

Penridge SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type	AUN	
School District	122098103	
Address 1		
1200 N 5th St		
Address 2		
City	State	Zip Code
Perkasie	PA	18944
Chief School Administrator		
Mr Angelo G Berrios III		
Chief School Administrator Email		
aberrios@pennridge.org		
Educator Induction Plan Coordinator Name		
Dr. Kathy Brewster-Scheid		
Educator Induction Plan Coordinator Name Email		
kbre		
Educator Induction Plan Coordinator Phone Number	Extension	
(215) 257-5011		

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	No
Other	

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

Potential mentors are identified by building principals based on their outstanding work performance, demonstrated ability to work effectively with students and colleagues, and willingness to accept additional responsibilities. Preference is given to educators with similar certifications and teaching assignments to their mentees. Mentors must model continuous learning and reflection while possessing in-depth knowledge of Pennridge policies, procedures, and resources. Finally, we try to ensure that mentor-mentee pairs have compatible schedules to facilitate regular, meaningful interactions that support the mentee's professional growth.

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**

The Pennridge Induction Program is a structured, two-year process designed to support new teachers in their transition into the district. The program begins with a two-day orientation, covering essential topics such as professional ethics, curriculum implementation, technology integration, special education, teacher evaluation, social media use, and human resources. Throughout the school year, Year 1 teachers participate in six after-school induction meetings covering topics like effective questioning, small group instruction, data analysis, and reflective teaching. Year 2 teachers continue with three additional meetings focused on differentiated supports, data review, and advanced reflection. Additionally, all new teachers engage in at least four instructional coaching experiences over two years, providing personalized support through pre-conferences, classroom visits, and post-conferences. Meetings are held in person, typically at the District Office Board Room, with Act 48 credit awarded for participation. This blended approach of structured sessions, coaching, and self-directed scheduling ensures new teachers receive targeted, ongoing support to develop their instructional practice and professional growth.

Educator Induction Plan Topic Areas

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

New Teacher Induction 2024-2025 YEAR 1 Revised 8.12.docx

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

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Instructional Practices

Selected Observation and Practice Framework(s):

- 1b: Demonstrating Knowledge of Students
- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes
- 1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

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

Standards/Curriculum

Selected Observation and Practice Framework(s):

- 1c: Setting Instructional Outcomes
- 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

Technology Instruction

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures
1d: Demonstrating Knowledge of Resources
2b: Establishing a Culture for Learning
1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Summer

Data informed decision making

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes
1e: Designing Coherent Instruction
1b: Demonstrating Knowledge of Students
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
Year 2 Summer

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Summer

Classroom and student management

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

2e: Organizing Physical Space

2d: Managing Student Behavior

2c: Managing Classroom Procedures

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 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):**

1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students
1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall
Year 1 Summer

Educator Effectiveness

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Summer

Evaluation and Monitoring

Evaluation and Monitoring

We employ a comprehensive evaluation process to monitor the effectiveness of the Educator Induction Program, systematically collecting both quantitative and qualitative data to assess its design, implementation, and outcomes. New teachers, mentors, principals, and other stakeholders participate in surveys throughout the program to provide feedback on their experiences, highlighting strengths and areas for improvement. Additionally, program activities and resources are analyzed to ensure alignment with best practices and educator needs. The evaluation process includes structured instruments such as surveys, and observation tools to measure the program's impact on teacher development and student outcomes. Mid-year and end-of-year surveys gather data on participant satisfaction, instructional growth, and professional learning effectiveness. Instructional coaching experiences are also monitored through reflective discussions between teachers and coaches. Findings from these evaluations inform continuous improvements to the program, ensuring it remains responsive to the evolving needs of new educators and supports their long-term success.

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