may have and generally support them as they acclimate to the district. As part of this process, the Inductee, with the assistance of the Mentor, will keep a journal of the broad topic discussed, the focus area question or concern, and notes related to the outcome.

5.) Monthly Meetings – Inductees and Principals/Supervisor/Director

Monthly, Inductees will meet with their direct supervisor. In the Blue Mountain School District, this is typically the Principal, but may be a Supervisor or Director, depending on the position the inductee holds. Whenever possible, and if the schedule allows for it, the Mentor should also participate in these meetings. After the meeting, the Inductee is responsible for summarizing the topics discussed at the meeting and plans for next steps.

6.) School/Community Activities

It's important for inductees to become part of the school community outside of their classroom. As such, Inductees are required to select and participate in activities like PTO meetings and events, parent's nights, family engagement meetings, extra-curricular activities or other similar opportunities that promote engagement with others in the BMSD community. (Activities and dates attended are to be documented on the checklist included in the appendix.)

7.) Professional Development

It's important for inductees to grow and learn as professionals and there are a variety of opportunities for them to do so through in-district and out-of-district professional development offerings. Inductees are asked to log these trainings during their first year of employment with the district and to provide documentation of at least four(4) hours of professional development at the end of each year of induction.

8.) Observations

Inductees are required to conduct three observations of other faculty members during their first year with the district and three more during their second year with the district. At least one of these observations should be of the Mentor Teacher. The Inductee should write a reflection of each observation, including highlights of what they observed, what they learned and how it can be incorporated into their practice as an educator.

9.) Inductee Observations/Evaluations

New faculty members are to be evaluated by the Principal, Supervisor, or Director three (2) times per school year. BMSD uses Talent Ed/Perform as the platform to facilitate these. (More information can be found in the district's Differentiated Supervision Plan.) Classroom walkthroughs will also be conducted by administration through the school year.

10.) Program Assessment

The Inductee and Mentor Teacher must collaborate to complete a program assessment at the end of the Inductee's first year and second year with the district. This is an opportunity for all to reflect on the induction program. Feedback from the questions included in the program assessment will be used to continually improve the program and experiences for new teachers in the district. Program Assessments are to be completed by May 31st and submitted to the Building Principal.

The Inductee must gather all evidence described in this Induction Plan into a portfolio. The portfolio is to be reviewed with the Mentor Teacher. The principal is to review the portfolio with the Inductee at the monthly meeting in May. Once complete, the principal is to sign off on it. (If the Inductee did not start at the beginning of the school year, an alternate completion date will be determined.)

If the Inductee was required to complete additional coursework through IU29, evidence of completion of that Induction Program should be included in the portfolio before being submitted too.

Upon completion of all of the activities listed and submission of the required documentation, the Superintendent will sign the Induction Certificate will be forwarded the certificate to Inductees stating that they have successfully completed the induction Program.

Failure to submit the required information or meet the deadline will delay processing of program completion and may result in the need to extend the length of the Induction Program for the Inductee / Mentor team.

RESPONSIBILITIES WITHIN THE INDUCTION PROGRAM

Inductee

- Participate in all of the district's induction activities.
- Cooperate with the Mentor and Principal/Supervisor/Director.
- Be on time to and attend all scheduled meetings.
- Complete all of the required documents associated with the Induction Program.
- Submit all of the required evidence for your Induction Program by the deadline.
- Complete a program assessment.
- If you have questions or concerns, reach out to your Mentor, Principal/Supervisor/Director, Assistant Superintendent or Director of Elementary and Secondary Education, or Superintendent.

Mentor

- Participate in the orientation program during new teacher day
- Throughout the school year, meet with the Inductee a minimum of once a week.
- Attend meetings with the Inductee and Principal/Supervisor/Director each month.
- Establish rapport and open lines of communication with the Inductee.
- Help the new teacher identify immediate and pressing needs.
- Provide support through coordinating activities and channeling feedback to the Inductee.
- Provide support in curriculum, instruction and assessment.
- Assist the new teacher in learning building-level processes and procedures.
- Invite the Inductee to observe you in your role.
- Help to ensure that the Inductee is completing the requirements of the Induction Program.
- Complete a program assessment.

