

WISSAHICKON SCHOOL DISTRICT
Ambler, Pennsylvania 19002-3496



INDUCTION PLAN

2024-2025

INTRODUCTION

The Board of Education of the Wissahickon School District believes that an ever-higher level of expectation, which promulgates and attains excellence, should permeate the entire district. To this end, the District is committed to the development and improvement of the entire staff so that every member may attain her/his highest level of professional performance through all available means. Particularly important is the initial level of experience of new teachers entering the profession. First-year professionals face the prospect of incorporating the uniqueness of their own background of knowledge and experience into the educational milieu of Wissahickon School District. It is vitally important that positive steps be taken which will increase the probability of initial and long-range success for each professional.

The Wissahickon Induction Plan for Professional Employees is a cooperative, professional experience to increase the beginning teacher's knowledge and improve her/his teaching skills. All of the elements of the Induction Plan:

- are designed to be supportive of and supplemental to the on-going administrative/supervisory responsibilities for initiating the new teacher into the District educational program.
- are intended to supplement rather than to supplant the evaluative and other supervisory responsibilities of the respective administrators.

Section 49.16, Title 22 of the Pennsylvania Code and resulting induction guidelines established by the Pennsylvania Department of Education, provide the legal authority for the requirement of a plan for the induction experience for novice teachers in their initial years. The Induction Plan is to establish a mentor relationship for each inductee.

I. INDUCTION COUNCIL

Induction Coordinators:

Director of Personnel
Director of Teaching and Learning

Induction Coordinators are responsible for the following:

- Maintains the vision for the direction of the program and ensures compliance with state mandates
- Ensures that mentors are well-trained
- Supports the planning for and implementation of the induction process
- Secures program resources
- Coordinates and oversees the selection of mentors and assignment of inductees
- Monitors the progress and success of the induction program
- Facilitates meetings of the Educator Induction Committee at least two times per year
- Coordinates programming with community-based PreK Counts providers
- Awards Completion of Induction Program Certificates to successful Inductees

Members of the Act 48 Committee will also serve as advisors to the Educator Induction Committee. The Educator Induction Committee will be responsible for the evaluation of the Induction Plan for Professional Employees. The team will consist of teachers or educational specialist representatives chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel. The Educator Induction Committee will meet at least two times per year.

II. GOALS

- a) Promote the instructional effectiveness and job satisfaction of beginning teachers so that retention of highly qualified professionals may be achieved.
- b) Continue to provide support throughout the transitional year from the teacher training institution to the classroom by establishing an on-going collegial relationship among the inductee, the mentor, the Induction Team, and other appropriate teacher educators.
- c) Provide the opportunity for a concomitant professional development benefit in which experienced teachers may continue to grow while helping new teachers grow.
- d) Provide the new professional employee (inductee) with a formal structure through which the inductee will become familiar with the philosophy, policies, procedures, and resources of Wissahickon School District.
- e) Ensure that educational practices are inclusive, equitable, and responsive to the diverse backgrounds and experiences of all students.

III. OBJECTIVES

The objectives of the Induction Program are to help new teachers:

- a) Become familiar with district policies, procedures, contractual provisions, and routines.
- b) Build an awareness of community, district, and building expectations.
- c) Develop effective classroom management techniques to foster classroom community.
- d) Recognize and adapt to the needs of students assigned to their classes.
- e) Know, understand, and implement instructional practices to improve student achievement.
- f) Understand curriculum and curriculum frameworks in the area of their assignment.
- g) Know and utilize school and District resources that are available to assist students in crisis.
- h) Utilize effective lesson planning to meet the needs of all learners.
- i) Understand the Pennsylvania Educator Effectiveness evaluation model and supervision practices in the Wissahickon School District.
- j) Feel and cultivate a sense of community and belonging.
- k) Know where to seek needed advice or information.
- l) Engage with members of the faculty to develop a sense of collegiality and camaraderie.
- m) Establish strong partnerships with families to support student success and well-being.
- n) Be an active member of the school community.

IV. INDUCTEE

An Inductee is "one new to teaching with a temporary or professional contract." Participants in Wissahickon's Education Induction Program will include:

- First-year teachers;
- First-year educational specialists;
- Long-term substitutes, who are hired for a position for 45 days or more;
- Newly employed educators with prior school experience who do not present an induction certificate from another Pennsylvania LEA

Additionally, professional staff new to the Wissahickon School District will attend the August Induction Program sessions in Years 1, 2, and 3, but will not complete the comprehensive after-school Induction Program.

