

## **WESTERN WAYNE SD**

1970C Easton Turnpike

Induction Plan (Chapter 49) | 2022 - 2025

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### **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

Western Wayne School District

119648903

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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
Matthew Barrett	Superintendent	Administrator	School Board of Directors
Cynthia A. LaRosa, Ph.D.	Assistant Superintendent	Administrator	School Board of Directors

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Jennifer DeNike	Director of Special Education	Administrator	Administration Personnel
Elizabeth Watson	Principal of STEAM	Administrator	Administration Personnel
Paul Gregorski	High School Principal	Administrator	Administration Personnel
Jennifer Bradley	Middle School Principal	Administrator	Administration Personnel
Maria Miller	RDW Elementary Principal	Administrator	Administration Personnel
Justin Pidgeon	EverGreen Elementary Principal	Administrator	Administration Personnel
Katie McElhenny	Teacher	Teacher	Teacher
Melissa Cottone	Behavior Specialist	Education Specialist	Education Specialist
Kelly Vinton	Reading Specialist	Education Specialist	Education Specialist
Andrew McCaffery	Teacher	Teacher	Teacher
Denise Johnson	School Nurse	Other	Administration Personnel
Summer Klikus	Teacher	Teacher	Teacher
Joyce Covalleski	Teacher	Teacher	Teacher
Jamie Collins	Board Member	Other	School Board of Directors

Name	Title	Committee Role	Chosen/Appointed by
Mindy Maros	Parent	Other	Administration Personnel
Melissa Williams	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 )	No
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.	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 with current inductee plan and will continue. The induction program is monitored by the building principal and assistant superintendent. Mentors complete checklists, reports, observations and collect data about the inductee's instructional practices. At the conclusion of the year, the mentor and inductee meet with the building principal to present a final report on the activities conducted. Inductees and mentors report accomplishments, areas in need of additional support, and challenges.



## 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 selected characteristics are part of the district's existing program and will continue to be implemented with all new inductees. To summarize, the District and NEIU 19 collaborate to deliver 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 with multiple opportunities throughout the school year to work together on provided topics and other areas deemed appropriate.

## 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
1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1f: Designing Student Assessments 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Summer, Year 1 Fall, Year 1 Spring, Year 1 Winter

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1f: Designing Student Assessments 1c: Setting Instructional Outcomes	Year 1 Summer, Year 1 Spring, Year 1 Winter, Year 1 Fall

**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction

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## **INSTRUCTIONAL PRACTICES**

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**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction

Year 1 Spring, Year 1 Fall, Year 1 Winter

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

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## **SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)**

**Timeline**

2a: Creating an Environment of Respect  
and Rapport

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

2d: Managing Student Behavior

2e: Organizing Physical Space

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

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## STANDARDS/CURRICULUM

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Selected Danielson Framework(s)	Timeline
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1f: Designing Student Assessments 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Spring, Year 1 Summer, Year 1 Winter, Year 1 Fall
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## TECHNOLOGY INSTRUCTION

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Selected Danielson Framework(s)	Timeline
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1d: Demonstrating Knowledge of Resources	Year 1 Fall, Year 1 Spring, Year 1 Winter, Year 1 Summer
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## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

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

**Timeline**

4c: Communicating with Families  
4b: Maintaining Accurate Records

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

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## ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

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**Selected Danielson Framework(s)**

**Timeline**

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

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

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## DATA INFORMED DECISION MAKING

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**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments  
1d: Demonstrating Knowledge of

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

**Selected Danielson Framework(s)**

**Timeline**

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Resources

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

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## **MATERIALS AND RESOURCES FOR INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

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1d: Demonstrating Knowledge of  
Resources

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

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## **CLASSROOM AND STUDENT MANAGEMENT**

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**Selected Danielson Framework(s)**

**Timeline**

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2b: Establishing a Culture for Learning

3a: Communicating with Students

2c: Managing Classroom Procedures

2e: Organizing Physical Space

2a: Creating an Environment of Respect  
and Rapport

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

**Selected Danielson Framework(s)**

**Timeline**

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2d: Managing Student Behavior

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**PARENTAL AND/OR COMMUNITY INVOLVEMENT**

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**Selected Danielson Framework(s)**

**Timeline**

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4d: Participating in a Professional  
Community  
4c: Communicating with Families

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



## **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**

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

## 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.

Cynthia A. LaRosa, Ph.D.  
Educator Induction Plan Coordinator

09/15/2022  
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](#).

Matthew Barrett, Ed.D.  
Chief School Administrator

09/15/2022  
Date