

DRAFT

## Profile

|                                                         |              |                  |
|---------------------------------------------------------|--------------|------------------|
| <b>LEA Type</b>                                         |              | AUN              |
| School District                                         |              | 124153503        |
| <b>Address 1</b>                                        |              |                  |
| 100 Lindenwood Dr                                       |              |                  |
| <b>Address 2</b>                                        |              |                  |
|                                                         |              |                  |
| <b>City</b>                                             | <b>State</b> | <b>Zip Code</b>  |
| Malvern                                                 | PA           | 19355            |
| <b>Chief School Administrator</b>                       |              |                  |
| Dr Daniel F Goffredo                                    |              |                  |
| <b>Chief School Administrator Email</b>                 |              |                  |
| dgoffredo@gvgsd.org                                     |              |                  |
| <b>Educator Induction Plan Coordinator Name</b>         |              |                  |
| Tricia Beck                                             |              |                  |
| <b>Educator Induction Plan Coordinator Name Email</b>   |              |                  |
| tbeck@gvgsd.org                                         |              |                  |
| <b>Educator Induction Plan Coordinator Phone Number</b> |              | <b>Extension</b> |
| 6108892125                                              |              | 52119            |

## Steering Committee

### 1 Steering Committee

| Name                | Title                               | Committee Role       | Chosen/Appointed By       |
|---------------------|-------------------------------------|----------------------|---------------------------|
| Stephen O'Toole     | Assistant Superintendent            | Administrator        | Administration Personnel  |
| Sarah Gorr          | Literacy Specialist                 | Education Specialist | Education Specialist      |
| Jonathan DeVirgilio | Middle School Teacher               | Teacher              | Teacher                   |
| Nicole Forrest      | Elementary Principal                | Administrator        | Administration Personnel  |
| Beth Zigmont        | Secondary Supervisor                | Administrator        | Administration Personnel  |
| Jamie Mozzone       | High School Teacher                 | Teacher              | Teacher                   |
| Julie Wagner        | Middle School Teacher               | Teacher              | Teacher                   |
| Emily Amodei        | Middle School Teacher               | Teacher              | Teacher                   |
| Cuifang Tang        | High School Teacher                 | Teacher              | Teacher                   |
| Angela Van Cott     | Elementary Teacher                  | Teacher              | Teacher                   |
| Jessica Shock       | 5/6 Center Teacher                  | Teacher              | Teacher                   |
| Susanne Knupp       | High School Teacher                 | Teacher              | Teacher                   |
| James Simpkins      | Literacy Specialist                 | Education Specialist | Education Specialist      |
| Sherri Kratzer      | Middle School Teacher               | Teacher              | Teacher                   |
| Heather McGovern    | Gifted Teacher                      | Education Specialist | Education Specialist      |
| Paige Morabito      | Gifted Teacher                      | Education Specialist | Education Specialist      |
| Katy Oh             | ESL Teacher                         | Education Specialist | Education Specialist      |
| Laura Eisemann      | Immaculata University Professor     | Other                | School Board of Directors |
| Gloria Park         | Parent                              | Other                | School Board of Directors |
| Nicole Lombardi     | Special Education Supervisor        | Administrator        | Administration Personnel  |
| Emily Braskey       | Special Education Supervisor        | Administrator        | Administration Personnel  |
| Khristina Hunt      | Instructional Technology Supervisor | Administrator        | Administration Personnel  |
| Kristen Klugh       | Business Member                     | Other                | School Board of Directors |
| Tricia Beck         | Director of Teaching and Learning   | Administrator        | Administration Personnel  |
| Andrea Dinsmore     | Director of Pupil Services          | Administrator        | Administration Personnel  |
| Joanna Wexler       | Assistant Superintendent            | Administrator        | Administration Personnel  |

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## 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?<br>(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?<br>(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?<br>(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?<br>(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.                                                                                                                                                                                             | No  |
| Other, please specify below                                                                                                                                                                                                                                                       | No  |
| <b>Other</b>                                                                                                                                                                                                                                                                      |     |

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

Building level administrators work together with administrators in the Teaching and Learning Department to identify veteran teachers who model the characteristics listed above to serve as mentor teachers. Mentors are selected who exhibit strong instructional practices, knowledge of curriculum and assessment, and the ability to collaborate well with colleagues. Mentor teachers typically hold the same certification and teach similar subject areas/grade levels as their paired protégé. Mentors participate in professional development to support them in their role as a mentor.

