

## WCASD Induction Plan

### *Steering Committee*

A steering committee comprised of administrators and teachers develops an Induction Plan for all teachers who are new to the West Chester Area School District regardless of tenure. Long-term subs and contracted teachers who are hired during the first semester participate in the Induction program throughout the course of their first year; teachers hired after first semester participate in Induction the following year.

### *Mentors*

As part of the Induction program, inductees are assigned a mentor by their building administrator. Mentors are selected based on outstanding work performance with both students and colleagues; they often share similar job responsibilities as inductees. The administration and the teachers' Association work together to provide training for mentors. The Mentor Handbook outlines essential information to share with inductees about school and District operations, including but not limited to the items on the start-of-the-year checklists. Mentors log their time and are compensated for their role.

### *Program Topics and Delivery*

The Induction program in WCASD consists of five days in August prior to the start of school, four after school meetings throughout the year, three asynchronous modules on Schoology, two checklists, and one mentor.

### **AUGUST WEEK**

During the August week, inductees are oriented to their home buildings and to the District as a whole. They engage in technology onboarding, curriculum overviews, special ed/pupil services training, an equity presentation, and team building. All inductees receive Act 13 information about how teachers are evaluated in Pennsylvania.

Topics that continue throughout the year utilizing the support of the mentors and building administrators include the following.

- Code of Conduct for Educators
- Safe and Supportive Schools
- Classroom Management
- Standards and Curriculum
- Technology Integration
- Materials and Resources for Instruction
- Instructional Practices
- Accommodations and Adaptations for Diverse Learners
- Assessments and Progress Monitoring
- Progress Reports and Parent Conferences

## **AFTER SCHOOL MEETINGS**

All professional educators new to WCASD are required to attend four after-school meetings as part of the New Teacher Induction Program. The intent of the after-school meetings is to provide new teachers with deeper knowledge bases and skill sets and to promote a sense of personal community with one another and with district leaders who facilitate the meetings.

- Personalized Professional Learning: Teachers use the PA-EETEP platform to write their Student Performance Measure for the year. This individualized plan is designed to help teachers grow as educators in an area that impacts the performance of their students.
- Instructional Coaching, Course Selection, and Staffing: Inductees learn about the Before/During/After Coaching Cycle and about our Course Selection and Staffing process.
- Equity: Inductees learn about the District's equity goals.
- End-of-Year Reflection: Inductees reflect on their first year and provide feedback on the Induction program.

## **MONTHLY MODULES**

Inductees complete the New Teacher Induction Course on the Schoology platform where the Induction Handbook is housed. New teachers become familiar with Schoology as members of the WCASD Professional Learning Community. Online modules allow for flexibility in work completion as inductees have one month to complete the task.

- High-Functioning PLCs: Teachers learn how Professional Learning Communities function in the WCASD.
- Innovative Practices: Teachers deepen their understanding of the WCASD Elements of Innovation, such as Student Engagement, Assessment Practices, Choice and Voice.
- Equity: Teachers explore the Mursion software for equity conversations.

## ***Evaluation and Monitoring***

At the end of each induction session and the end of each school year, participants complete a survey to determine the levels of satisfaction and to understand the strengths and weaknesses of the induction program. Teachers and administrators provide qualitative data through reflection meetings to determine the impact of induction on students, staff, and the school/district community as a whole. All feedback is analyzed and used to plan the next year's program; modifications are made to modules, resources, meetings, and schedule.