

Spring-Ford Area SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
Public School District		123467303
Address 1		
857 South Lewis Road		
Address 2		
District Office		
City	State	Zip Code
Royersford	PA	19468
Chief School Administrator		
Robert W. Rizzo		
Chief School Administrator Email		
rrizz@spring-ford.net		
Educator Induction Plan Coordinator Name		
Catherine Gardy		
Educator Induction Plan Coordinator Name Email		
cgard@spring-ford.net		
Educator Induction Plan Coordinator Phone Number		Extension
610-705-6211		

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Catherine Gardy	Director of Curriculum and Instruction	Administrator	Administration Personnel
Jennifer Rinehimer	Curriculum Supervisor 7-12	Administrator	Administration Personnel
Brianna Angelucci	Curriculum Supervisor K-6	Administrator	Administration Personnel
Kelly Edwards	9th grade Principal	Administrator	Administration Personnel
Megan McGee	Secondary Instructional Coach	Teacher	Teacher
Colleen Slavin	Middle School House Principal	Administrator	Administration Personnel
Wendy Taylor	Elementary instructional Coach- Literacy Focus	Teacher	Teacher
Courtney Ojakovo	Intermediate Gifted Support Teacher	Teacher	Teacher
Erin McAnallen	High School Teacher- Science	Teacher	Teacher
Joseph Perry	Middle School -8th grade Music Teacher	Teacher	Teacher
Jason Bowers	High School House Principal	Administrator	Administration Personnel
Erin Hughes	MTSS Coordinator	Teacher	Teacher
Amy Hiller	Special Education Supervisor K-3	Administrator	Administration Personnel
Samhita Basuthakur	ELD Teacher	Teacher	Teacher
Tricia Weller	Intermediate Teacher	Teacher	Teacher
Jackie Pearson	High School Special Education Teacher	Teacher	Teacher
Julie Quinby	High School Teacher -English and Social Studies	Teacher	Teacher
John Hughes	K-4 School Counselor and K-6 Department Chair	Education Specialist	Education Specialist
Marta Pecharo	Community Member	Other	Administration Personnel
Laura Camp	Special Education K-6 Instructional Coach	Teacher	Administration Personnel
Lindsey Waltermeyer	Elementary instructional Coach- Educational Technology Focus	Teacher	Administration Personnel
Jessica Saloky	Secondary Instructional Coach- Educational Technology Focus	Teacher	Administration Personnel
Stephanie Fitler	Elementary instructional Coach- Math Focus	Teacher	Administration Personnel
Mollie Smith	Special Education 7-12 Instructional Coach	Teacher	Administration Personnel
Theresa Silverman	Secondary Instructional Coach- Math Focus	Teacher	Administration Personnel
Kimberly Baier	Executive Secretary to Curriculum and Instruction	Other	Administration Personnel

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	Yes
Other We have instructional coaches that provide additional assistance beyond what the assigned mentor provides (year 1). After year 1, instructional coaches, curriculum supervisors, and building administrators provide mentorship to staff in years 2 and 3.	

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

Mentors are selected by building administrators to ensure that the mentor is properly aligned with the needs of the inductee. Mentors participate in training conducted by the curriculum department. The training includes a review of the responsibilities and expectations for mentors as well as mentor-specific training to improve the mentoring experience. Mentors are provided documentation which includes a checklist of tasks and responsibilities, along with a timeline for completion. All of the paperwork is shared and reviewed with mentors to ensure consistency in the practice during the mentor training.

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	No
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 induction program is a three-year program that includes a combination of whole-group meetings and job-embedded instructional coaching. The Curriculum Department has created a curriculum document that outlines each year within the induction program. The curriculum guide outlines the topic and instructional competency, technology integration tools, essential questions, correlation to the Danielson Framework, Resources, roles on instructional coaches and mentoring responsibilities. The content is broken up as follows: New Teacher Orientation: - 3 full days Content Includes: orientation to district, department contacts and responsibilities, coaching and mentoring assignments, social-emotional wellness, special education overview, instructional expectations, and educator effectiveness. Spring-Ford Learning Academy- Year 1: - 4 after school meetings and half day during school year -3 "coaching cycle" meetings with instructional coach. This includes an individual or small group meeting to 1) pre-plan a lesson 2) conduct the lesson with the instructional coach either observing, modeling or co-teaching 3) debrief on the lesson - Spring-Ford Learning Academy Year 1 focuses on effective

