

Profile

LEA Type		AUN
School District of Haverford Township		125234502
Address 1		
50 E. Eagle Rd		
Address 2		
City	State	Zip Code
Havertown	PA	19083
Chief School Administrator		
Dr. Maureen Reusche		
Chief School Administrator Email		
mreusche@haverfordsd.net		
Educator Induction Plan Coordinator Name		
Jennifer Saksa		
Educator Induction Plan Coordinator Name Email		
jsaksa@haverfordsd.net		
Educator Induction Plan Coordinator Phone Number		Extension
6108535900		7210

Steering Committee

1Steering Comittee

Name	Title	Committee Role	Chosen/Appointed By
Heather Pinero	HS Assistant Principal	Administrator	Administration Personnel
Hailey Pechin	4th grade teacher	Teacher	Teacher
Ashley Gavio	MS Assistant Principal	Administrator	Administration Personnel
Maryann Hooper Capuzzi	MS Nurse	Other	Administration Personnel
Jennifer Sheridan	Elementary Music Teacher	Education Specialist	Education Specialist
Jennifer Saks	Assistant Superintendent	Administrator	Administration Personnel
Jill Vandevere	Executive Assistant	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	No
Other	

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

The list of requirements to serve as a mentor is distributed to the principal prior to recommending a mentor. The list is then shared with a potential mentor to confirm that all criteria are met. Administrative review of potential mentors ensures that both steps are taken and that all mentors meet the criteria.

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	No
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**

Program Structure All new educators participate in orientation and induction programming to include multiple workshop sessions, mentorship, and regular meetings and observations conducted by supervisors Content Includes Professional Responsibilities Curriculum Instruction Assessment Diversity and Inclusion Classroom Environment Planning Instructional Delivery Professionalism Professional Code of Conduct Meeting Frequency Inductees meet monthly with supervisors and mentors Induction sessions are held prior to the start of the school year and 6-8 times throughout the school year Delivery Format Induction sessions are offered in a variety of formats including live, synchronous sessions, recorded asynchronous sessions, individual meetings, small group meetings, and large group meetings

Educator Induction Plan Topic Areas

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

Two Year InductionNewTeacherHandbook2426.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

Timeline

Year 1 Winter

Instructional Practices

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

Timeline

Year 1 Fall

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

Timeline

Year 1 Spring

Standards/Curriculum

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Technology Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Year 2 Fall

Data informed decision making

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

Timeline

Year 2 Fall

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 2 Winter

Classroom and student management

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

Timeline

Year 1 Fall

Parental and/or community involvement

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 2 Fall

Common Ground

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

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

Educator Effectiveness

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

Timeline

Year 1 Winter

Evaluation and Monitoring

Evaluation and Monitoring

Induction Surveys - gather feedback from inductees & mentors PD Surveys – new teachers (sent by PD Committee) Written reflections to asynchronous activities in Canvas Opportunities to serve on PD Committee Authentic evidence related to each Induction session Mentor Checklists - completion and accuracy PAETEP - formal observations and informal observations

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
Jennifer L. Saksa	2025-02-14

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