

BLUE MOUNTAIN SD

685 Red Dale Rd

Induction Plan (Chapter 49) | 2023 - 2026

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

Blue Mountain School District
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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
David Helsel	Superintendent	Administrator	Administration Personnel
Gwendolyn Witmer-Belding	Director of Elementary and Secondary Education	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Kristin Frederick	Principal BMEW	Administrator	Administration Personnel
Mark Cesari	Principal BMEE	Administrator	Administration Personnel
Charles Schaeffer	Principal BMHS	Administrator	Administration Personnel
James McGonigle	Principal BMMS	Administrator	Administration Personnel
Sean Palmer	Director of Technology	Administrator	Administration Personnel
Tyler Herman	Director of Pupil Services	Administrator	Administration Personnel
Audrey Lantz	BMHS Guidance Counselor	Education Specialist	Education Specialist
Jill O'Toole	BMSS Social Worker	Education Specialist	Education Specialist
Josie Carriglito	BMEE Teacher	Teacher	Teacher
Janelle Hooper	BMMS Teacher	Teacher	Teacher
Cindy Brooks	BMEW Intervention	Education Specialist	Education Specialist
Susan Shpakovsky	BMEW Teacher	Teacher	Teacher
Sondra Steinruck	BMEW Teacher	Teacher	Teacher
Krista Kantner	BMEE Teacher	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Corey Smith	BMMS Tech Ed Teacher	Education Specialist	Education Specialist
Molly Zwiebel	BMEE Guidance	Education Specialist	Education Specialist

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.

Mentors are recommended to the Superintendent by the building principal or direct supervisor of the new teacher or educational specialist. The selection of mentors is based on the following criteria: outstanding work performance; similar certification and teaching assignment (when practical); models continuous learning and reflection; knowledgeable of BMSD policies/procedures, curriculum, and resources; able to access pertinent data and use data for instructional improvement; high student growth scores; excellent classroom management; works effectively with students, families, and other staff members; compatible schedule to facilitate regular meetings; good communication and interpersonal skills; high organizational skills; and possesses a strong knowledge base both in the content area and in research-based instructional practices. The names of mentors are recommended to the Superintendent, and the Superintendent recommends the mentors to the School Board for approval. Mentors must participate in training for the mentor role during their initial mentor placement. This training is offered by IU29.

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	Yes

OTHER

Induction information is collected at both the district level and IU level in order to provide appropriate training opportunities and plans are revised as needed according to the input from stakeholders.

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**

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 new teachers 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 Mentor Teachers Weekly, Inductees will meet with their Mentor Teachers. During this meeting, the Mentor Teacher 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 new teacher, with the assistance of the Mentor Teacher, will keep a journal of the broad topic discussed, the focus area question or concern, and notes related to the outcome. (The Weekly Meeting Journal form is in the appendix.) 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 Teacher 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 new teachers 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 new teachers 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 it at the end of the first year. A minimum of eight (8) activities are required. (A log form is included in the appendix.) 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 (3) 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 may also be conducted by administration through the school year. 10.) Program Assessment The Inductee, Mentor Teacher and Principal/Supervisor/Director must each 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. The Inductee must gather all evidence described in this Induction Plan into a portfolio. The portfolio is to be reviewed with the Mentor Teacher and signed. 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. The inductee must then submit it to the Superintendent on or before May 31st of the school year for approval. (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 Program Record Form and a letter and certificate will be forwarded 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 Teacher team.

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
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4f: Showing Professionalism	Year 1 Winter
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4a: Reflecting on Teaching	
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ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
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3b: Using Questioning and Discussion Techniques	Year 1 Fall, Year 1 Winter, Year 1 Spring
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3d: Using Assessment in Instruction	
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INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s) **Timeline**

3c: Engaging Students in Learning Year 2 Winter, Year 2 Spring, Year 2 Fall, Year 1 Spring, Year 1 Fall, Year 1 Winter
1a: Demonstrating Knowledge of Content and Pedagogy

SAFE AND SUPPORTIVE SCHOOLS



Selected Danielson Framework(s) **Timeline**

2c: Managing Classroom Procedures Year 2 Spring, Year 2 Fall, Year 1 Fall, Year 2 Winter, Year 1 Winter, Year 1 Spring
2a: Creating an Environment of Respect and Rapport

STANDARDS/CURRICULUM



Selected Danielson Framework(s) **Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy Year 2 Spring, Year 1 Fall, Year 1 Spring, Year 2 Fall, Year 1 Winter, Year 2 Winter
1c: Setting Instructional Outcomes
3d: Using Assessment in Instruction

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
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1d: Demonstrating Knowledge of Resources	Year 2 Winter, Year 2 Fall, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 1 Spring
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PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
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3a: Communicating with Students 4b: Maintaining Accurate Records	Year 1 Winter, Year 1 Spring, Year 1 Fall
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ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
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1b: Demonstrating Knowledge of Students	Year 2 Spring, Year 2 Fall, Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 2 Winter
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DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction	Year 1 Spring, Year 2 Fall, Year 2 Spring, Year 2 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	Year 1 Winter, Year 1 Fall, Year 1 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space 2b: Establishing a Culture for Learning 2d: Managing Student Behavior	Year 2 Winter, Year 1 Spring, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 1 Winter

Selected Danielson Framework(s)

Timeline

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families
3e: Demonstrating Flexibility and Responsiveness

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

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism

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

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students
Year 1 Spring, Year 1 Winter, Year 1 Fall, Year 2 Fall, Year 2 Winter, Year 2 Spring

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)

Timeline

4e: Growing and Developing Professionally
4d: Participating in a Professional Community
Year 2 Spring, Year 1 Spring, Year 1 Fall, Year 2 Fall, Year 2 Winter, 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

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. • Complete and sign the Induction Completion Form and submit to Principal. • Submit your portfolio including the following materials to the Superintendent by May 31st. o Dates of district / building orientation sessions o Weekly Meeting Journals (from meetings with Mentor Teacher) o Monthly Meeting Journals (from meetings with Principal/Supervisor and Mentor Teacher) o School/Community Activities Log o Professional Development Log o Classroom Observation Reflections (6 minimum) o Complete and submit the Induction Program Evaluation - Inductee Mentor Teacher: • Review and sign the Inductee's Induction Completion Form and submit to Principal • Complete the Induction Program Evaluation by May 31st. Principal/Supervisor: • Review and sign the Inductee's Induction Completion Form and submit to Superintendent • Formally evaluate the Inductee at least three (2) times during the school year (4 total observations/evaluations). Submit required paperwork to the Superintendent. • Review and sign the Mentor Teacher Completion Form and submit to Superintendent Induction Coordinator: • Review and sign the Inductee's Induction Completion Form • Review and sign the Mentor

Teacher Completion Form • Review Induction portfolios. • Sign Induction Program Completion Certificate Superintendent • Review Induction binders • Sign 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, Mentor Teachers 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 to bring the new professional faculty cohort back together to debrief the school year and elicit additional feedback.

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.

Gwen Witmer-Belding
Educator Induction Plan Coordinator
11/30/2023
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](#).

David Helsel
Chief School Administrator
11/30/2023
Date