V. MENTOR SELECTION

Mentors are experienced teachers and professional staff who are highly skilled practitioners dedicated to promoting excellence in their profession. They are trusted professionals willing to take a

personal and direct interest in the development of a colleague. The mentor serves as a guide, supporter, advisor, and role model in a peer relationship.

a) **CRITERIA**

- Tenure in Pennsylvania
- Pennsylvania Level II Certification
- Minimum of three years of successful experience in Wissahickon
- Same building assignment as inductee (and preferably with the same type of assignment)
- Commit to additional responsibility
- Demonstrated outstanding work performance as a professional educator
- Model continuous learning and reflection
- Demonstrate knowledge of school and District policies, procedures, and resources
- Demonstrate positive communication and strong interpersonal skills
- Complete mentor training

b) **SELECTION PROCESS**

- Announcement about the program will be distributed to all members of the professional staff.
- All staff members will be invited to apply for consideration to serve as a mentor.
- Building administrators will conduct a selection process and will recommend to the Induction Coordinators the match-up of each inductee with a mentor.
- The Induction Coordinators will submit the names of the mentors to the Superintendent for Board action on appointment for a one-year assignment.

c) **ROLE**

- Helps new teacher become acclimated to the opening of school.
- Establishes a rapport as a support person for the inductee.
- Assists the teacher on the development and refinement of instructional skills.
- Helps new teacher in coping with the practical details of being a teacher.
- Listens to day-to-day concerns, progress, and questions in a supportive way, serving as a sounding board.
- Clarifies procedures; directs new teacher to appropriate sources of information.
- Helps the new teacher establish relationships (staff and parents).

d) **RESPONSIBILITIES**

- Establish a trusting, confidential relationship and communicate openly with novice educator.
- Ensure that the inductees receive assistance in meeting the goals and objectives of the Induction Plan.
- Attend August Orientation Day 3 with the new educator.
- Attend scheduled orientation program during the first month of school.
- Meet with new teacher for two hours each month (September through May).
- Meet as part of Building Induction Team two times per year.
- Cooperatively complete the Induction Plan Log documenting meetings with the new teacher.
- Participate in the end-of-year certification indicating completion of the Induction Plan.
- Participate in program evaluation as requested.

e) **CHARACTERISTICS**

- Personally successful, but also willing and able to help beginners attain that same feeling and stature.

- Communicative, supportive personality (people oriented).
- Knowledge of content area and effective teaching techniques.
- Willing to share learned experiences, ideas, and feedback.
- Positive attitude and enthusiasm toward the profession.
- Sensitive and flexible; knows when to listen, when to give positive reinforcement, and when to teach.

f) **TRAINING**

- Training will be provided for mentors so that they are well prepared for their responsibility. Areas to be covered:
 - (1) The purpose and procedures of the Wissahickon Induction Plan for Professional Employees and its place in the organization of the District.
 - (2) The specific role/function of the mentor / building relationships with their inductees.
 - (3) Concerns of new teachers / instructional and classroom environment.
 - (4) Methods of providing assistance to inductees.
 - (5) Materials needed by mentors/inductees.
 - (6) Procedures for securing appropriate assistance.

VI. MENTORING SUPPORT ACTIVITIES AND TOPICS

The following planned experiences, activities, and studies, which emphasize teaching and learning, will be provided as an essential part of the Induction Program. The specific elements of these experiences will be based upon the needs of novice teachers, as identified in professional literature.

A sequential series of planned activities scheduled at appropriate times throughout the school year.

a) **The Foundation of Instructional Delivery**

- Analyzing grade level instructional learning objectives.
- Initiating effective classroom management techniques.
- Understanding cultural influences that impact on classroom learning.

b) **A Positive Approach to Classroom Management and Individualization of Instruction**

- Establishing congruence between learner style and teacher style.
- Recognizing individual differences: making the student/teacher connection reachable.
- Utilizing positive language in discipline situations to elicit appropriate student responses.
- Utilizing the Code of Professional Practice & Conduct.

c) **Understanding and Dealing with Students at Risk and Students with Other Special Needs**

- Understanding student behaviors and proactive preventative steps.
- Gaining an awareness of family, community, and societal demands, pressures, and influences on students.
- Seeking assistance to respond productively to the special needs identified.
- Utilizing special classroom approaches.
- Becoming familiar with district processes, policies, and programs for supporting students with special needs.

d) **Testing and Evaluation of Students**

- Utilizing techniques and devices for gathering an awareness of prior learning.
- Incorporating a variety of evaluative procedures to measure student progress.
- Interpreting the results of evaluative procedures.
- Reporting student progress to parents/guardians.

