

Colonial SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type	AUN	
Colonial SD	123461602	
Address 1		
230 Flourtown Rd		
Address 2		
City	State	Zip Code
Plymouth Meeting	PA	19462
Chief School Administrator		
Dr. Michael Christian		
Chief School Administrator Email		
mchristian@colonialsd.org		
Educator Induction Plan Coordinator Name		
Rosemarie Gregitis		
Educator Induction Plan Coordinator Name Email		
RGregitis@colonialsd.org		
Educator Induction Plan Coordinator Phone Number	Extension	
6108341670	2155	

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Joseph Pacitti	K-12 Curriculum Supervisor	Administrator	Administration Personnel
Rosemarie Gregitis	Assistant Superintendent	Administrator	School Board of Directors
Edward Merk	K-12 Curriculum Supervisor	Administrator	Administration Personnel
Maria Wileczek	K-12 Curriculum Supervisor	Administrator	Administration Personnel
Melissa Figueroa-Douglas	Equity and Advancement Officer	Administrator	Administration Personnel
Ann Nitka-Johnson	Middle Level Math Teacher	Teacher	Teacher
Will Blubaugh	High School Latin Teacher	Teacher	Teacher
Amanda Thornton	Middle Level ELA Teacher	Teacher	Teacher
Brooke Carpenter	Library Media Specialist	Education Specialist	Education Specialist
Kristen Hartel	Elementary Teacher	Teacher	Teacher
Elizabeth Morris	Reading Specialist	Education Specialist	Education Specialist
Lauren Shinton	Speech Therapist	Teacher	Teacher

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.

Mentors are selected by both the building-based administrators and curriculum supervisory team. The process for selection is as follows: 1. Matching grade-/team-/department-alike mentors to inductees 2. Mentors are assigned, where appropriate, relative to their own differentiated supervision goals 3. Successful mentors have documented observations and walkthroughs that indicate at least a proficient rating each year 4. Assigned mentors involve themselves in the larger school community per Domain 4 guidelines 5. Mentors review assigned responsibilities with the building-based administrative team, if required 6. Schedules for mentors and inductees center around common planning time where possible 7. The Induction Page with mentor and inductee resources is updated annually/as needed to include best practices and supports 8. Assigned mentors routinely check in with building-based administrators and/or curriculum supervisors regarding progress and needs related to their inductees

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**

Program Structure, Content, Meeting Frequency, and Delivery Format The CSD Induction program was revised in the 2022-23 academic year to include a 3-year longitudinal experience for all new staff and mentors. The 3-year experience is designed to include all required PDE trainings, district-level trainings, and building-specific initiatives as they relate to both the district's Comprehensive Plan and the provisions set forth in 22 Pa. Code § 49.16. Each inductee is required to complete a Professional Practice Goal, which is monitored and collaboratively adjusted by both their mentors and respective administrators throughout the year. Inductees unable to attend scheduled meetings arrange for alternative time(s) with the curriculum supervisor that oversees induction. All new inductees are required to attend a 3-day onboarding experience in the summer prior to the start of school. During this time, inductees become acclimated with their buildings, meet their administrative team and department

chairpersons/grade-level leads, take a tour of the district's boundaries, acquire necessary technology, and attend sessions hosted by Human Resources, Communications, Pupil Services, Technology, and Teaching and Learning. Further, new teachers, counselors, and support staff engage in professional learning experiences that include but are not limited to instructional best practices, Act 13 frameworks for their respective roles, special education and English Learner-related trainings, universal design for learning principles, equity, inclusion, and belonging, building-based meetings with mentors and administrative teams, instructional technology, and professional ethics. Delivery for these sessions Monthly meetings at both the district and building levels are required for all inductees in Year 1; logs for successful completion of both district- and building-based meetings are maintained by the curriculum supervisor in charge of reporting Induction reports to PDE. In Years 2-3, inductees continue working with their building-based administrators and assigned mentors to support professional growth. During these years, mentors are expected to meet routinely with their assigned inductees throughout the year to assess ongoing areas for growth and support with effective use of professional learning time (PLT). Meeting times during these years are contingent on schedules for each appropriate party.

Educator Induction Plan Topic Areas

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

FRCP 3-Year Induction Cycle Proposal (2025 Plan).pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

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

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

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

Instructional Practices

Selected Observation and Practice Framework(s):

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

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior

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

Standards/Curriculum

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources
1c: Setting Instructional Outcomes
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
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

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

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

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

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

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):

1e: Designing Coherent Instruction
1f: Designing Student Assessments
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

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

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

Classroom and student management

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

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):

4c: Communicating with Families

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

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

2a: Creating an Environment of Respect and Rapport

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

Common Ground

Selected Observation and Practice Framework(s):

3e: Demonstrating Flexibility and Responsiveness

4e: Growing and Developing Professionally

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):

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

Evaluation and Monitoring

Evaluation and Monitoring

Each stakeholder group is monitored and evaluated in the following ways to ensure fidelity of programming: Inductees - routine surveys of readiness/needs related to targeted professional learning sessions; routine meetings, observations, and walkthroughs to assess areas of strength and opportunities for growth related to each Domain in the Framework; year-end survey that asks for reflection on progress towards Professional Practice Goals Mentors and Principals - routine surveys that probe for areas of strength and opportunities for support; logs that reflect the content, quality, and follow-up action items for building-based meeting experiences; year-end survey that asks respondents for successes, challenges, and required resources for future success moving into Year 2 of the induction plan

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
Rosemarie Gregitis	2025-01-03

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
Michael L Christian	2025-01-03