WAYNE HIGHLANDS SD

474 Grove St

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

Wayne Highlands 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
Timothy Morgan	Assistant Superintendent	Other	School Board of Directors
Julia Kromko	High School Teachers	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Elliot Zackoski	Reading Specialist	Education Specialist	Education Specialist
Caroline Marino	Middle School Teacher	Teacher	Teacher
Ryan Dressler	High School Teachers	Teacher	Teacher
Stephanie Lukan	Middle School Teacher	Teacher	Teacher
Heather Kretschmer	Reading Specialist	Education Specialist	Education Specialist
Gina Motzko	Speech & Language Pathologist	Education Specialist	Education Specialist
Alicia Moyer	Primary Teacher	Teacher	Teacher
Susan Roberts	High School Teacher	Teacher	Teacher
Denise Panza	Primary Teacher	Teacher	Teacher
Lori Sheldon	Technology Integrator	Education Specialist	Education Specialist
Michelle Tonkin	High School Teacher	Teacher	Teacher
Erica Lasko	Middle School Teacher	Teacher	Teacher
Renee VanSickle	Middle School Teacher	Teacher	Teacher
Kelley Roma	Reading Specialist	Education Specialist	Education Specialist

| Name	Title	Committee Role	Chosen/Appointed by
Gabrielle Werner	Elementary Teacher	Teacher	Teacher
Peter Jordan	HS Principal	Administrator	Administration Personnel
John Kretschmer	MS Principal	Administrator	Administration Personnel
Sandra Rickard	Elem. Principal	Administrator	Administration Personnel

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

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

Plan requirements	Yes/No
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

Plan requirements   **Yes/No**
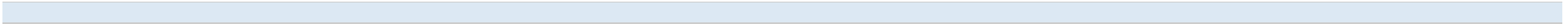
MENTORS

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	Yes

OTHER

Because the WHSD is geographically large, school building and geographies are given consideration when selecting a mentor.

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

Mentors are thoughtfully selected in a cooperative effort of both administrative and association recommendation. Each of the categories above are given consideration when selecting those who will serve as mentors.

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

NA

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

The structure is a two- year program that can be extended should it become necessary. The Induction Plan includes the following: 1. Introduction to the plan 2. A description of the Planning and Organizing of the Teacher Induction Plan 3. Listing of the Professional Education Committee roster 4. A description of the Mentor Teacher 5. Needs Assessment for Inductees 6. Goals of the Teacher Induction Program - Philosophy - Teacher Evaluation (Act 13) - Certification - Act 48 - Professional Code of Conduct - Mandatory Reporting - Bullying - Act 24 - Act 126 - Act 71 - Wayne Highlands culture of providing equal opportunity for ALL students 7. Topics that will be covered in the Teacher Induction Program 8. Logistics of the implementation and execution of the Teacher Induction Program 9. Accounting of the Teacher Induction Program 10. Teacher Induction Program Evaluation 11. Record keeping of the Teacher Induction Program 12. Descriptions of the Induction Plan (general), Mentors and Induction Teachers 13. Mentor's Role/Responsibilities 14. Mentor/Inductee Checklist (Places to Find, People to Meet, Things to Have) 15. Building Level Checklist 16. Observation Temp[late (for both Mentor and Inductee) 17. Program Evaluation 18. Final Record of Participation Individual Professional Development Plan 19. Essential Questions Resource 20. Professional Code of Ethics 21. Culturally Relevant and Sustaining Education Matters Inductees meet for new teacher orientation (two full work days) initially. From that point forward they meet with their assigned mentors a minimum of four times over two (2) years. and, over a three (3) year period, they are observed and meet with the administrative team for a total of twelve (12) times. The delivery format is typically in-person and at certain times via Zoom.

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
4e: Growing and Developing Professionally 4d: Participating in a Professional Community 4f: Showing Professionalism	Year 1 Spring, Year 1 Summer, Year 1 Winter, Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 1e: Designing Coherent Instruction	Year 2 Spring, Year 1 Spring, Year 2 Fall, Year 1 Summer, Year 1 Winter, Year 1 Fall

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes	
3c: Engaging Students in Learning	
1b: Demonstrating Knowledge of Students	
3a: Communicating with Students	

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments	Year 2 Winter, Year 2 Fall, Year 1 Spring, Year 3 Spring, Year 3 Fall, Year 1 Winter, Year 3 Winter, Year 1 Fall, Year 2 Spring
1d: Demonstrating Knowledge of Resources	
4a: Reflecting on Teaching	
1b: Demonstrating Knowledge of Students	
3d: Using Assessment in Instruction	
3e: Demonstrating Flexibility and Responsiveness	
3b: Using Questioning and Discussion Techniques	

