

WEST SHORE SD

PO Box 803

Induction Plan (Chapter 49) | 2023 - 2026

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan 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.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for 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.
- The induction plan shall be 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. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

School District

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Dr. Todd Stoltz	Superintendent	Administrator	Administration Personnel
Dr. Jamie Whye	Assistant Superintendent	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Mrs. Jen Homoke	Parent	Other	School Board of Directors
Mr. Adam Marshall	Elementary Assist. Principal	Administrator	Administration Personnel
Mrs. Karissa Peiffer	HS Assist. Principal	Administrator	Administration Personnel
Mrs. Shannon Murphy	Supervisor of Student Services	Administrator	Administration Personnel
Mrs. Jennifer Kelly	Teacher of the Deaf	Education Specialist	Education Specialist
Ms. Rachel Mekes	Librarian	Teacher	Teacher
Mrs. Shawna Thomas	HS Teacher	Teacher	Teacher
Mrs. Karen Butler	MS Teacher	Teacher	Teacher
Mrs. Kristy Martin	MS Teacher Special Education	Teacher	Teacher
Mrs. Abby Tierney	Community Member	Other	School Board of Directors
Mrs. Beth Harmon	Elementary Teacher	Teacher	Teacher
Mrs. Kyleigh Smeltzer	Middle School Science	Teacher	Teacher
Mrs. Chelsea Gunther	Autism Support	Teacher	Teacher
Mr. Dan Grejda	Elementary Math Coach	Education Specialist	Education Specialist

Name	Title	Committee Role	Chosen/Appointed by
Mr. Alex Pepper	Elementary Teacher	Teacher	Teacher
Mrs. Katie McArdle	High School Teacher	Teacher	Teacher
Mrs. Amy Scott	High School Life Skills	Teacher	Teacher
Mrs. Sherry Moyer	Community Member	Other	School Board of Directors
Mrs. Jeannette Fodness	High School Student Support Coach	Education Specialist	Education Specialist
Ms. Amanda Rozanski	Elementary Teacher	Teacher	Teacher
Mrs. Dawn Sanderson	Elementary Teacher	Teacher	Teacher
Ms. Heather Wolfe	High School Teacher	Teacher	Teacher
Mrs. Melissa Bolen	High School Teacher	Teacher	Teacher
Ms. Alysa Massaro	Elementary Teacher	Teacher	Teacher
Mrs. Robin Smith	Middle School Teacher	Teacher	Teacher
Mrs. Leona Gruver	Parent	Other	School Board of Directors

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
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?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

Plan requirements

Yes/No



MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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

NA

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED CHARACTERISTICS.

The mission of the mentoring program is to provide a strong, multi-layered continuum of support for new professionals that places relationships first and serves to develop skills and competencies unique to each new professional's role. There are several considerations when selecting mentors. Below are criteria we use when making such a decision. A mentor: Demonstrates a commitment to the role of mentoring. Exhibits empathy and understanding of the concerns and needs of new professionals. Is skilled at providing instructional or role specific support. Is current in best instructional and service practices. Demonstrates mastery of interpersonal skills with adults and children. Articulates knowledge of District curriculum, philosophy, and policies. Is a model of continuous learner. Demonstrates the use of effective problem-solving and decision-making skills. Communicates hope and optimism. Has three or more years of successful experience. Is respected by peers, students and parents. Consistently demonstrates professionalism. Mentors are selected carefully by the building administrators and department supervisors using the above mentioned criteria. We want to ensure they are educators with strong interpersonal skills as well as excellent professional skills as measured by evaluations, walkthroughs and leadership on building and District teams. The recommended mentors are sent to the assistant superintendent for further review and then placed on the Board personnel agenda for a vote. The assistant superintendent meets yearly with mentors to ensure they know how to navigate the New Professional Mentor Live Binder that includes monthly topics, video, best practices, resources, policies and self-reflection tools.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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

NA

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**

Structure: The West Shore School District's New Professional Induction and Preparation program is a series of planned experiences and activities to familiarize new professionals with District practices, set expectations, and promote effective classroom and department practices. These experiences begin with the New Professional Orientation in year one, along with the New Professional series of workshops throughout the year. Year two is a two-day pre-service designed to reflect upon the first year's experience and to offer additional training to promote greater proficiency in skills and competencies. Our professional staff is a valued resource, and our orientation and induction program recognizes the need to promote professionalism, growth, and a quest for excellence. Mentors and mentees meet regularly and not only address upcoming topics relative to their content and building, but focus on specific practices and strategies each month. Mentees also meet monthly with building administration. Our program is also about relationships, support and growth. Whether they are a new or seasoned professional, they will have a mentor assigned to help them navigate a new District. Each building has a mentoring team who will be there every step of the way. Topics covered at District Level Culturally relevant and sustaining education Teacher Competency Student Learning District systems and resources PA-EETEP Educator's performance plan Act 13 and the Danielson Framework - educator effectiveness Importance of reflection Importance of self-care Professional ethics Professional employee handbook Safety in our schools Social media and communication in general SAMR model and instructional technology Stop the Bleed Epipen Suicide Awareness Trauma-informed Diversity,

