

WISSAHICKON SD

601 Knight Rd

Induction Plan (Chapter 49) | 2022 - 2025

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

School District

123469303

601 Knight Rd , Ambler, PA 19002-3441

Dr. Jennifer Schmidt

jschmidt@wsdweb.org

215-619-8000 Ext. 1525

Dr. James A Crisfield

jcrisfield@wsdweb.org

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
Mwenyewe Dawan	Assistant Superintendent	Administrator	Administration Personnel
Danielle Hey	Director of Personnel	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Jennifer Schmidt	Director of Teaching and Learning	Administrator	Administration Personnel
Kelle Heim-McCloskey	Director of Student Services	Administrator	Administration Personnel
Keziah La Torre	Director of Equity and Cultural Responsiveness	Administrator	Administration Personnel
John McGowan	Director of Technology	Administrator	Administration Personnel
Dianne Krause	Instructional Coach	Other	Education Specialist
Kerin Dungan	Instructional Coach	Other	Education Specialist
Maggie Milunic	Instructional Coach	Other	Education Specialist
Stephanie Lesiter	Instructional Coach	Other	Education Specialist
Nicole Bainbridge	Instructional Coach	Other	Education Specialist
Amanda Cooper	Elementary Teacher	Teacher	Teacher
Marissa Samit	School Counselor	Other	Teacher
Maria Cherigo	Instrumental Music Teacher	Teacher	Teacher
Jessica Brasch	AV Technology Education Teacher	Teacher	Teacher
Tishara O'Brien	Elementary Teacher	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Lisa Lattimore	Academic Coach	Teacher	Teacher
Monica Surhoff	Elementary Teacher	Teacher	Teacher
Susan Kanopka	Elementary Principal	Administrator	Administration Personnel
Karah Barrist	Elementary Music Teacher	Teacher	Teacher
Lisa Kelly	Secondary Assistant Principal	Administrator	Administration Personnel
Felicia Glover	School Counselor	Other	Teacher
Shawn Lewis	English Teacher	Teacher	Teacher

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)	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? (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

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.	No
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 competent professionals who have the personal skills and desire to serve in a mentor relationship and to help new teachers succeed in the profession. Mentors serve as guides, supporters, advisors, and role models. All mentors must have achieved tenure status, earned a Pennsylvania Level II certification, attained at least three years of successful teaching in the district, demonstrated competence as a professional educator, and have the same building assignment as the inductee. All eligible staff members may apply for consideration to serve as a mentor, and building administrators will conduct a selection process and will recommend the best-fit match-up of each inductee with a mentor. The Induction Coordinators submit the names of the mentors to the Superintendent for Board action on appointment for a one-year assignment.

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**

The Wissahickon's Induction Plan for Professional Employees is designed as a three-year cooperative, professional experience to: 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 resource persons. c) Provide the opportunity for a concomitant staff-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 he/she will become familiar with the philosophy, policies, procedures, and resources of Wissahickon School District. Year One of the induction program is structured to provide ongoing support throughout the school year. Inductees attend three full-day sessions prior to the start of the school year, attend four evening sessions throughout the first semester, meet monthly with assigned mentors and building administrators, and have quarterly check-ins with instructional coaches. Induction topics include: Human Resources Onboarding, Special Education, Technology Integration and Acceptable Use; Culturally Responsive Teaching; Supervisions and Evaluation; Danielson Framework Domains; Classroom Environment; Parent/Caregiver Connections; Assessment Practices; Responsive Instruction/Differentiation. In Years Two and Three, emphasis is placed on enhancing teaching and learning pedagogy, strategies, and skills to best meet the needs of all learners. Years Two and Three inductees also attend three full-day sessions in August prior to the start of the school year and meet with the instructional coaches a minimum of twice per year. All Induction program activities and meetings are held in person.

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 4c: Communicating with Families 4a: Reflecting on Teaching 4f: Showing Professionalism 4b: Maintaining Accurate Records	Year 1 Summer, Year 3 Winter, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 3 Summer

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 1c: Setting Instructional Outcomes	Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer

Selected Danielson Framework(s)

Timeline

4b: Maintaining Accurate Records
3d: Using Assessment in Instruction
4c: Communicating with Families

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

3e: Demonstrating Flexibility and Responsiveness
3a: Communicating with Students
1c: Setting Instructional Outcomes
1b: Demonstrating Knowledge of Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
1e: Designing Coherent Instruction

Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1a: Demonstrating Knowledge of Content and Pedagogy
1b: Demonstrating Knowledge of Students

Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

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

Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4b: Maintaining Accurate Records

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

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction
1b: Demonstrating Knowledge of Students
4f: Showing Professionalism
4c: Communicating with Families
1f: Designing Student Assessments

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning
1b: Demonstrating Knowledge of Students
3e: Demonstrating Flexibility and Responsiveness
4b: Maintaining Accurate Records
1d: Demonstrating Knowledge of Resources

Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

3e: Demonstrating Flexibility and
Responsiveness

1b: Demonstrating Knowledge of
Students

4b: Maintaining Accurate Records

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter, Year 2
Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of
Resources

3e: Demonstrating Flexibility and
Responsiveness

1a: Demonstrating Knowledge of
Content and Pedagogy

Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 2
Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2a: Creating an Environment of Respect and Rapport

Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall

2c: Managing Classroom Procedures

2d: Managing Student Behavior

3a: Communicating with Students

2e: Organizing Physical Space

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**

4d: Participating in a Professional Community

Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter

1b: Demonstrating Knowledge of Students

2c: Managing Classroom Procedures

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

2d: Managing Student Behavior

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records 4c: Communicating with Families	Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Spring, 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 Wissahickon Induction program of activities is reviewed annually in order to best meet the needs of the inductees. Feedback, in the form of a survey, is gathered from inductees in Years 1, 2, and 3 annually to identify strengths and participant needs related to the induction program. In addition to participant feedback, changes to the district's goals and priorities, observation data, and any new or updated PDE mandated training requirements inform adjustments to the design and delivery of the induction program each year.

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.

Dr. Jennifer Schmidt
Educator Induction Plan Coordinator

03/31/2022
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](#).

James A. Crisfield
Chief School Administrator

06/15/2022
Date