

Western Wayne SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type	AUN	
Western Wayne School District	119648903	
Address 1		
1970 Easton Turnpike		
Address 2		
City	State	Zip Code
Lake Ariel	PA	18436
Chief School Administrator		
Matthew Barrett, Ed.D.		
Chief School Administrator Email		
mbarrett@westernwayne.org		
Educator Induction Plan Coordinator Name		
Cynthia A LaRosa		
Educator Induction Plan Coordinator Name Email		
clarosa@westernwayne.org		
Educator Induction Plan Coordinator Phone Number	Extension	
800-321-9973	5	

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Matthew Barrett, Ed.D.	Superintendent	Administrator	School Board of Directors
Cynthia A. LaRosa, Ph.D.	Assistant Superintendent	Administrator	School Board of Directors
Jennifer DeNike, Ed.D.	Director of Special Education	Administrator	Administration Personnel
Katie Shemanski Moro, Psy.D.	Supervisor of Pupil Personnel	Administrator	Administration Personnel
Justin Pidgeon	EverGreen Elementary Principal	Administrator	Administration Personnel
Elizabeth Watson	Robert D. Wilson Principal	Administrator	Administration Personnel
Casey Newcomer	Middle School Principal	Administrator	Administration Personnel
Paul Gregorski	High School Principal	Administrator	Administration Personnel
Joyce Covaleski	Teacher	Teacher	Teacher
Denise Johnson	School Nurse	Education Specialist	Teacher
Summer Klikus	Teacher	Teacher	Teacher
Andrew McCaffery	Teacher	Teacher	Teacher
Jamie Collins	Board of Education member	Other	School Board of Directors
Mindy Maros	Parent	Other	Administration Personnel
Helene Tscheschlog	Teacher	Teacher	Teacher
Kelly Vinton	Reading Specialist	Education Specialist	Teacher
Melissa Williams	Teacher	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:	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
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	No
Other	

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

These characteristics have been accomplished throughout the mentor/inductee plan. The Continuing Professional Education (CPE) committee revised the document to make requirements more robust. Mentors and inductees meet before the school year to review expectations. In addition, they are expected to provide evidence in the form of checklists, reports, observational data, and student information to the building or department administrator. Inductees and mentors report accomplishments, areas needing additional support, and challenges. The assistant superintendent oversees the program at the district level.

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)	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 selected characteristics are part of the district's existing program and will continue to be implemented with all new inductees. The District and the local NEIU collaborate to provide inductees and their mentors with an induction program. Before the start of the school year, inductees and their mentors attend a faculty orientation meeting at the district. Teams are provided multiple opportunities throughout the school year to work together on provided topics and other areas deemed appropriate.

Educator Induction Plan Topic Areas

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

NEIU Induction Program 2024-2026 Cohort.pdf

Induction Plan_2024-2025.docx (2).pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 1c: Setting Instructional Outcomes

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring

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
2a: Creating an Environment of Respect and Rapport
2c: Managing Classroom Procedures
2d: Managing Student Behavior

Timeline

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

Standards/Curriculum

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes
1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4b: Maintaining Accurate Records

4c: Communicating with Families

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

- 2e: Organizing Physical Space
- 1f: Designing Student Assessments
- 3e: Demonstrating Flexibility and Responsiveness
- 1e: Designing Coherent Instruction
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

Data informed decision making

Selected Observation and Practice Framework(s):

- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 1d: Demonstrating Knowledge of Resources
- 1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

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 2 Fall

Year 2 Winter

Year 2 Spring

Classroom and student management

Selected Observation and Practice Framework(s):

3a: Communicating with Students

2e: Organizing Physical Space

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Educator Effectiveness

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Evaluation and Monitoring

Evaluation and Monitoring

The Induction Program participants and their mentors complete a series of tasks throughout the school year. They meet regularly to review the inductee's progress, set goals/expectations, and monitor the completion of the required tasks. A log of meetings is kept and the dates/times, the topics reviewed, and any necessary comments are documented. Participation in professional development opportunities is also documented. The mentors and inductees also complete the end-of-year survey to provide feedback to the administration. All documentation is submitted to the District Office for final review.

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
Cynthia A. LaRosa, Ph.D.	2025-01-15

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
Matthew Barrett	2025-02-05