Lower Merion SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
School District		123464502
Address 1		
301 E Montgomery Ave		
Address 2		
City	**State**	**Zip Code**
Ardmore	PA	19003
Chief School Administrator		
Ms Megan Shafer		
Chief School Administrator Email		
mshafer@lmsd.org		
Educator Induction Plan Coordinator Name		
Jennifer Guadioso		
Educator Induction Plan Coordinator Name Email		
gaudioj@lmsd.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
610-645-1920		

Steering Committee

1Steering Comittee

Name	Title	Committee Role	Chosen/Appointed By
Jennifer Gaudioso	Director of Elementary Education	Administrator	Administration Personnel
Scott Weinstein	Assistant to the Superintendent	Administrator	School Board of Directors
Jason Lilly	Supervisor of Math	Administrator	Administration Personnel
Laura Hutelmyer	Instructional Coach	Education Specialist	Education Specialist
Kimberly Phillips	Instructional Coach	Education Specialist	Education Specialist
Jennifer Goldberg	Instruction Technology	Education Specialist	Education Specialist
Katelyn Jaxheimer	Librarian	Education Specialist	Education Specialist
Sarah Stout	Black Rock Middle School Principal	Administrator	Administration Personnel
Kajsa Thompson	Teacher	Teacher	Administration Personnel
Karen DeFranco	LMHS Assistant Principal	Administrator	Administration Personnel
Kristy Fruit	Welsh Valley Coordinator of Student Interventions	Education Specialist	Administration Personnel
Drew Gingrich	Welsh Valley Teacher	Teacher	Administration Personnel
Richard Marta	Supervisor of School Counseling	Administrator	Administration Personnel
Scott Mitchell	Penn Valley Elementary School	Administrator	Administration Personnel
Kelly Peterson	Coordinate of School Culture	Education Specialist	Education Specialist
Gwendolyn Nartowicz	Supervisor of Special Education	Administrator	Administration Personnel
Bryn Mitchell	Merion Elementary School	Teacher	Administration Personnel
Shannon Davis	Harriton High School	Teacher	Administration Personnel
Karen Salladino	Harriton High School	Teacher	Teacher
Aimee Avellino	Cynwyd Elementary	Education Specialist	Education Specialist

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: 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	No
Other	

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

LMSD utilizes an application process and district and building administrators review the applications to ensure that candidates meet the characteristics as noted above. Mentors and mentees complete feedback surveys that are utilized to make future determinations.

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	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**

LMSD Induction is a two year induction program with mentoring supports in both years. There are multiple after school professional development sessions in both years as well as asynchronous coursework with micro PD's that are required in both years as well. Professional learning sessions are focused on best practices aligned to the Danielson Framework, Universal Design for Learning, and Culturally Relevant Practices.

Educator Induction Plan Topic Areas

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

Induction Program 2024_ Teacher Information .pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Summer

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1a: Demonstrating Knowledge of Content and Pedagogy
3b: Using Questioning and Discussion Techniques
1b: Demonstrating Knowledge of Students
3c: Engaging Students in Learning
2b: Establishing a Culture for Learning

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

Standards/Curriculum

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes
1b: Demonstrating Knowledge of Students
3d: Using Assessment in Instruction
1a: Demonstrating Knowledge of Content and Pedagogy

Timeline
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring

Technology Instruction

Selected Observation and Practice Framework(s):
2b: Establishing a Culture for Learning
1a: Demonstrating Knowledge of Content and Pedagogy
1b: Demonstrating Knowledge of Students
3c: Engaging Students in Learning

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

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes
2a: Creating an Environment of Respect and Rapport
1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students
3e: Demonstrating Flexibility and Responsiveness
1e: Designing Coherent Instruction
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning

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

Data informed decision making

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments
3b: Using Questioning and Discussion Techniques
1c: Setting Instructional Outcomes
3d: Using Assessment in Instruction

Timeline

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

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources
1c: Setting Instructional Outcomes
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

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Summer

Common Ground

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction
1b: Demonstrating Knowledge of Students
2b: Establishing a Culture for Learning
1c: Setting Instructional Outcomes
3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources
1f: Designing Student Assessments
1a: Demonstrating Knowledge of Content and Pedagogy
2a: Creating an Environment of Respect and Rapport

Timeline
Year 1 Fall
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer

Educator Effectiveness

Selected Observation and Practice Framework(s):
4f: Showing Professionalism

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

Evaluation and Monitoring

Evaluation and Monitoring

Members of the Induction Committee annually review feedback from mentees, mentors, and administrators. Survey results from professional development sessions as well as asynchronous coursework are also analyzed and reviewed to determine changes to programming for subsequent years. Individual feedback from mentors and mentees are also included in the evaluation of success and to determine future iterative changes.

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**

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