e) **Effective Teaching for Higher Achievement**

- Academic learning time
- Organizing the classroom
- Influencing student behavior through interventions that maximize instructional time, the effective use of praise, recent research on behavior modification, and classroom incentive systems.
- Teacher expectations and how they influence teacher behavior and techniques to increase active engagement of all students.
- Functions of effective teaching

f) **Culturally Responsive Teaching**

- Increase awareness and understanding of diverse cultural backgrounds, experiences, and perspectives.
- Incorporate diverse perspectives, histories, and contributions into the curriculum to reflect the experiences of all students.
- Create a classroom environment that celebrates diversity, promotes inclusivity, and validates students' cultural identities.
- Develop trusting relationships with students and families based on mutual respect, understanding, and cultural humility.
- Advocate for equitable policies, practices, and resources to address systemic inequities.

g) **Technology and the Instructional Delivery System**

VII. 2024-2025 Induction Schedule of Events

Induction: Year One Teachers	<i>Year One inductees are required to attend three days of WSD planned professional development prior to the start of the school year (August).</i>		
	Day 1	Day 2	Day 3
	<ul style="list-style-type: none"> • Welcome - Opening Remarks and Introductions; Get to Know Wissahickon School District • New Employee Orientation – Benefits; School District Policies and Procedures; Professional Code of Conduct • Student Services - Overview and Requirements • Technology Integration <ul style="list-style-type: none"> ○ Acceptable Use/Policies ○ District Technology Resources and Tools 	<ul style="list-style-type: none"> • Supervision and Evaluation Act 13 • Culturally Responsive Teaching Practices • Planning for Instruction - Lesson Planning (Domain 1) • Classroom Environment - Routines and Connecting with Students (Domain 2) • Classroom Instruction - Engagement and Formative Assessment (Domain 3) • Professionalism - School Community (Domain 4) 	<ul style="list-style-type: none"> • Instructional Technology Tools: Curriculum and Assessment • Report to Building of Record <ul style="list-style-type: none"> ○ Meetings with Principals and Mentors ○ School Procedures and Curricular Materials
<p><i>Year One inductees are required to attend an additional ten (10) hours of WSD planned professional development after school; each session is 2½ hours in length. After School induction session topics include:</i></p> <ul style="list-style-type: none"> • Session 1: Parent/Caregiver Connections and Communication (September) • Session 2: Learning Goals and Success Criteria/Assessment and Feedback (November) • Session 3: Culturally Responsive Classroom/Engagement Practices (February) • Session 4: Understanding the Needs of Diverse Learners/Assessment Practices (April) <p><i>Year One inductees are required to meet with the instructional coaches to complete a full cycle of coaching (B-D-A) a minimum of four times per school year (once per marking period) as a follow-up to each of the evening Induction sessions (October, December, March, May).</i></p>			

Induction: Year Two Teachers	<i>Year Two inductees are required to attend three days of WSD planned professional development prior to the start of the school year (August).</i>		
	Day 1	Day 2	Day 3
	<ul style="list-style-type: none"> • Reflection on Year 1 • Multi-Tiered Systems of Support • Restorative Practices 	<ul style="list-style-type: none"> • Proactive Behavior Strategies • Mental Health First Aid 	<ul style="list-style-type: none"> • Strengthening the Core: Differentiated Instruction • Ready for Rigor Framework • Visible Learning – High Yield Teaching Practices
<p><i>Year Two inductees are required to attend an additional ten (7.5) hours of WSD planned professional development after school; each session is 2½ hours in length. After School induction session topics include:</i></p> <ul style="list-style-type: none"> • Session 1: DI Pillars and ARE Framework (October) • Session 2: Differentiated Lesson Design and Instructional Strategies (January) • Session 3: Planning and Instruction: Project Presentations (March) <p><i>Year Two inductees are required to meet with the instructional coaches to complete a full cycle of coaching (B-D-A) a minimum of four times per school year (once per marking period) as a follow-up to each of the evening Induction sessions (October, December, March, May).</i></p>			