Equity and Inclusion De-escalation strategies Standards-aligned systems Meeting needs of diverse learners Mentor, Building Admin,, District
PD Lesson planning Use of data to inform planning, instruction and assessment Danielson rubrics Classroom management Personalizing
learning Personal Goal setting PBIS/MTSS/Child study Communications Conferences Feedback loop Hattie's Visible Learning Maslow's
Hierarchy 21st Century teaching and learning All things special education and 504s Accommodating for ELs Delivery Format Face-to face
Virtual synchronous and asynchronous Schoology courses self-paced

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4c: Communicating with Families	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 3c: Engaging Students in Learning	Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness
1c: Setting Instructional Outcomes
4a: Reflecting on Teaching
1b: Demonstrating Knowledge of Students
4c: Communicating with Families

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources
3b: Using Questioning and Discussion Techniques
1e: Designing Coherent Instruction
3c: Engaging Students in Learning
1f: Designing Student Assessments
3d: Using Assessment in Instruction
1a: Demonstrating Knowledge of Content and Pedagogy
2b: Establishing a Culture for Learning

Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall

Selected Danielson Framework(s)**Timeline**

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

2e: Organizing Physical Space

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

3a: Communicating with Students

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**

2c: Managing Classroom Procedures

2e: Organizing Physical Space

3a: Communicating with Students

2a: Creating an Environment of Respect and Rapport

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

4c: Communicating with Families

2b: Establishing a Culture for Learning

4f: Showing Professionalism

Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments	Year 1 Fall, Year 2 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 1c: Setting Instructional Outcomes 3b: Using Questioning and Discussion Techniques 2c: Managing Classroom Procedures 3e: Demonstrating Flexibility and	Year 2 Fall, Year 1 Fall, Year 1 Spring

Selected Danielson Framework(s)

Timeline

Responsiveness

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

2d: Managing Student Behavior

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Spring, Year 1 Fall

1a: Demonstrating Knowledge of Content and Pedagogy

3a: Communicating with Students

4f: Showing Professionalism

1b: Demonstrating Knowledge of Students

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

3a: Communicating with Students
1f: Designing Student Assessments
1d: Demonstrating Knowledge of Resources
3e: Demonstrating Flexibility and Responsiveness
1b: Demonstrating Knowledge of Students
3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning

Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

3a: Communicating with Students
1f: Designing Student Assessments
4b: Maintaining Accurate Records

Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students
3d: Using Assessment in Instruction
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning
1d: Demonstrating Knowledge of Resources
4a: Reflecting on Teaching
1c: Setting Instructional Outcomes
3e: Demonstrating Flexibility and Responsiveness

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy
1b: Demonstrating Knowledge of Students
1d: Demonstrating Knowledge of Resources

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 2e: Organizing Physical Space 1c: Setting Instructional Outcomes 2d: Managing Student Behavior 1e: Designing Coherent Instruction 3a: Communicating with Students	Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 4f: Showing Professionalism 4d: Participating in a Professional	Year 1 Spring, Year 1 Fall

Selected Danielson Framework(s)

Timeline

Community

3a: Communicating with Students

4c: Communicating with Families

OTHER

Selected Danielson Framework(s)

Timeline

Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

The District surveys new hires after each new professional session and uses the information to plan and revisit topics if necessary. New professionals, administrators, mentors and mentoring teams complete an evaluation at the end of each year that is used to make necessary adjustments. The District curriculum council team made up of professional staff from every building and District departments, annually revisits the new professional agendas, after school sessions, professional learning and supports and makes changes as appropriate. They seek informal feedback from new professionals and mentors that informs needed changes. The curriculum council and District leadership team annually review the new professional and support interactive binder and makes changes as appropriate. Mentors, coaches and building administrators observe, coach and support new professionals in a variety of ways: quick surveys to gather information about needs and strengths; monthly new professional meetings, walkthrough tools and formal observation process; student data review. The building MTSS, PBIS and Child Study Teams engage in cyclical review of student progress and determine supports needed for both students and staff.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	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.

NA

EDUCATOR INDUCTION PLAN STATEMENT OF 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.

Dr. Jamie Whye

Date

Educator Induction Plan Coordinator

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