## Needs Assessment

|                                                                                                                        |     |
|------------------------------------------------------------------------------------------------------------------------|-----|
| Observations of inductee instructional practice by a coach or mentor to identify needs.                                | No  |
| 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)                                                                        | No  |
| Inductee survey (local, intermediate units and national level)                                                         | No  |
| Review of inductee lesson plans                                                                                        | No  |
| 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). | No  |
| Other, please specify below                                                                                            | No  |
| <b>Other</b>                                                                                                           |     |

**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**

Great Valley School District provides opportunities for first year inductees to meet formally with their mentors, building level administrators, and district level administrators throughout the school year for professional learning opportunities. Several full day workshops occur prior to the beginning of the school year with additional periodic meetings during the school year. The professional learning focuses on curriculum and instructional practices, expectations and ethics, integration of technology within instruction, use of student data, etc. In addition to the workshop format, inductees meet with their mentors at the beginning of the school year, on an on-going basis to provide support and resources.

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## **Educator Induction Plan Topic Areas**

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

Induction Schedule Alignment.docx

### **Code of Professional Practice and Conduct for Educators**

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

#### **Timeline**

Year 1 Summer

### **Assessments and Progress Monitoring**

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

1f: Designing Student Assessments

3d: Using Assessment in Instruction

3b: Using Questioning and Discussion Techniques

#### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

## **Instructional Practices**

### **Selected Observation and Practice Framework(s):**

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3d: Using Assessment in Instruction
- 3c: Engaging Students in Learning

### **Timeline**

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

## **Safe and Supportive Schools**

### **Selected Observation and Practice Framework(s):**

- 2c: Managing Classroom Procedures
- 2a: Creating an Environment of Respect and Rapport
- 4d: Participating in a Professional Community
- 2d: Managing Student Behavior
- 2b: Establishing a Culture for Learning
- 4c: Communicating with Families

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

**Timeline**

Year 1 Fall

Year 1 Summer

**Standards/Curriculum**

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

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring  
Year 3 Summer

### **Technology Instruction**

#### **Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources

#### **Timeline**

Year 1 Fall  
Year 1 Summer

### **Progress Reports and Parent-Teacher Conferencing**

#### **Selected Observation and Practice Framework(s):**

4b: Maintaining Accurate Records  
4c: Communicating with Families  
1f: Designing Student Assessments  
3d: Using Assessment in Instruction

#### **Timeline**

Year 1 Fall  
Year 1 Winter

## **Accommodations and Adaptations for diverse learners**

### **Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## **Data informed decision making**

### **Selected Observation and Practice Framework(s):**

- 1f: Designing Student Assessments
- 3e: Demonstrating Flexibility and Responsiveness
- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4e: Growing and Developing Professionally
- 1e: Designing Coherent Instruction

### **Timeline**

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

## **Materials and Resources for Instruction**

### **Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources

### **Timeline**

Year 1 Fall

Year 1 Summer

## **Classroom and student management**

### **Selected Observation and Practice Framework(s):**

2b: Establishing a Culture for Learning

2e: Organizing Physical Space

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2a: Creating an Environment of Respect and Rapport

### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall  
Year 3 Winter  
Year 3 Spring  
Year 3 Summer

### **Parental and/or community involvement**

#### **Selected Observation and Practice Framework(s):**

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

#### **Timeline**

Year 3 Fall  
Year 3 Winter  
Year 3 Spring  
Year 3 Summer

### **Professional Ethics Program Framework Guidelines**

#### **Selected Observation and Practice Framework(s):**

4f: Showing Professionalism

#### **Timeline**

Year 1 Fall

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

### **Common Ground**

#### **Selected Observation and Practice Framework(s):**

3c: Engaging Students in Learning  
4a: Reflecting on Teaching  
4d: Participating in a Professional Community  
2a: Creating an Environment of Respect and Rapport  
3e: Demonstrating Flexibility and Responsiveness

### **Timeline**

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

Year 2 Fall  
Year 2 Winter  
Year 2 Spring  
Year 2 Summer  
Year 3 Fall  
Year 3 Winter  
Year 3 Spring  
Year 3 Summer

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## **Evaluation and Monitoring**

### **Evaluation and Monitoring**

During each of the professional development sessions or series of professional development sessions, inductees have the opportunity to share feedback and offer suggestions through a variety of collaborative and individual activities. This information allows administrators to follow up with individual teachers and it is also used to inform the subsequent planning of induction professional development. In addition to feedback from professional development sessions, the district-wide induction program is evaluated annually. This evaluation provides all inductees the opportunity to provide information specific to the program goals and objectives. It also provides the inductees with an opportunity to give suggestions for improvement. The data collected from this evaluation is reviewed by the administrators as well as the curriculum committees and then used to revise the program and specific topics within the program.

### 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.

| <b>Educator Induction Plan Coordinator</b> | <b>Date</b> |
|--------------------------------------------|-------------|
|                                            |             |

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](#).

| <b>Chief School Administrator</b> | <b>Date</b> |
|-----------------------------------|-------------|
|                                   |             |