

**Wilson Area SD**

Induction Plan (Chapter 49) | 2025 - 2028

## Profile

<b>LEA Type</b>	AUN	
School District	120488603	
<b>Address 1</b>		
2040 Washington Blvd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Easton	PA	18042
<b>Chief School Administrator</b>		
Dr Harrison Bailey III		
<b>Chief School Administrator Email</b>		
HBailey@wilsonareasd.org		
<b>Educator Induction Plan Coordinator Name</b>		
Amy Austin		
<b>Educator Induction Plan Coordinator Name Email</b>		
aaustin@wilsonareasd.org		
<b>Educator Induction Plan Coordinator Phone Number</b>	<b>Extension</b>	
484-373-6011		

## Steering Committee

### Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Amy Austin	Director	Administrator	Administration Personnel
Alex Mindler	Supervisor	Administrator	Administration Personnel
Ian Beitler	Principal	Administrator	Administration Personnel
Lizzie Bakhuizen	Teacher	Teacher	Administration Personnel
Michael Chromey	Principal	Administrator	Administration Personnel
Ashley Clarke	Teacher	Teacher	Education Specialist
Kathleen MacHose	Parent	Other	Administration Personnel
John Martuscelli	Principal	Administrator	Administration Personnel
Allyson Palinkas	Board Member	Other	School Board of Directors
Katie Pietrouchie	Principal	Administrator	Administration Personnel
Bethayn Tarsi	Teacher	Teacher	Teacher
Holly Waugh	Board Member	Other	School Board of Directors

## 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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? ( <a href="#">24 P.S. § 11-1138.8 (c)(3)</a> ) and <a href="#">22 Pa Code, 49.16 )</a>	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
<p><b>Other</b>            At least 3 years of successful teaching experience, good communication and interpersonal skills, demonstrates organizational skills and effective classroom management skills, exhibits a solid grasp of learning theory and an understanding of how theory is translated into effective teaching and assessment of student learning.</p>	

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

Mentors are recommended to the Director of Curriculum and Instruction by the building principal or direct supervisor of the new teacher or education specialist. The selection of mentors is based on the following criteria: outstanding work performance; similar certification and teaching assignment (when practical); models continuous learning and reflection; knowledgeable of WASD policies, procedures, and resources; works effectively with students, families, and other staff members; compatible schedule to facilitate regular meetings; desire to be a teacher mentor; at least three (3) years of successful teaching experience; good communication and interpersonal skills; demonstrates organizational skills and effective classroom management techniques; and exhibits a good grasp of learning theory and an understanding of how theory is translated into effective teaching and assessment of student learning. The list of mentors is recommended to the School Board for approval. Once approved, the mentor must attend the District's mentor training program (or be on the list of approved, previously trained mentors). The training describes the necessary skills of a successful mentorship which include the purpose of induction, role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills, and key components of adult learning and development. A key component of the training includes experienced mentors sharing evidence-based strategies that have been effective in prior experiences.

## 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	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
<b>Other</b>	

**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 Wilson Area School District requires all teachers new to the WASD to participate in the District's induction program. First year teachers, or those in their first year in WASD will need to attend Year 1. Second year teachers only will attend Year 2. The induction program includes two days of specific professional development at the beginning of the school year during Year 1. These professional development sessions focus on classroom management, explicit instructional model/structured literacy, technology tools, professional ethics, and an introduction to educator effectiveness (Act 13). Time is also provided to meet with the building principal and the inductee's mentor. Five additional 60-minute professional development sessions are held after school throughout the school year. These seminars focus on culturally relevant and sustaining education, special education, English Language learners, TACT2 verbal de-escalation techniques, structured literacy, and instructional strategies. Inductees also are required to complete asynchronous online courses in the areas of mandated reporting, youth suicide awareness (prevention and postvention), Code of professional practice and conduct for teachers ( including sexual misconduct, FERPA, and online safety). All new teachers will be assigned a mentor that they will have for their first two years. A new teacher handbook is provided to both mentor and inductee which lists monthly activities to complete or discuss. New teachers and mentors are required to meet on a regular schedule (as determined by the district) to discuss needs or concerns and address items within the handbook. Overall the induction program is a combination of workshop-based and seminar-based professional development sessions, asynchronous online courses, and one-to-one meetings with the mentor and building principal.



