Profile

LEA Type		AUN
Rockwood Area School District		108566303
Address 1		
439 Somerset Ave		
Address 2		
City	**State**	**Zip Code**
Rockwood	PA	15557-1030
Chief School Administrator		
Mark R. Bower		
Chief School Administrator Email		
mbower@rockwoodschools.org		
Educator Induction Plan Coordinator Name		
Christy Hay		
Educator Induction Plan Coordinator Name Email		
chay@rockwoodschools.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
814-926-4688		2116

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Misty Demchak	JHSH Principal	Administrator	Administration Personnel
Christy Hay	Teacher	Teacher	Teacher
Jonathan Hale	Elementary Principal	Administrator	Administration Personnel
James Wagner	Curriculum Coordinator Social Studies	Teacher	Teacher
Roni Langley-Burkhardt	Curriculum Coordinator ELA	Teacher	Teacher
Greg King	Curriculum Coordinator Math	Teacher	Teacher
Joseph Kush	Curriculum Coordinator Science	Teacher	Teacher
Amber Walker	Curriculum Coordinator Fine Arts/Practical Arts	Teacher	Teacher
Cassie Wright	Curriculum Coordinator - Special Education	Teacher	Teacher
Jessica Miller	Curriculum Coordinator Elementary ELA	Teacher	Teacher
Eylse Cordaro	Curriculum Coodinator Elementary Math	Teacher	Teacher
Ben Baker	Curriculum Coordinator Elementary Science	Teacher	Teacher
Jenna Wintersteen	Curriculum Coordinator Elementary Special education	Teacher	Teacher
Shanna Wilson	Curriculum Coordinator Social Studies	Teacher	Teacher

Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan: a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	No
List the Pre-K Counts Program and address	

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	Yes

Other

The Induction Plan for mentor support aims to identify mentors who exemplify the instructional practices and characteristics valued by stakeholders in the Rockwood Area School District. Mentors play a crucial role in providing instructional, professional, and personal support to new teachers. To facilitate this process, a first-year teacher checklist is completed alongside classroom observations conducted by both the mentor and the mentee. Additionally, experienced teachers who are new to the RASD will also be paired with a mentor and participate in the Induction Plan.

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

When selecting mentors, we look for individuals who can provide the following essential support: The RASD Administration collaborates with the professional staff to identify and select highly qualified mentors to support new personnel. The Induction Coordinator is responsible for scheduling and implementing the program according to the design and guidance of the Educator Induction Committee. The program keeps thorough records of all activities and participants involved in the educator induction process. This process is carried out annually. Instructional Support: Expertise in classroom management Ability to plan and implement standards-based instruction Proficiency in standards-aligned teaching strategies Skills in differentiated instruction and providing support for struggling students Professional Support: Understanding of school policies and procedures Experience in utilizing student formative and summative assessments and evaluation Familiarity with educator effectiveness standards Awareness of quality professional development opportunities Personal Support: Capability to introduce new teachers to other faculty, staff members, and administrators Providing personal encouragement within the context of a confidential relationship Acting as a liaison and referral to other key people and resources

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).	Yes
Other, please specify below	Yes

Other

The Rockwood Area School District implements practices that supports new educators in connecting with students and educational practices. Understanding the community you serve is very important. The District implements the following activities; District building tour with administration support/community tour by bus Internal operations and procedures review with a administrators/induction faculty meeting

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**

Educator Induction Plan Goals For Mentoring Program: (PDE) 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 Standards Aligned System (SAS) 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. Minimum of one school year An Induction Program is required for permanent certification The induction Plan is prepared by an induction educator committee consisting of: New Teacher Coordinator HS Principal EL Principal HS Curriculum Coordinators EL Curriculum Coordinators The educator induction committee is responsible for performing the following: Ensure proper representation of the committee Conduct meaningful needs assessment activities Develop an appropriate educator induction program Conduct an annual evaluation of the educator induction program An educator induction coordinator shall perform the following duties: Schedule and implement an appropriate induction program, as designed, and directed by the educator induction committee   checklist   observation schedules Chair the educator induction committee Oversee the educator induction program Maintain adequate record keeping of educator induction program activities and participating educators Coordinate and oversee the selection of mentors and assignment of inductees Provide training for new mentors Identify and provide for appropriate resources to support educator induction activities Assess the

