

## **WEST YORK AREA SD**

1891 Loucks Rd

Induction Plan (Chapter 49) | 2022 - 2025

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### **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

West York Area School District

112678503

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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

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Name	Title	Committee Role	Chosen/Appointed by
Melissa Appnel	Director of Education and Assessment	Administrator	Administration Personnel
Virginia Carter	Executive Assistant to the Assistant Superintendent	Other	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Catherine Kveragas	Principal	Administrator	Administration Personnel
Jonathan Hofman	Principal	Administrator	Administration Personnel
Wayne Dull	Assistant Principal	Administrator	Administration Personnel
Tricia Patterson	Dean of Students	Education Specialist	Administration Personnel
Briana Hoover	Dean of Students	Education Specialist	Administration Personnel
Marlena Wagner	Teacher	Teacher	Administration Personnel
Kelly Kessler	Teacher	Teacher	Administration Personnel
Pamela Holmes	Teacher	Teacher	Administration Personnel
Daniel Quickel	Teacher	Teacher	Administration Personnel
Amy Wiker	Teacher	Teacher	Administration Personnel
Kristine Marino	Teacher	Teacher	Administration Personnel
Marlena Lang	Director of Human Resources	Other	Administration Personnel

## 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
Are 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 identified and provided an induction experience? (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? (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



## 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

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

## **CHARACTERISTICS.**

The WYASD wishes to ensure the mentor pool is consistent and thriving through teacher leadership training programs. Teacher interest is gathered annually, and selections are made at the building level considering certifications, outstanding work performance, knowledge of resources, willingness to accept additional responsibility. Communications and checklists are provided to ensure the appropriate topics are included in Mentor/Mentee discussions and conferences, and efforts are made within the schedule to offer common planning times or lunch times for continued discussion and coaching.

## 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	No
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**

The West York Area School District New Teacher induction includes is facilitated at both the district level and building level. All new teachers hired to the district participate in District Level Orientation in the summer, prior to the start of the school year. New teachers requiring induction continue with district wide group meetings with supportive topics of orientation, instruction, and strategy. This group meets at the district level, facilitated by a central office administrator almost monthly. Meetings are in person, but virtual meetings can be utilized as needs are noted. District Level Meeting Topics Include: Ethics District Demographics and Programs Parent Communication Trauma Informed Practices and Classroom Management Student Services (Special Education/English Learner) Crisis Prevention/Intervention Vocabulary Instruction Human Resource Benefits Employee Assistance Program At the building level, in person meetings take place with the Inductee, Mentor, and Building administrator with focused building level topics to include: Student Services Attendance Grading/Assessment/Report Cards Available Technology/Learning Management Systems Evaluation Instruction/Classroom Management Curriculum and Planning Peer Observations These meetings are in person. At the building level, inductees also have several formal observations/walkthroughs and participate in peer observations with their mentor and selected teachers in their building for enhanced modeling of classroom environment and modeling. Mentors work with Inductees on planning and preparation regularly throughout the year.

## 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

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Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4f: Showing Professionalism	Year 1 Fall

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## INSTRUCTIONAL PRACTICES

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Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 2d: Managing Student Behavior 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources	Year 1 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Winter, Year 3 Winter, Year 2 Spring, Year 3 Spring, Year 1 Winter, Year 2 Fall, Year 3 Fall

**Selected Danielson Framework(s)**

**Timeline**

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3b: Using Questioning and Discussion Techniques  
1b: Demonstrating Knowledge of Students

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**TECHNOLOGY INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

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1e: Designing Coherent Instruction  
3b: Using Questioning and Discussion Techniques  
1d: Demonstrating Knowledge of Resources  
3c: Engaging Students in Learning  
3d: Using Assessment in Instruction

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

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**PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

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**Selected Danielson Framework(s)**

**Timeline**

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4b: Maintaining Accurate Records

Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 2 Fall, Year 3 Fall, Year 1 Fall, Year 1

**Selected Danielson Framework(s)****Timeline**

4c: Communicating with Families

Spring, Year 2 Spring, Year 3 Spring, Year 1 Winter, Year 2 Winter, Year 3 Winter

2a: Creating an Environment of Respect  
and Rapport**ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS****Selected Danielson Framework(s)****Timeline**

1e: Designing Coherent Instruction

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

2a: Creating an Environment of Respect  
and Rapport

Year 3 Spring, Year 1 Spring, Year 1 Summer, Year 2 Summer, Year 3 Summer

1b: Demonstrating Knowledge of  
Students

3c: Engaging Students in Learning

**MATERIALS AND RESOURCES FOR INSTRUCTION****Selected Danielson Framework(s)****Timeline**

1e: Designing Coherent Instruction

Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1

1d: Demonstrating Knowledge of  
Resources

Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring

**Selected Danielson Framework(s)****Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy  
1c: Setting Instructional Outcomes

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## CLASSROOM AND STUDENT MANAGEMENT

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**Selected Danielson Framework(s)****Timeline**

2e: Organizing Physical Space  
2a: Creating an Environment of Respect and Rapport  
1c: Setting Instructional Outcomes  
2c: Managing Classroom Procedures  
2d: Managing Student Behavior  
2b: Establishing a Culture for Learning

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

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## ASSESSMENTS AND PROGRESS MONITORING

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**Selected Danielson Framework(s)****Timeline**

4b: Maintaining Accurate Records  
1c: Setting Instructional Outcomes

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

**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments  
3d: Using Assessment in Instruction

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## STANDARDS/CURRICULUM

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**Selected Danielson Framework(s)**

**Timeline**

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

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## SAFE AND SUPPORTIVE SCHOOLS

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**Selected Danielson Framework(s)**

**Timeline**

4c: Communicating with Families  
3e: Demonstrating Flexibility and Responsiveness  
2d: Managing Student Behavior  
2e: Organizing Physical Space

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

## **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**

Annually the district collects survey responses from both mentors and mentees specific to the effectiveness of the program. Feedback is also gathered from principals and other members of the education induction program to understand the strengths and weaknesses of the program. Questions will include feedback around specific activities and resources used in the program. Induction feedback is also included in the annual Professional Development survey conducted each year for our Federal Programs grant. All teachers K-12 participate in that survey.

## 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.**



## 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.

Melissa M Appnel

Date

Educator Induction Plan Coordinator

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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