Profile

LEA Type		AUN
Methacton School District		123465303
Address 1		
1001 Kriebel Mill Road		
Address 2		
City	**State**	**Zip Code**
Eagleville	PA	19403
Chief School Administrator		
Dr. David Zerbe, Superindentent		
Chief School Administrator Email		
dzerbe@methacton.org		
Educator Induction Plan Coordinator Name		
Matthew Walsh		
Educator Induction Plan Coordinator Name Email		
mwalsh@methacton.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
6104895000		15012

Steering Committee

1Steering Comittee

Name	Title	Committee Role	Chosen/Appointed By
Tara Ricci	Supervisor of Continuous Improvement	Administrator	Administration Personnel
Melissa Gorla	Supervisor of Secondary Education	Administrator	Administration Personnel
Tara Strouse	Supervisor of Elementary Education	Administrator	Administration Personnel
Matthew Walsh	Director of Curriculum, Instruction and Assessment	Administrator	Administration Personnel
Michelle Stead	Teacher	Teacher	Teacher
Caitlin Ferenchak	Teacher	Teacher	Teacher
Heather DiPiano	Teacher	Teacher	Teacher
Jennifer Heusser	Teacher	Teacher	Teacher
Tracy Hanson	Support Staff	Other	Teacher
Stephanie Sawyer	Teacher	Administrator	Teacher
Deborah Wittenberg	Teacher	Teacher	Teacher
Shab Maffei	Teacher	Education Specialist	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: 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.

Teachers are surveyed annually to determine their interest in mentoring others. When the need for a mentor is determined, the principal, HR and curriculum office work to determine the best fit. The nominated teacher is asked if he/she is willing to serve.

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	No
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**

Methacton's Induction Program begins with two, day long sessions before school starts and consists of four, 1.5 hour sessions throughout the year. Year one of induction includes an introduction to the district staff, policies, community, resources and expectations. Teachers come together to receive instruction from district administration. Year one evening session focus on- parent conferencing, instructional strategies, learning needs of ELs and DEI topics. Year two of induction is lead by the curriculum supervisors and instructional coaches. Teachers follow a similar format as year one. Topics for year two include- goal setting, instructional planning and questioning and discussion techniques.

Educator Induction Plan Topic Areas

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

Methacton 2 year Induction Plan 24.25.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 2 Fall

Instructional Practices

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

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

Timeline
Year 1 Fall
Year 2 Fall

Standards/Curriculum

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

Technology Instruction

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

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

Data informed decision making

Selected Observation and Practice Framework(s):

Timeline
Year 1 Fall
Year 2 Fall

Materials and Resources for Instruction

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

Classroom and student management

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

Parental and/or community involvement

Selected Observation and Practice Framework(s):

Timeline
Year 1 Fall

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

Timeline
Year 1 Fall

Common Ground

Selected Observation and Practice Framework(s):

Timeline
Year 1 Spring
Year 2 Spring

Educator Effectiveness

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Other

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

Evaluation and Monitoring

Evaluation and Monitoring

Inductees are observed by the Director of Curriculum year one and by the Curriculum Supervisor in year 2. Inductees must share their learning form all sessions through documentation at the end of the year. They also complete a survey about the induction program which is used for improvement planning. All are observed on the NTPE 13-1

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