Principal/Supervisor/Director

- Assist in the selection of the Mentor for the Inductee taking into consideration the list of qualifications of a Mentor in this manual
- Become knowledgeable about the Induction Program and factor the needs of the program into decisions made at the building and/or department level (i.e. scheduling, class assignments).
- During orientation, provide information specific to the school, give the Inductee a tour of the building and show them their classroom.
- Participate in monthly meetings with the Inductee and Mentor.
- Create a culture of teaching and learning that supports professional collaboration among both new and veteran teachers.
- Provide support to the Inductee and Mentor as needed.
- Model professionalism and support for the program
- Supervise, evaluate and conduct walk-throughs of the Inductee classroom.
- Complete a program assessment.

Assistant Superintendent or Director of Elementary and Secondary Education

- Serve as Induction Coordinator unless otherwise specified by the Superintendent.
- Plan, organize and invite Inductees, Mentors and other staff to Orientation.
- Communicate with IU29 to ensure that Inductees who need to participate are registered to do so.
- Oversee the Induction Program throughout the school year and field questions and concerns regarding the program.
- Receive, review and determine if portfolios submitted at the end of the Induction Program meet the requirements of the program.
- Review the program assessment feedback from Inductees, Mentors, and Principals/Supervisors/Directors to consider future changes.

Superintendent

- Make the final recommendation of Mentors to the school board for approval.
- Oversee the Induction Coordinator.
- Sign and mail certificates to successful inductees.
- Verify completion to the Department of Education.
- Maintain records of induction as part of the personnel file for Inductees.
- Assist Inductees with certification questions.
- Help new teachers convert their Level I certificates to Level II once requirements have been met.

DOCUMENTATION AND COMPLETION

School entities must maintain accurate records of completion of the Induction Program and provide a copy of a certificate of completion to the Inductee. Evidence of successful participation and completion of the educator induction program must be maintained by the district/school leadership for each inductee, including any long-term substitutes. This is housed in the personnel files of employees in the BMSD Superintendent's Office. All pertinent records will be available to support completion of Instructional I – Instructional II Certification as set forth by the PDE.

Below is a list of what needs to be documented and completed by those involved in the Induction Plan.

Inductee:

- Complete the *Needs Assessment* and share with Mentor and Principal/Supervisor.
- Complete and sign the *Induction Program Checklist* and submit to Principal each year (keep copy in portfolio).
- Submit your portfolio including the following materials to the Superintendent by May 31st of each induction year:
 - Dates of district / building orientation sessions
 - Weekly Meeting Journals (from meetings with Mentor Teacher)
 - Monthly Meeting Journals (from meetings with Principal/Supervisor and Mentor Teacher)
 - School/Community Activities Log
 - Professional Development Log
 - Classroom Observation Reflections (3 each year)
 - Complete and submit the *Induction Program Evaluation* each year.

Mentor Teacher:

- Review and sign the *Mentor Completion Form* and submit to Principal each year (keep a copy in the inductee's portfolio)
- Review and sign the *Induction Program Checklist* for each year of induction
- Complete the *Induction Program Evaluation* by May 31st and submit to the building principal

Principal/Supervisor:

- Review and sign the Inductee's *Induction Program Checklist* and submit to Induction Coordinator
- Formally evaluate the Inductee at least three (2) times during the school year (4 total observations/evaluations). Submit required paperwork to the Induction Coordinator
- Review and sign the *Mentor Completion Form* and submit to Induction Coordinator each year

Induction Coordinator:

- Review the Inductee's *Induction Program Checklist*
- Review the *Mentor Completion Form*. Submit authorization for mentor payment to the Business Office.
- Prepare and sign Induction Program Completion Certificate at the end of year 2

Superintendent

- Review Year 1 and Year 2 *Induction Program Checklist*, Year 1 and Year 2 *Mentor Completion Forms*
- Sign the Induction Program Completion Certificate
- File the Inductee's evidence of completion of the Induction Program in their personnel file.
- Assist new teachers with converting Level I certification to level II certification when they have met the qualifications.