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needs of new teachers through mentor/mentee meetings.   Mentors provide the following support: Instructional support such as: Classroom management Standards-based instructional planning and implementation Standards-aligned teaching strategies Differentiated instruction and support for struggling students Observations and conferencing with the beginning teacher Instruction for diverse learners in inclusive settings, including ELL and IEP students Professional support such as: Information about School Policies and Procedures Student formative and summative assessments and evaluation Educator Effectiveness Information about quality professional development opportunities Personal Support: Introductions to other faculty, staff members and administrators Personal encouragement within the context of a confidential relationship Liaison to referral to other key people and resources Inductees: Responsibilities should include: attend all orientation activities seek help when needed observe experienced teachers/specialists meet regularly with mentors meet with other inductees to discuss experiences evaluate the program.   Maintain and submit accurate records of induction activities School Principals: Provide the following support: Opportunities for professional development Create a culture of teaching and learning that supports professional collaboration among both new and veteran teachers Design appropriate schedules to support new teachers as they develop professional skills Acquire and provide appropriate resources to support educator induction activities Evaluate the non-tenured teacher two times a year Identify and select highly qualified mentors New Teacher Goals Provide support for the new educators to ensure an orderly and successful experience 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 Provide specific training in the SAS, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management resiliency, and effective interaction with students Provide new educators with staff development experiences to achieve a successful transition into the district's educational program Provide experience, professional insights, and encouragement to achieve success as new employees New Teacher Competencies: Working knowledge of Standard Aligned System How to use the resources of PDE's SAS web portal as a tool to develop lesson plans Locate appropriate materials and resources Deliver instruction Construct assessments Support struggling students Needs Assessment: Data is collected using valid indicators of student knowledge and skills such as: PSSA and Keystone Exams, Classroom Diagnostic Tools, PVAAS, and eMetric Data on instructional models will provide new teachers with information on educational initiatives at the local, state and national levels Knowledge of successful research-based instructional models Interest surveys or locally developed surveys that provide focus for new teachers Information provided from previous induction programs Evaluation and Monitoring This program should be evaluated annually and revised as needed Documentation of Participation and Completion School entities must maintain accurate records of completion of the program and provide a copy of the certificate of completion to the inductee Evidence of successful participation and completion must be maintained by the district administration office Timeline August - June *Completed throughout the school year, but no later than the last teacher day. _____   Complete the Educator Effectiveness Training on SAS. _____ Submit a copy of your completed course with the induction program.   August/September Date   _____ Meet mentor and mentee - voluntary meeting before school starts   _____ Tour of district facilities _____Business Office _____HS Office _____Equipment allowed to use _____Keys _____Safe _____File Cabinet _____Copy Room and Procedure _____Faculty Lounge _____Teacher Restrooms _____Dock _____Wrestling Room _____HS Gym _____Under Gym _____Guidance _____Nurse _____Cafeteria _____EL Office _____Social Worker Office _____EL Gym _____Outside Service's Room _____Custodian Work Area _____Technology Room _____Auditorium _____ Teacher Handbook _____Discuss school calendar _____Discuss dress code _____Hours of work day _____schedule _____Phone use policy _____Cell phone policy _____Duties _____Where to park _____How to buy lunch _____How to order photocopies _____Forms for sick days/personal days _____How to call off the night before or the morning of work _____Personal Day Form _____Substitute Folder is in the office _____How to order everyday supplies _____Review Building Procedures _____General School Rules _____Hallway rules _____Stand in hallway between classes _____Cafeteria Rules _____Policy on students leaving early/arriving late _____Homework policies _____How to contact the custodian _____Assembly procedures _____Review Emergency Procedures _____ Powerschool _____Attendance _____Seating Chart _____Schedule _____ Voicemail Setup _____ Google _____Drive _____Docs _____Slides _____ Procedures