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
2d: Managing Student Behavior 4b: Maintaining Accurate Records 1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness 3a: Communicating with Students 4d: Participating in a Professional Community 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques	Year 2 Winter, Year 1 Spring, Year 2 Spring, Year 2 Fall, Year 1 Winter, Year 1 Fall

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)	Timeline
3a: Communicating with Students	Year 2 Winter, Year 2 Spring, Year 1 Spring, Year 2 Fall, Year 1 Winter, Year 1 Fall

Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness	
2a: Creating an Environment of Respect and Rapport	
2d: Managing Student Behavior	
4f: Showing Professionalism	
4e: Growing and Developing Professionally	

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)	Timeline
2d: Managing Student Behavior	Year 1 Spring, Year 2 Fall, Year 2 Spring, Year 2 Winter, Year 1 Winter, Year 1 Fall
3a: Communicating with Students	
4a: Reflecting on Teaching	
3e: Demonstrating Flexibility and Responsiveness	
2a: Creating an Environment of Respect and Rapport	
4f: Showing Professionalism	
1b: Demonstrating Knowledge of Students	
4c: Communicating with Families	

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 4d: Participating in a Professional Community 1f: Designing Student Assessments 3a: Communicating with Students 4b: Maintaining Accurate Records 1e: Designing Coherent Instruction 2e: Organizing Physical Space 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes 2c: Managing Classroom Procedures 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy 2a: Creating an Environment of Respect and Rapport	Year 2 Winter, Year 1 Spring, Year 3 Spring, Year 1 Winter, Year 3 Winter, Year 2 Spring, Year 2 Fall, Year 1 Fall, Year 3 Fall

Selected Danielson Framework(s)	Timeline
3b: Using Questioning and Discussion Techniques	
4c: Communicating with Families	
1d: Demonstrating Knowledge of Resources	
2d: Managing Student Behavior	
3e: Demonstrating Flexibility and Responsiveness	
4f: Showing Professionalism	

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 3e: Demonstrating Flexibility and Responsiveness 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 2d: Managing Student Behavior 2e: Organizing Physical Space	Year 2 Winter, Year 1 Spring, Year 3 Spring, Year 1 Winter, Year 3 Winter, Year 2 Fall, Year 1 Fall, Year 3 Fall, Year 2 Spring

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction	Year 2 Winter, Year 2 Fall, Year 1 Winter, Year 3 Winter, Year 2 Spring, Year 1 Spring, Year 3 Spring, Year 1 Fall, Year 3 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 3c: Engaging Students in Learning 1f: Designing Student Assessments 1e: Designing Coherent Instruction	Year 2 Spring, Year 1 Spring, Year 1 Winter, Year 3 Spring, Year 2 Winter, Year 2 Fall, Year 1 Fall, Year 3 Fall

Selected Danielson Framework(s)	Timeline
3b: Using Questioning and Discussion Techniques	

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 4b: Maintaining Accurate Records 4f: Showing Professionalism 4c: Communicating with Families	Year 1 Spring, Year 3 Summer, Year 1 Winter, Year 3 Spring, Year 2 Fall, Year 2 Spring, Year 1 Fall, Year 3 Winter, Year 2 Winter

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 4b: Maintaining Accurate Records	Year 2 Winter, Year 2 Spring, Year 2 Fall, Year 1 Winter, Year 3 Winter, Year 1 Spring, Year 3 Spring, Year 1 Fall, Year 3 Fall

Selected Danielson Framework(s)	Timeline
3b: Using Questioning and Discussion Techniques	

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 4c: Communicating with Families 2e: Organizing Physical Space 2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2b: Establishing a Culture for Learning	Year 2 Fall, Year 1 Winter, Year 3 Winter, Year 2 Winter, Year 1 Fall, Year 3 Fall, Year 1 Spring, Year 3 Spring, Year 2 Spring

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families	Year 2 Fall, Year 1 Winter, Year 3 Winter, Year 2 Spring, Year 2 Winter, Year 1 Spring, Year 3

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally 4d: Participating in a Professional Community 4f: Showing Professionalism	Spring, Year 1 Fall, Year 3 Fall

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

The Induction Plan is introduced to all new teachers and mentors during the New Teacher Orientation prior to the start of the academic school year. At that orientation, all requirements are communicated and all necessary paperwork fopr completion is distributed. From that point forward, both new teachers and mentors submit the completion requirements at each step to the assistant superintendent's office where a checklist is utilized to ensure that all components of the Induction Program have be completed satisfactorily.

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.

Timothy Morgan   12/20/2023
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.

Gregory Frigoletto   12/21/2023
Chief School Administrator   Date