PROGRAM EVALUATION

In order to continually improve and customize the Induction Program for the changing needs of the district, participants, and our educational system, we will evaluate the Induction Program annually and revise it as needed.

A needs assessment will be given to new teachers after they are hired with the district. This information will be used to plan professional development activities and experiences for the inductees. Surveys will be provided to all New Teachers, Mentors and Principals/Supervisors/Directors at the end of each year. Surveys completed by these groups will be used by central administration to evaluate and update the orientation and induction program. On the June in-service day, time will be set aside when possible to bring the new professional faculty cohort back together to debrief the school year and elicit additional feedback.

INDUCTION AND 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 I 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](#)

Blue Mountain School District Induction Needs Assessment

This survey component asks you to indicate the type of training that is needed to satisfy your job responsibilities. Once complete, share with your mentor and then your mentor will provide copies to the principal and Induction Coordinator in order to guide your induction program.

Your options are:

Low Need I can demonstrate the skill or have strong knowledge of the topic. I do not feel that further training is necessary or the skill is not appropriate in my current position.

Moderate Need I need awareness training that could help me become more familiar with this skill or topic.

High Need I need proficiency training that could help me use the skill or topic in an acceptable manner and under appropriate conditions.

Place an “x” under the column that most accurately reflects your level of need in the following areas.

	Low Need	Moderate Need	High Need
Discipline and Classroom Management			
De-escalation Techniques			
Student Rights & Responsibilities			
Grading			
English Learners Instruction (ESL)			
Homework Policy			
Attendance Procedures			
Schedule			
Teacher/Student Handbook			
Confidentiality			
Code of Professional Conduct for Educators			
Home School Communication Procedures			
Internal Communication			
Virtual Learning			

Place an “x” under the column that most accurately reflects your level of need in the following areas.

	Low Need	Moderate Need	High Need
Curriculum Development			
Textbook/Resource Materials			
Community Resources			
Field Trip Procedures			
Library Services			
Pupil Support Services			
Mental Wellness/SEL			
Trauma Informed Instruction and Practices			
Cultural Awareness and Cultural Bias Awareness			
PA Academic Standards/Assessment Anchors			
Analysis of Assessments			
Gifted/Enrichment Programs			

List any additional areas of High Need:

Induction Program Checklist – Year 1

Inductee: _____

Hire/Start date: _____

- Attended district-wide and building orientation meeting Date: _____
- Attended weekly meetings with Mentor (Write dates below. Include notes in journal.)

Year 1

<input type="checkbox"/> Week 1	<input type="checkbox"/> Week 2	<input type="checkbox"/> Week 3
<input type="checkbox"/> Week 4	<input type="checkbox"/> Week 5	<input type="checkbox"/> Week 6
<input type="checkbox"/> Week 7	<input type="checkbox"/> Week 8	<input type="checkbox"/> Week 9
<input type="checkbox"/> Week 10	<input type="checkbox"/> Week 11	<input type="checkbox"/> Week 12
<input type="checkbox"/> Week 13	<input type="checkbox"/> Week 14	<input type="checkbox"/> Week 15
<input type="checkbox"/> Week 16	<input type="checkbox"/> Week 17	<input type="checkbox"/> Week 18
<input type="checkbox"/> Week 19	<input type="checkbox"/> Week 20	<input type="checkbox"/> Week 21
<input type="checkbox"/> Week 22	<input type="checkbox"/> Week 23	<input type="checkbox"/> Week 24
<input type="checkbox"/> Week 25	<input type="checkbox"/> Week 26	<input type="checkbox"/> Week 27
<input type="checkbox"/> Week 28	<input type="checkbox"/> Week 29	<input type="checkbox"/> Week 30
<input type="checkbox"/> Week 31	<input type="checkbox"/> Week 32	<input type="checkbox"/> Week 33
<input type="checkbox"/> Week 34	<input type="checkbox"/> Week 35	<input type="checkbox"/> Week 36

