Morrisville Borough SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
School District		122097203
Address 1		
550 W Palmer St		
Address 2		
City	**State**	**Zip Code**
Morrisville	PA	19067
Chief School Administrator		
Dr Andrew J Doster		
Chief School Administrator Email		
adoster@mv.org		
Educator Induction Plan Coordinator Name		
Dr. Andrew J Doster		
Educator Induction Plan Coordinator Name Email		
adoster@mv.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
215-736-2681		

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Dr. Andy Doster	Superintendent	Administrator	Administration Personnel
Brian Oberdick	Principal	Administrator	Administration Personnel
Julianne Cappucino	Principal	Administrator	Administration Personnel
Kevin Jones	Teacher	Teacher	Teacher
Nick Zlupko	Assistant Principal	Administrator	Administration Personnel
Sean Ryan	Assistant Principal	Administrator	Administration Personnel
Nicole Culnan	Counselor	Other	Administration Personnel
Heather Sherlock	Counselor	Other	Administration Personnel

1 Steering Comittee

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.

The principal determines who will serve as a new teacher mentor by soliciting volunteers and then vetting those volunteers based on a range of qualifications to ensure the effectiveness of the mentorship program. The pool of potential mentors is comprised of teachers with strong work performance who demonstrate a commitment to continuous learning and reflection. Priority is given to mentors with similar certifications and teaching assignments as the inductees, ensuring alignment in instructional expertise. Mentors are expected to possess in-depth knowledge of Morrisville's procedures, and resources and must have demonstrated the ability to work effectively with both students and colleagues. Additionally, potential mentors must be willing to accept additional responsibilities and complete mentor training.Finally, compatibility of schedules between mentors and inductees is essential to facilitate regular and meaningful collaboration.

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**

New teachers engaged in the Morrisville Induction program participate in summer professional development in years 1 and 2 as well as 4 after school professional learning sessions each year. The focus of the professional learning sessions meet the required professional learning (Act 13, Common Ground, etc) as well as evergreen topics that improve instruction such as focusing on formative assessment, questioning techniques, etc. In addition to the professional learning, each participant meets with their mentor monthly and are provided a variety of topics to discuss that align with improving as a teacher. Those monthly meetings are documented via a log.

Educator Induction Plan Topic Areas

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

_Induction Plan Topics and Timelines for Morrisville School District (24-26).pdf

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):

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of Students

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

Instructional Practices

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

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

Standards/Curriculum

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for 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

Data informed decision making

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3d: Using Assessment in Instruction

1e: Designing Coherent 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

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

1f: Designing Student Assessments

1e: Designing Coherent 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

Classroom and student management

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

3a: Communicating with Students

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Parental and/or community involvement

Selected Observation and Practice Framework(s):

4c: Communicating with Families

4b: Maintaining Accurate Records

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Summer

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

4f: Showing Professionalism

Timeline

Year 1 Summer

Common Ground

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

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

Educator Effectiveness

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

Timeline

Year 1 Summer

Evaluation and Monitoring

Evaluation and Monitoring

Participants of the induction program are surveyed after each professional learning experience and responses are used to improve future sessions. At the end of each year, mentees and mentors are surveyed to determine the effectiveness of the full experience to make adjustments for subsequent years as well. Lastly, building principals engage in frequent discussions with new teachers and mentors to further align feedback to support the growth of each new teacher.

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**
Dr. Andrew J. Doster	2025-03-27

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
Dr. Andrew J. Doster	2025-03-27