- I. Inductees will participate in quarterly check-ins with a member of the instructional coaching team to further support the inductee with curricular and instructional needs.
- II. Inductees are provided the opportunity to visit classes of and be visited by experienced professionals including, but not limited to, the mentors, instructional coaches, and instructional supervisors, so as to assist the inductee with identified needs.
- III. While professional development programs are conducted specifically for inductees on a scheduled plan, the mentor relationship, with its implications for collegiality, inherently provides a continuous year-long means to address practical and timely teaching and learning skills, as well as orientation information and a general support system with the inductee.
- IV. Although Wissahickon's Induction Plan clearly identifies the mentoring phase as collegial and supportive with no elements of evaluation or assessment attached, other components of the district staff, i.e., instructional supervisors, and administrators, bear a responsibility within the Induction Plan through a continuing commitment to advise, assist, instruct, and support the inductees. While the District's management staff is charged with an evaluation responsibility, that responsibility places a heavy emphasis on formative evaluation. The goal of the District's program of supervision and evaluation is to communicate to staff an appraisal of their performance in order to improve instruction.
- V. Inductees have additional opportunities for professional development activities through attendance at workshops, enrollment in college/university coursework, and membership in professional organizations (Example: National Council of Teachers of English).
- VI. While the characteristic of collegiality is sought through mentoring, meaningful Induction Programs are not limited to a mentoring phase. Rather, they consist of a wide variety of activities including both orientation information experiences and opportunities for the improvement of professional skills, and while the mentor/inductee relationship is critically important, also important are all the associations in which the inductee engages with other members of the teaching staff, supervisors, administrators, service employees, parents, and community residents.
- VII. Inductees are to be provided opportunities to be assisted with the following experiences:

As sample of the Orientation Information Elements

- Opening of school plans
- Texts, planned courses of study, and teacher manuals
- Available resources: human and material
- Building and district schedules and procedures
- Records of the students assigned to classes
- Classroom scheduling
- Organizing classroom materials, equipment, and furniture for student use
- District organization and philosophy
- Appropriate sources for information
- The nature of the school community
- Lesson planning
- System of reporting student progress
- Building and District discipline policies
- Professional and contractual obligations
- Supervision and evaluation
- Appropriate use of technology

VIII. The instructional effectiveness programs described above, when combined with activities which provide important aspects of orientation to the school and community, will assist the inductee through the experiences in the first year and lead her/him toward the development and refinement of those skills that reflect the accomplished professional teacher.

IX. HUMAN RESOURCES / FISCAL SUPPORT

Underlying the entire new-teacher induction process is the concept of professional helping professional. When this collaboration occurs successfully, the intrinsic reward is great. In recognition, however, of the additional time and responsibility required for effective participation in the program, the following will apply:

a) **INDUCTEE**

It is the expectation, in general, that induction activities are an integral part of the inductee's responsibility to become oriented to the job. Inductees who complete the program successfully will receive a certificate of completion. This is not an evaluation, but rather an indication that the Induction Program elements have been completed.

b) **MENTOR**

It is understood that beyond the formal scheduled meetings outlined in the Induction Program for inductees, mentors, and members of the Building Induction Team, there will be opportunities during the course of induction for informal contacts and individual arrangements to meet the needs of the inductee. These informal interactions will vary with each inductee and will be considered voluntary and part of the general professional responsibility of the inductee and the mentor. Each meeting shall be logged on [Frontline Professional Growth](#) by the inductee.

Remuneration will be given, however, for the following elements of the Induction Program, which are specifically required:

- District scheduled in-service/mentoring training program to be held after school in September. Mentors will work with their inductee at the building during the afternoon of Day Three.
- Two hours of meeting time each month (September through May) with inductee before or after the contracted workday.
- When necessary, specialists (Art, Music, PE, Library, Reading Specialist, ESL, and School Counselors) will receive a building level mentor, as well as a district level mentor and stipend shall be shared by both mentors (i.e. 1 hour per month of paid mentoring).

VIII. TIMELINE

- a) The teacher will be given appropriate curricular materials prior to attending induction meetings and in-service activities. These teacher resources will be provided by building principals and/or curriculum supervisors.
- b) In-service Orientation Activities (before start of student school year).
 - Orientation to Wissahickon School District.
 - Overview of district curriculum and support program.
 - Meeting of inductees/mentors/administrators in respective schools.
 - Initial meeting of individual inductee/mentor.
- c) Building Mentor Team (two meetings per year).
- d) Continuous inductee/mentor meetings in Year 1 (two hours per month, September through May).
- e) Continuous instructional coaching cycles in Years 1 and 2 (once per quarter, September through May)

- f) Building principal /inductee meetings in Years 1 and 2 (one hour per month, September through May).
- g) Professional development – after school programs (10 hours in Year 1 and 7.5 hours in Year 2).
- h) End-of-year program evaluation and needs assessment.
- i) Certificates recognizing successful completion of the Induction Program will be printed and mailed to Inductees in July of each year.

IX. RECORD KEEPING

Records for each year will be maintained by the Induction Coordinators. For each inductee, induction records will be maintained within the Personnel file:

- Submit all monthly logs via [Frontline Professional Growth](#)
- The Induction Plan Summary Checklist for Mentors and Inductees. (See Attachment D)
- A copy of the certificate of completion at the end of the induction year. (See Attachment E)

“CERTIFICATE”

Wisconsin School District



Given this _____ day of _____, 20____

Superintendent

President, Board of School Directors

Secretary, Board of School Directors