

WILSON AREA SD

2040 Washington Blvd

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

Wilson Area 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

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.	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

At least three (3) years of successful teaching experience Good communication and interpersonal skills Demonstrates organizational skills and

effective classroom management techniques Exhibits a good grasp of learning theory and an understanding of how theory is translated into effective teaching and assessment of student learning

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

Mentors are recommended to the Assistant Superintendent by the building principal or direct supervisor of the new teacher or education specialist. The selection of mentors is based on the following criteria: outstanding work performance; similar certification and teaching assignment (when practical); models continuous learning and reflection; knowledgeable of WASD policies, procedures, and resources; works effectively with students, families, and other staff members; compatible schedule to facilitate regular meetings; desire to be a teacher mentor; at least three (3) years of successful teaching experience; good communication and interpersonal skills; demonstrates organizational skills and effective classroom management techniques; and exhibits a good grasp of learning theory and an understanding of how theory is translated into effective teaching and assessment of student learning. The list of mentors is recommended to the School Board for approval. Once approved, the mentor must attend the District's mentor training program (or be on the list of approved, previously trained mentors). The training describes the necessary skills of a successful mentorship which include the purpose of induction, role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills, and key components of adult learning and development. A key component of the training includes experienced mentors sharing evidence-based strategies that have been effective in prior experiences.

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	No
Submission of Inductee Portfolio	No
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 Wilson Area School District requires all teachers new to the WASD to participate in the District's induction program. The induction program includes two days of specific professional development at the beginning of the school year. These professional development sessions focus on classroom management, explicit instructional model, technology tools, teaching in an online environment, and the teacher evaluation system (Act 13). Time is also provided to meet with the building principal and the inductee's mentor. Five additional 90-minute professional development sessions are held after school throughout the school year. These seminars focus on special education, English Language learners, TACT2 verbal de-escalation techniques, and instructional strategies. Inductees also are required to complete asynchronous online courses in the areas of mandated reporting, youth suicide awareness, prevention, and postvention, Code of professional practice and conduct for teachers including sexual misconduct, FERPA, and online safety. All new teachers will be assigned a mentor. A new teacher handbook is provided to both mentor and inductee which lists monthly activities to complete or discuss. New teachers and mentors are required to meet on a regular schedule to discuss needs or concerns and address items within the handbook. It is recommended that mentors meet with their inductees for at a minimum of one hour a week for the first 90 days of the school year and two hours a month for the next 90 school days. Overall the induction program is a combination of workshop-based and seminar-based professional development sessions, asynchronous online courses, and one-to-one meetings with the mentor and building principal.

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

4f: Showing Professionalism

Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments

Year 1 Winter

3d: Using Assessment in Instruction

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)**Timeline**

3a: Communicating with Students

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3b: Using Questioning and Discussion
Techniques

3e: Demonstrating Flexibility and
Responsiveness

3d: Using Assessment in Instruction

1a: Demonstrating Knowledge of
Content and Pedagogy

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

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**

2a: Creating and Environment of
Respect and Rapport

Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of Content and Pedagogy
1c: Setting Instructional Outcomes

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of Content and Pedagogy
1d: Demonstrating Knowledge of Resources
3c: Engaging Students in Learning

Year 1 Winter, Year 1 Summer, Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students
4c: Communicating with Families
4b: Maintaining Accurate Records

Year 1 Fall, Year 1 Winter, Year 1 Spring

Selected Danielson Framework(s)

Timeline

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

Year 1 Winter, Year 1 Spring, Year 1 Fall

3e: Demonstrating Flexibility and Responsiveness

1e: Designing Coherent Instruction

3a: Communicating with Students

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments

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

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	Year 1 Winter, Year 1 Fall, Year 1 Spring

CLASSROOM AND STUDENT MANAGEMENT

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

OTHER

Selected Danielson Framework(s)**Timeline**

4e: Growing and Developing
Professionally

4c: Communicating with Families

3b: Using Questioning and Discussion
Techniques

3c: Engaging Students in Learning

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

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

Inductees will have frequent walk-through and informal classroom observations to surmise an inductee's success and/or needs. Inductees will have five professional development after-school meetings where a portion of the meeting will involve a discussion of the inductees' growth or concerns. The induction program is evaluated by the inductees at the end of the year. Questions are designed to determine the value of the induction activities as well as if the program met the inductees' needs. Suggestions and critiques are solicited from inductees, mentors, and administrators. Changes to the induction program for the following year are then discussed at an administrative cabinet meeting.

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.

David Wright

01/20/2022

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](#).

Chief School Administrator

Date