

## **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

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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

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Name	Title	Committee Role	Chosen/Appointed by
Ryan Chulada	Teacher	Co-Chair Professional Education Committee	Teacher
Timothy Morgan	Asst. Superintendent	Co-Chair Professional Education Committee	School Board of Directors
Julia Cheripko	Teacher	HS Teacher	Teacher
Stacey Diehl	Teacher	MS Teacher	Teacher
Ryan Dressler	Teacher	HS Teacher	Teacher
Kim Gumble	Teacher	MS Teacher	Teacher
Gretchen Israel	Teacher	Elem. Teacher	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Heather Kretschmer	Teacher	Elem. Teacher	Teacher
Gina Motzko	Speech Therapist	Educational Specialist	Education Specialist
Alicia Moyer	Specials Teacher	Elem. Teacher	Teacher
Susan Roberts	Librarian	HS Teacher	Teacher
Kelley Roma	Title I - Reading Specialist	Educational Specialist (Reading Specialist)	Education Specialist
Erica Uhrin	Teacher	MS Teacher	Teacher
Renee VanSickle	Teacher	MS Teacher	Teacher
Lori Sheldon	Technology Intergrator	Educational Specialist	Education Specialist
Michelle Tonkin	Teacher	HS Teacher	Teacher
Rebecca Senft	Teacher	Elem. Teacher	Teacher
Peter Jordan	MS Principal	Adminsitration	Administration Personnel
Sandra Rickard	Elementary Principal	Administration	Administration Personnel
John Kretschmer	HS Asst. Principal	Administration	Administration Personnel

## Educator Induction Plan (EIP) (22 Pa Code, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists identified and provided an induction experience? (22 Pa Code, 49.16 <a href="#">↗</a> )	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 <a href="#">↗</a> )	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 <a href="#">↗</a> )	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16 <a href="#">↗</a> )	Yes
Does the induction plan:	Yes
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

## 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	Yes

## Other

Mentors may not have the exact same schedule as the new teacher, however have common time everyday at 3:00 - 3:30.

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

Principals, the assistant superintendent and Professional Education Committee chairperson discuss and discern who best fits the needs of incoming teachers new to the organization. All of the characteristics above are taken into consideration.

## 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	No

### Other

**Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:**

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

Structure/Content: 1. Introduction 2. Planning and Organizing the Teacher Induction Plan 3. List

of Professional Education Committee Members 4. Philosophy of what it means to be a Mentor Teacher 5. Needs Assessment of Inductees 6. Goals of the WHSD Induction Program 7. Topics covered within the Teacher Induction Program 8. Students Centered and Engaging Instruction 9. Instructional Strategies 10. Steps of the Induction Program: New Teacher In-Service Day, Classroom Visitations, IU Instruction, District Professional Library 11. Accounting of Induction materials/requirements 12. Program Evaluation 13. Record Keeping at the District Office 14. New Teacher/Mentor guidelines (mentor definition, mentor role, mentor responsibilities) 15. Mentor/New Teacher Checklist of logistical items 16. Building level Checklist (Logistical items) 17. Classroom Visitation Form 18. Induction Plan Evaluation Form 19. Final Record of Participation 20. Individual Professional Development Plan 21. Essential Questions of the Induction Program 22. Support for Long-Term Substitutes The Professional Education Committee meets four (4) times each year (once per academic quarter). The committee meets in person and delivers the plan in person as well.

## 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

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Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism 4c: Communicating with Families 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4d: Participating in a Professional Community	Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring

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### Assessments and Progress Monitoring

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Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 3e: Demonstrating Flexibility and Responsiveness 1e: Designing Coherent Instruction	Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring

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### Instructional Practices

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Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 3b: Using Questioning and Discussion	



**Selected Danielson Framework(s)**

**Timeline**

Techniques  
3c: Engaging Students in Learning  
3d: Using Assessment in Instruction  
3e: Demonstrating Flexibility and Responsiveness

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

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**Safe and Supportive Schools**

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**Selected Danielson Framework(s)**

**Timeline**

1b: Demonstrating Knowledge of Students  
2a: Creating and Environment of Respect and Rapport  
2b: Establishing a Culture for Learning  
2c: Managing Classroom Procedures  
2d: Managing Student Behavior  
2e: Organizing Physical Space

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

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**Standards/Curriculum**

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**Selected Danielson Framework(s)**

**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy  
1c: Setting Instructional Outcomes  
1d: Demonstrating Knowledge of Resources  
1e: Designing Coherent Instruction  
1f: Designing Student Assessments  
3d: Using Assessment in Instruction  
4b: Maintaining Accurate Records  
4d: Participating in a Professional Community  
4e: Growing and Developing Professionally  
4f: Showing Professionalism

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

## Technology Instruction

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### Selected Danielson Framework(s)

### Timeline

1d: Demonstrating Knowledge of Resources  
1e: Designing Coherent Instruction  
1f: Designing Student Assessments  
3c: Engaging Students in Learning

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

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## Progress Reports and Parent-Teacher Conferencing

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### Selected Danielson Framework(s)

### Timeline

3a: Communicating with Students  
4b: Maintaining Accurate Records  
4c: Communicating with Families  
4f: Showing Professionalism

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

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## Accommodations and Adaptations for diverse learners

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### Selected Danielson Framework(s)

### Timeline

1b: Demonstrating Knowledge of Students  
1e: Designing Coherent Instruction  
1f: Designing Student Assessments  
2a: Creating and Environment of Respect and Rapport  
2b: Establishing a Culture for Learning  
3c: Engaging Students in Learning  
3e: Demonstrating Flexibility and Responsiveness  
4a: Reflecting on Teaching  
4c: Communicating with Families  
4f: Showing Professionalism

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

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## Data informed decision making

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**Selected Danielson Framework(s)****Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy  
 1d: Demonstrating Knowledge of Resources  
 3d: Using Assessment in Instruction  
 4a: Reflecting on Teaching  
 4f: Showing Professionalism

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 Danielson Framework(s)****Timeline**

1d: Demonstrating Knowledge of Resources  
 1e: Designing Coherent Instruction  
 3c: Engaging Students in Learning  
 4a: Reflecting on Teaching  
 4e: Growing and Developing Professionally

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 Danielson Framework(s)****Timeline**

1d: Demonstrating Knowledge of Resources  
 2a: Creating and Environment of Respect and Rapport  
 2c: Managing Classroom Procedures  
 2b: Establishing a Culture for Learning  
 2d: Managing Student Behavior  
 2e: Organizing Physical Space  
 3a: Communicating with Students  
 3c: Engaging Students in Learning  
 3e: Demonstrating Flexibility and Responsiveness  
 4c: Communicating with Families  
 4f: Showing Professionalism

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

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Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring

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## **Evaluation and Monitoring**

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

## **Evaluation and Monitoring**

Each year participants complete a survey evaluating the Induction Program and are provided the opportunity to provide feedback. Additionally, through the mentoring process, communication and collaboration between the mentors, inductees, principals and assistant superintendent occur regularly throughout the two year induction process. In terms of monitoring, inductees and mentors are required to submit forms/paperwork as part of their portfolio, indicating completion of all required steps of the Induction plan.

## 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 focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

**Educator Induction Plan Coordinator**

**Date**

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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](#).

**Superintendent/Chief Executive Officer**

**Date**