## Educator Induction Plan Topic Areas

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

Education Induction Plan 24-26.pdf

## Code of Professional Practice and Conduct for Educators

**Selected Observation and Practice Framework(s):**

4f: Showing Professionalism

### **Timeline**

Year 1 Fall

Year 2 Fall

## Assessments and Progress Monitoring

**Selected Observation and Practice Framework(s):**

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

### **Timeline**

Year 1 Winter

Year 2 Fall

## Instructional Practices

### Selected Observation and Practice Framework(s):

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

3e: Demonstrating Flexibility and Responsiveness

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

### Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## Safe and Supportive Schools

### Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

4b: Maintaining Accurate Records

### Timeline

Year 1 Fall

## Standards/Curriculum

### Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

### Timeline

Year 1 Fall

Year 2 Fall

## Technology Instruction

### Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

1f: Designing Student Assessments

1e: Designing Coherent Instruction

4b: Maintaining Accurate Records

4c: Communicating with Families

### Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

## Progress Reports and Parent-Teacher Conferencing

### Selected Observation and Practice Framework(s):

- 1b: Demonstrating Knowledge of Students
- 4c: Communicating with Families
- 4b: Maintaining Accurate Records

### Timeline

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

## Accommodations and Adaptations for diverse learners

### Selected Observation and Practice Framework(s):

- 1b: Demonstrating Knowledge of Students
- 1f: Designing Student Assessments
- 3e: Demonstrating Flexibility and Responsiveness
- 1e: Designing Coherent Instruction
- 3a: Communicating with Students
- 4c: Communicating with Families

### Timeline

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

## Data informed decision making

### Selected Observation and Practice Framework(s):

- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1f: Designing Student Assessments
- 1e: Designing Coherent Instruction

### Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

## Materials and Resources for Instruction

### Selected Observation and Practice Framework(s):

- 1e: Designing Coherent Instruction
- 1d: Demonstrating Knowledge of Resources

### Timeline

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

## Classroom and student management

### Selected Observation and Practice Framework(s):

- 2a: Creating an Environment of Respect and Rapport

- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space
- 1b: Demonstrating Knowledge of Students

**Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

**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

**Professional Ethics Program Framework Guidelines**

**Selected Observation and Practice Framework(s):**

- 4f: Showing Professionalism
- 4c: Communicating with Families
- 3a: Communicating with Students

**Timeline**

Year 1 Fall

Year 2 Fall

**Common Ground****Selected Observation and Practice Framework(s):**

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and Responsiveness

4c: Communicating with Families

**Timeline**

Year 1 Spring

**Educator Effectiveness****Selected Observation and Practice Framework(s):**

4b: Maintaining Accurate Records

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring



## Evaluation and Monitoring

### Evaluation and Monitoring

WASD has established a process for monitoring and evaluating the Educator Induction Program. The inductee, mentor, and building principal(s) all have specific responsibilities in monitoring and evaluating the new teacher program including:

- New Educator: A needs assessment will be provided to each inductee prior to the beginning of their first school year. The inductee will use this tool to assess his or her competency level in each area. Evaluation of the summer orientation and all other sessions, including additional continuing professional education activities Reflection through completion of observation reports completed after observations of other teachers Complete portfolio in Year 2: Goal defined for the school year Plan for completing goal Artifacts supporting goal completion
- Mentor Teacher: Evaluation of a new teacher through: the completion of (1) observation per semester of the new teacher, participation in meetings with the new teacher, and participation in the end of year review Review of program and recommendations for inductee for year 2
- Building Principal Evaluation of new teachers through: The completion of 2 formal observations of the new teacher and minimum of 4 informal observations Completion of PDE evaluations Participation in the end of year review Monitoring of progress through periodic meetings with the new teachers and mentors

The building principal(s) will utilize the data collected throughout the year to determine if individual teachers successfully met the competencies established in the plan. The building principal(s) are responsible for the final evaluations of all teachers in their buildings. At the end of the school year, all individual participants will evaluate the program. The evaluation data will be presented to the New Teacher Induction Committee, and revisions to the plan will be made as appropriate.

## 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.

<b>Educator Induction Plan Coordinator</b>	<b>Date</b>
Amy Austin	2025-03-04

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](#).

<b>Chief School Administrator</b>	<b>Date</b>
Dr. Harrison Bailey	2025-08-18