- Participated in monthly meetings with Principal/ Supervisor/ Director and Mentor (Write dates below. Include notes in Journal)

Year 1

<input type="checkbox"/> Sept	<input type="checkbox"/> Oct	<input type="checkbox"/> Nov
<input type="checkbox"/> Dec	<input type="checkbox"/> Jan	<input type="checkbox"/> Feb
<input type="checkbox"/> Mar	<input type="checkbox"/> Apr	<input type="checkbox"/> May

- Participated in school/community activities

Activity	Date	Activity	Date

- Participated in professional development activities (Show printout of at least 4 hours)
- Conducted 3 classroom observations (Documented in Portfolio)

Inductee
Signature/Date

Mentor
Signature/Date

Building Principal
Signature/Date

Induction Program Checklist – Year 2

Inductee: _____ Hire/Start date: _____

- Attended district-wide orientation meeting Date: _____
- Attended weekly meetings with Mentor (Write dates below. Include notes in journal.)

Year 2

<input type="checkbox"/> Week 1	<input type="checkbox"/> Week 2	<input type="checkbox"/> Week 3
<input type="checkbox"/> Week 4	<input type="checkbox"/> Week 5	<input type="checkbox"/> Week 6
<input type="checkbox"/> Week 7	<input type="checkbox"/> Week 8	<input type="checkbox"/> Week 9
<input type="checkbox"/> Week 10	<input type="checkbox"/> Week 11	<input type="checkbox"/> Week 12
<input type="checkbox"/> Week 13	<input type="checkbox"/> Week 14	<input type="checkbox"/> Week 15
<input type="checkbox"/> Week 16	<input type="checkbox"/> Week 17	<input type="checkbox"/> Week 18
<input type="checkbox"/> Week 19	<input type="checkbox"/> Week 20	<input type="checkbox"/> Week 21
<input type="checkbox"/> Week 22	<input type="checkbox"/> Week 23	<input type="checkbox"/> Week 24
<input type="checkbox"/> Week 25	<input type="checkbox"/> Week 26	<input type="checkbox"/> Week 27
<input type="checkbox"/> Week 28	<input type="checkbox"/> Week 29	<input type="checkbox"/> Week 30
<input type="checkbox"/> Week 31	<input type="checkbox"/> Week 32	<input type="checkbox"/> Week 33
<input type="checkbox"/> Week 34	<input type="checkbox"/> Week 35	<input type="checkbox"/> Week 36

- Participated in monthly meetings with Principal/ Supervisor/ Director and Mentor (Write dates below. Include notes in Journal)

Year 2

<input type="checkbox"/> Sept	<input type="checkbox"/> Oct	<input type="checkbox"/> Nov
<input type="checkbox"/> Dec	<input type="checkbox"/> Jan	<input type="checkbox"/> Feb
<input type="checkbox"/> Mar	<input type="checkbox"/> Apr	<input type="checkbox"/> May

- Participated in school/community activities

Activity	Date	Activity	Date

- Participated in professional development activities (Show printout of at least 4 hours)
- Conducted 3 classroom observations (Documented in Portfolio)

Inductee
Signature/Date

Mentor
Signature/Date

Building Principal
Signature/Date

Mentor Teacher Completion Form – Year 1

I (Mentor's name) _____ served as a Mentor to

(Inductee's name) _____ from

(year 1 start date) _____ through (year 1 end date) _____

During that time, we discussed the following:

- ☐ Differentiated Supervision Plan/Talent Ed/Perform
- ☐ Guidance, Library and Nursing Services
- ☐ STC Program
- ☐ Confidentiality (student Records, HIPPA, FERPA)
- ☐ Mandatory Reporting
- ☐ Parent/Teacher Conference Procedures
- ☐ Grading and Report Cards
- ☐ Retention
- ☐ Teacher /Student Handbook
- ☐ Community Resources
- ☐ School Activities
- ☐ Virtual Learning (FID expectations)
- ☐ Safe and Appropriate Use of Technology
- ☐ Technology Integration and Resources
- ☐ Technology Platforms including our SIS, LMS and others
- ☐ Instructional Technology applications
- ☐ Materials and Resource Acquisition/Requisition Process
- ☐ Classroom Management
- ☐ Dealing with Difficult Student Behaviors
- ☐ De-escalation
- ☐ Student Rights and Responsibilities
- ☐ Record Keeping
- ☐ Emergency Procedures, drills, and lockdowns
- ☐ Mental Wellness/SEL
- ☐ Trauma-Informed Instruction
- ☐ Collaboration with Colleagues, Working with Support Staff
- ☐ Homework Policy
- ☐ Lesson Plan Procedures and Expectations
- ☐ Student Attendance Procedures
- ☐ Schedule
- ☐ Extra Duties
- ☐ Internal Communications
- ☐ Field Trip Procedures
- ☐ Transportation

- ☐ Building Hours and Access / ID Badges
- ☐ District Calendar
- ☐ Facility use requests, work orders
- ☐ Laptop distribution and setup
- ☐ PTO, Boosters, Other Groups
- ☐ Other _____
- ☐ Other _____
- ☐ Other _____
- ☐ Other _____
- ☐ Other _____

_____	_____	_____
Inductee Signature	Mentor Signature	Principal Signature

☐ Copy given to superintendent's office on _____

Induction Coordinator Signature: _____ Date _____

Mentor Teacher Completion Form – Year 2

I (Mentor's name) _____ served as a Mentor to

(Inductee's name) _____ from

(year 2 start date) _____ through (year 2 end date) _____

During that time, we discussed the following:

- ☐ Danielson Framework/Domain 1 - Planning and Preparation
- ☐ Danielson Framework/Domain 2 - Classroom Environment
- ☐ Danielson Framework/Domain 3 - Instruction
- ☐ Danielson Framework/Domain 4 - Professional Responsibilities
- ☐ Enhancing Student Engagement
- ☐ Formative and Summative Assessment
- ☐ Grouping and Questioning Strategies
- ☐ Parent/Teacher Conference Procedures
- ☐ Grading and Report Cards
- ☐ Retention
- ☐ Teacher /Student Handbook
- ☐ Community Resources
- ☐ School Activities
- ☐ Data Analysis
- ☐ Using Data for Instructional Change
- ☐ Technology Integration and Resources
- ☐ Technology Platforms including our SIS, LMS and others
- ☐ Instructional Technology applications
- ☐ Dealing with Difficult Student Behaviors
- ☐ Effective Instruction/Research Based Instructional Strategies
- ☐ Differentiated Instruction
- ☐ Schedule
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Inductee Signature

Mentor Signature

Principal Signature

☐ Copy given to the Superintendent's Office on _____

Induction Coordinator's Signature: _____

Date: _____

Blue Mountain School District Induction Program Evaluation

Inductee: _____ Mentor: _____

Year 1 Year 2 (circle one)

Inductee: Complete and discuss with mentor

Mentor: Discuss with inductee; make 2 copies (one for principal and one for Induction Coordinator)

1. Did this program provide the support that you needed to make the transition to your position in this district? Explain.

2. What topics would you suggest be added to aid an incoming educator?

3. What changes in the Induction Program would you recommend?