

West Perry SD

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
West Perry School District		115508003
Address 1		
2606 Shermans Valley Road		
Address 2		
City	State	Zip Code
Elliottsburg	PA	17024
Chief School Administrator		
Jeffrey Kuhns		
Chief School Administrator Email		
jkuhns@westperry.org		
Educator Induction Plan Coordinator Name		
Dr. Michele Dubaich		
Educator Induction Plan Coordinator Name Email		
mdubaich@westperry.org		
Educator Induction Plan Coordinator Phone Number		Extension
7177893934		5508

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Michele Dubaich	Assistant Superintendent	Administrator	School Board of Directors
Kristi Coble	Elementary Principal	Administrator	Administration Personnel
Erin Monn	Pre-K-1 Instructional Coach	Education Specialist	Education Specialist
Michael Eddy	Middle School School Counselor	Education Specialist	Education Specialist
Paula Jones	Student Services Coordinator	Administrator	Administration Personnel
Ashley Willis	Elementary Teacher	Teacher	Teacher
Angie Lyter	Middle School Teacher	Teacher	Teacher
Sarah Columbus	2-5 Instructional Coach	Education Specialist	Education Specialist
Angie Harrison	Elementary Teacher	Teacher	Teacher
Angela Grove	Secondary Instructional Coach	Education Specialist	Education Specialist
Charles Kembring	High School Teacher	Teacher	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:	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

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).	No
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.

Mentor teachers must be tenured professional employees who have demonstrated effective instruction in their role as a classroom teacher or counselor/educational specialist. Principal/supervisor recommendation and/or application process is utilized to ensure the best matching of mentor/new teacher. Mentors must agree to the time needed to participate in all induction sessions and new teacher activities and mentor trainings. The assistant superintendent coordinates the mentor and induction program and communicates and meets with mentors and new teachers regularly. Survey assessments are utilized at the end of each school year to determine that the mentor/teacher relationship has provided support.

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)	No
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	No
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
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 Perry School District has a two-year induction program for new teachers. Teachers in Year-1 meet as a group prior to the beginning of the school year for a comprehensive orientation. Each new teacher is assigned a mentor and that mentor attends the first day events with the new teacher. The first month of school an additional group meeting is held to share professional information and Special Education protocols and requirements. The year-1 teachers continue to meet monthly with their building principal and mentor and as needed. The year-2 teachers meet monthly at the district office for a planned topic session. The sessions are delivered by different building administrators to highlight others' expertise and build culture. The final month of year-2 is an exit meeting (one-on-one) to discuss needs, determine if additional formal mentoring is needed and discuss ACT 48 and Instructional II certification).

Educator Induction Plan Topic Areas

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

Induction Year 1 Schedule 23 24.pdf

Induction Year 2 Schedule.23 24_2b81f585.pdf

WPSD Induction Program Description January 2024.pdf

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

1f: Designing Student Assessments

4c: Communicating with Families

4b: Maintaining Accurate Records

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Year 2 Winter

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning
1e: Designing Coherent Instruction

Timeline

Year 1 Fall
Year 1 Winter
Year 2 Fall
Year 2 Winter

Selected Observation and Practice Framework(s):

4c: Communicating with Families
2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Fall
Year 2 Fall

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall
Year 2 Spring

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space
3c: Engaging Students in Learning

Timeline

Year 1 Fall

Year 2 Fall

Selected Observation and Practice Framework(s):

4c: Communicating with Families

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 2 Fall

Selected Observation and Practice Framework(s):

3e: Demonstrating Flexibility and Responsiveness

Timeline

Year 1 Fall

Year 2 Fall

Year 2 Winter

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

1f: Designing Student Assessments

Timeline

Year 1 Winter

Year 2 Winter

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

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

Timeline

Year 1 Fall

Year 2 Winter

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Fall

Year 2 Fall

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 2 Spring

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

Timeline

Year 2 Spring

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Year 2 Spring

Evaluation and Monitoring

Evaluation and Monitoring

New teachers (in both year 1 and year 2) complete an assessment pre and post programming to assess growth in confidence and needs in all areas of the program. Additionally, a one-on-one exit interview is conducted with the assistant superintendent to assess needs and obtain feedback. Mentors are surveyed to provide input on their needs as mentors and needs to provide support to teachers.

InductionPlan

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