_____Review Teacher Handbook _____Mandated child abuse reporter _____Classroom discipline _____IEP student procedures/504 _____Level I _____Level II _____Vaping and Cell Phone Policy _____Movement of students within your room _____Expected supplies students are to bring to class _____Where to turn in completed work/homework expectations _____Late work policy _____Behavior in halls and classroom _____Homeroom or club rules _____Lesson plans _____Look at mapping out the semester and discuss pacing _____Discipline _____Grading/Assessment _____Progress Monitoring _____7 interventions and documentation in Powerschool _____Parent Communication _____Comments for report cards _____Testing _____Meet the Teacher Evening _____Explain SLO - Student Learning Objective _____ Students with Special Needs _____504's _____IEP _____Gifted _____ Faculty Meeting _____ Department Meetings _____ Grade Level Team Meetings _____ Explain REA _____ Explain PPID # _____How to check hours _____Reminder to touch base at least weekly October/November _____ Review and discuss classroom and time management _____ Explain how to make student referrals _____Student Assistance Team (SAP) _____ Discuss conference procedure and schedule _____ Review progress reports _____ Review online grading process _____ Review procedure for district forms _____Explain Observation Process _____Where to find login _____How to navigate website _____Review SLO - Student Learning Objective _____Reminder to touch base at least weekly   December/January   _____Share inclement weather and school closing procedures _____Look at mapping out the semester and discuss pacing _____Prepare for completion of first semester _____Reminder to touch base at least weekly February/March _____Review standardized testing procedures _____Reminder to touch base at least weekly _____Kurtz ordering procedure _____Requisitions for next years orders April/May/June _____Reminder to touch base at least weekly _____Review end of year procedures

Educator Induction Plan Topic Areas

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

Educator Induction Plan.pdf

Act 55 Structured Literacy Comprehensive Professional Induction Development Plan 2023-2028.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):
4e: Growing and Developing Professionally

Timeline
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):
1f: Designing Student Assessments

Timeline
Year 1 Fall
Year 1 Winter
Year 1 Spring

Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring

Instructional Practices
Selected Observation and Practice Framework(s):
1e: Designing Coherent Instruction

Timeline
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring

Safe and Supportive Schools
Selected Observation and Practice Framework(s):
2b: Establishing a Culture for Learning

Timeline
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall

Year 2 Winter
Year 2 Spring

Standards/Curriculum

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring

Technology Instruction

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

4b: Maintaining Accurate Records

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Data informed decision making

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Classroom and student management

Selected Observation and Practice Framework(s):
2c: Managing Classroom Procedures
2d: Managing Student Behavior

Timeline
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring

Parental and/or community involvement

Selected Observation and Practice Framework(s):
4f: Showing Professionalism
2a: Creating an Environment of Respect and Rapport
4c: Communicating with Families

Timeline
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Common Ground

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Educator Effectiveness

Selected Observation and Practice Framework(s):
1b: Demonstrating Knowledge of Students
2b: Establishing a Culture for Learning
3d: Using Assessment in Instruction
4f: Showing Professionalism
1a: Demonstrating Knowledge of Content and Pedagogy
2a: Creating an Environment of Respect and Rapport
3c: Engaging Students in Learning
4e: Growing and Developing Professionally
1f: Designing Student Assessments
3b: Using Questioning and Discussion Techniques
4d: Participating in a Professional Community
1c: Setting Instructional Outcomes
2c: Managing Classroom Procedures
3e: Demonstrating Flexibility and Responsiveness
1e: Designing Coherent Instruction
2e: Organizing Physical Space
4c: Communicating with Families
1d: Demonstrating Knowledge of Resources
2d: Managing Student Behavior
4b: Maintaining Accurate Records

Timeline
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall

Year 2 Winter
Year 2 Spring

Evaluation and Monitoring

Evaluation and Monitoring

Documentation of participation and completion is a crucial requirement for school entities, ensuring accurate records are maintained throughout the program. Each inductee must receive a certificate of completion as proof of their accomplishment. The district administration office is responsible for retaining evidence of successful participation and completion. The induction plan requirements are evaluated, observed, and checked for completion by the Act 48 Chair and building Principal. The forms of completion and portfolio are reviewed by the District Superintendent. Throughout the year, inductees follow a comprehensive checklist and observation schedule, which details the topics discussed and completed with their mentor and building administrator. Building administrators conduct observations twice annually for all non-tenured professional staff members, ensuring thorough oversight and support. Inductees complete a year-long checklist and observation schedule to document topics discussed and completed with the mentor and building administrator. Observations are completed twice a year by the building administrator for all non-tenured professional staff members.

Documentation of Participation and Completion

Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes

Confirm that all first-year teachers are required to participate in the induction program.

Yes

If "No" is selected, please explain what individuals were not included in the Induction Program and why.

Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Chief School Administrator	Date
Mark R. Bower	2025-03-18