instructional practices. Topics include: Content Knowledge, Standards and curriculum clarity, Assessments, Using Assessments to inform instruction, Instructional engagement, lesson planning, questioning and discussion techniques, classroom management, understanding diverse student needs, professional ethics, and culturally relevant and sustaining education. Spring-Ford Learning Academy- Year 2: - 4 after school meetings 2-3 "coaching cycle" meetings with instructional coach. This includes an individual or small group meeting to 1) Pre-plan a lesson 2) conduct the lesson with the instructional coach either observing, modeling or co-teaching 3) debrief on the lesson - Spring-Ford Learning Academy Year 2 focuses on differentiated instructional practices. Topics include: Using assessments to inform and instruction, differentiated instructional strategies, technology integration, Social Emotional Learning, inclusive practices, professional relationship building, professional ethics, and culturally relevant and sustaining education. Spring-Ford Learning Academy- Year 3: - 2 after school meetings - 1-2 "coaching cycle" meetings with instructional coach. This includes an individual or small group meeting to 1) Pre-plan a lesson 2) conduct the lesson with the instructional coach either observing, modeling or co-teaching 3) debrief on the lesson - Spring-Ford Learning Academy Year 3 focuses on supporting individual professional growth. Topics include: balancing roles of educators, expanding instructional toolboxes, technology integration, effective use of assessments to drive instruction and understand student need, purposeful selection of instructional strategies, professional ethics, and culturally relevant and sustaining education.

Educator Induction Plan Topic Areas

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

Induction Plan Comprehensive Plan 2021.docx.pdf

2024-2025 Induction Schedule.pdf

_Induction Plan Comprehensive Plan 2025-2028 Updated 1-2025_c285cffb.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4c: Communicating with Families

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

4d: Participating in a Professional Community

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 3 Fall

Year 3 Spring

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

- 1d: Demonstrating Knowledge of Resources
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 1b: Demonstrating Knowledge of Students
- 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
- Year 3 Fall
- Year 3 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

- 2b: Establishing a Culture for Learning
- 1a: Demonstrating Knowledge of Content and Pedagogy

2c: Managing Classroom Procedures
1c: Setting Instructional Outcomes
3c: Engaging Students in Learning
1d: Demonstrating Knowledge of Resources
3e: Demonstrating Flexibility and Responsiveness
1e: Designing Coherent Instruction
4a: Reflecting on Teaching
1b: Demonstrating Knowledge of Students
3b: Using Questioning and Discussion Techniques

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Spring

Standards/Curriculum

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Technology Instruction**Selected Observation and Practice Framework(s):**

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

2c: Managing Classroom Procedures

3c: Engaging Students in Learning

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 3 Fall

Year 3 Winter

Year 3 Spring

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

- 2b: Establishing a Culture for Learning
- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes
- 3c: Engaging Students in Learning
- 1b: Demonstrating Knowledge of Students
- 4a: Reflecting on Teaching
- 3e: Demonstrating Flexibility and Responsiveness

Timeline

- Year 1 Winter
- Year 1 Spring
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring
- Year 3 Spring

Data informed decision making

Selected Observation and Practice Framework(s):

- 3e: Demonstrating Flexibility and Responsiveness
- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning
- 4a: Reflecting on Teaching

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

Timeline

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 3 Fall

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 3 Fall

Classroom and student management

Selected Observation and Practice Framework(s):

- 2a: Creating an Environment of Respect and Rapport
- 2e: Organizing Physical Space
- 2c: Managing Classroom Procedures
- 2b: Establishing a Culture for Learning
- 2d: Managing Student Behavior

Timeline

- Year 1 Fall
- Year 2 Fall
- Year 2 Spring
- Year 3 Fall

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

- 3c: Engaging Students in Learning
- 4c: Communicating with Families
- 4a: Reflecting on Teaching
- 2b: Establishing a Culture for Learning
- 4e: Growing and Developing Professionally
- 2a: Creating an Environment of Respect and Rapport

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 2 Fall

Year 3 Fall

Common Ground

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

4f: Showing Professionalism

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

Timeline

Year 1 Spring

Year 2 Spring

Year 3 Spring

Educator Effectiveness

Selected Observation and Practice Framework(s):

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2a: Creating an Environment of Respect and Rapport
- 3b: Using Questioning and Discussion Techniques
- 4c: Communicating with Families
- 1c: Setting Instructional Outcomes
- 2c: Managing Classroom Procedures
- 3d: Using Assessment in Instruction
- 4e: Growing and Developing Professionally
- 1b: Demonstrating Knowledge of Students
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 4d: Participating in a Professional Community
- 1e: Designing Coherent Instruction
- 2e: Organizing Physical Space
- 4a: Reflecting on Teaching
- 1f: Designing Student Assessments
- 3a: Communicating with Students
- 4b: Maintaining Accurate Records
- 1d: Demonstrating Knowledge of Resources
- 2d: Managing Student Behavior
- 3e: Demonstrating Flexibility and Responsiveness
- 4f: Showing Professionalism

Timeline

- Year 1 Fall
- Year 2 Fall
- Year 3 Fall

Evaluation and Monitoring

Evaluation and Monitoring

Meeting "check-outs" and quick surveys for exit tickets of the induction sessions Annual Professional Development Survey: Provides feedback based on needs Analysis of Activities: Inductees submit assignments through a learning management system. Assignments are reviewed and feedback provided by curriculum department which may include curriculum supervisors and/or instructional coaches. Professional Development Task Force: Induction plans are reviewed by the Professional Development Task Force which includes teachers from every level and parents/community members.

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
Dr. Catherine L. Gardy	

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