

East Penn SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

| | | | | |
|--|------------------|-----------------|--|--|
| LEA Type | AUN | | | |
| School District | 121392303 | | | |
| Address 1 800 Pine Street | | | | |
| Address 2 | | | | |
| City | State | Zip Code | | |
| Emmaus | Pennsylvania | 18049-2100 | | |
| Chief School Administrator Kristen Campbell | | | | |
| Chief School Administrator Email kcampbell@eastpennsd.org | | | | |
| Educator Induction Plan Coordinator Name Mike Mihalik | | | | |
| Educator Induction Plan Coordinator Name Email mmihalik@eastpennsd.org | | | | |
| Educator Induction Plan Coordinator Phone Number | Extension | | | |
| (610) 965-8300 | | | | |

Steering Committee

1Steering Committee

| Name | Title | Committee Role | Chosen/Appointed By |
|-----------------------|--------------------------|----------------|---------------------------|
| Kristen Campbell | Administrator | Administrator | Administration Personnel |
| Josh Levinson | Board Member | Other | School Board of Directors |
| Alisa Bowman | Board Member | Other | School Board of Directors |
| Shonta Ford | Board Member | Other | School Board of Directors |
| Anna Chavolla Ramirez | Student | Other | Administration Personnel |
| Aleshae Maurer | Staff | Teacher | Teacher |
| Doug Povilaitis | Administrator | Administrator | Administration Personnel |
| Rebecca Champion | Administrator | Administrator | Administration Personnel |
| Erin Murphy | Administrator | Administrator | Administration Personnel |
| Josh Radcliffe | Administrator | Administrator | Administration Personnel |
| Jody Freed | Administrator | Administrator | Administration Personnel |
| Melissa Moxley | Staff | Teacher | Teacher |
| Beth Guarriello | Administrator | Administrator | Administration Personnel |
| Jamie McFadden | Staff | Teacher | Teacher |
| Mike Mihalik | Administrator | Administrator | Administration Personnel |
| Peter Slay | Staff | Teacher | Administration Personnel |
| Jennifer Thomas | Staff | Teacher | Teacher |
| Jennifer Layton | Administrator | Administrator | Administration Personnel |
| Michael Billman | Administrator | Administrator | Administration Personnel |
| Alyssa Shortall | Instructional Specialist | Teacher | Education Specialist |
| Thomas Ruhf | Administrator | Administrator | Administration Personnel |
| Harper Jones | Student | Other | Administration Personnel |
| Rio Johnson | Student | Other | Administration Personnel |
| Kimberly Adams | Staff | Teacher | Teacher |
| Laura Witman | Administrator | Administrator | Administration Personnel |
| Jerald Brown | Staff | Other | Administration Personnel |
| Orly Marriaga | Staff | Other | Administration Personnel |
| Kevin Gee | Counselor | Teacher | Education Specialist |
| Sallie Yencho | Administrator | Administrator | Administration Personnel |
| Jessica Thacher | Administrator | Administrator | Administration Personnel |

| | | | |
|-------------------|------------------|---------------|--------------------------|
| Tammy Kita | Staff | Teacher | Education Specialist |
| Kristen Grim | Counselor | Teacher | Education Specialist |
| Tricia Gutman | Administrator | Administrator | Administration Personnel |
| Tabitha Rodriguez | Administrator | Administrator | Administration Personnel |
| Wesley Barrett | Community Member | Other | Administration Personnel |
| Taylor Mattocks | Administrator | Administrator | Administration Personnel |
| Thomas Mirabella | Administrator | Administrator | Administration Personnel |
| Evie Gruber | Parent | Other | Administration Personnel |
| Misty Armstrong | Administrator | Administrator | Administration Personnel |

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: <ol style="list-style-type: none"> Assess the needs of inductees? Describe how the program will be structured? Describe what content will be included, along with the delivery format and timeframe? 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.

All tenured professional staff members have the opportunity to apply to be a mentor. Principals and the Office of Teaching and Learning collaborate to pair new teachers with a mentor.

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 TEACHER INDUCTION DISTRICT GOAL To provide support, encouragement, and professional development for new professional staff members into the learning community committed to excellence for the East Penn School District. **OBJECTIVES** 1 To provide the new teacher or educational specialist with an understanding of effective teaching skills, as well as policies and procedures, required to meet district and building expectations. 2 To foster growth and development of the new teacher or educational specialist in mastering and refining effective skills. 3 To provide the assistance for professional development, exclusive of the district evaluation system, in a collaborative and supportive environment. 4 To provide an induction program that is structured to adapt to the needs of the new teacher or educational specialist. 5 To help build collegial relationships. 6 To provide training for mentors in topics and skills critical to the success of the new teacher or the educational specialist. **RESPONSIBILITIES OF THE NEW TEACHER** The East Penn School District defines a "New Teacher" as a first year professional staff member or a Pennsylvania Department of Education certified Instructional Level I teacher who has

not completed a PDE-approved induction program in another Pennsylvania district. ? The New Teacher must meet with his/her mentor a minimum of one class period per week after school hours. The new teacher must complete the “New Teacher/Mentor Meeting Log” form and submit in January and again in May. ? The New Teacher will observe his/her mentor twice during the year for a full period of instruction for each observation. Arrangements for these observations must be made with the assistance of the mentor and the building administrator. After each observation, the new teacher must complete the Mentor Observation Record form in this packet. These two completed forms must be submitted at the year-end evaluation session. ? The New Teacher will observe two (2) tenured teachers within the same department (secondary) or the same grade level (elementary) for a full period of instruction. After each observation the new teacher must complete the Peer Observation Record form in this packet. ? The New Teacher must meet with his/her mentor a minimum of one class period per week after school hours. The new teacher must complete the “New Teacher/Mentor Meeting Log” form and submit in January and again in May. Please Note: If the new teacher is a specialist and no other teacher in that subject area is assigned to that building, arrangements for these observations should be made by contacting the Office of Teaching and Learning. ? The four observations (two of the mentor; two of tenured teachers) must be completed between October 15 and April 15. ? The new teacher will be observed by his/her mentor at least twice during the year. The new teacher will complete and discuss the Pre-Observation Map prior to the observation and subsequently complete the Reflective Feedback Protocol for the post-observation meeting. ? The new teacher must attend all scheduled new teacher induction workshops/meetings, and must maintain an on-going reflection journal. ? The new teacher must complete the Summative Evaluation/Reflection form. It must include the signatures of the new teacher, mentor teacher and building principal ONLY, and must be submitted at the end-of-year evaluation session. **RESPONSIBILITIES OF THE MENTOR** ? The mentor must attend the New Teacher Induction mentor training day. ? The mentor must meet with the New Teacher in their assigned building on the second afternoon of the New Teacher Induction Orientation. ? The mentor must complete, with the new teacher, the New Teacher Induction Mentoring Topics Checklist during the first semester. This checklist will be collected in January. ? The mentor must meet at least a minimum of 40 minutes after school every week to discuss issues relevant to the success of the new teacher. These meetings will be documented on the “New Teacher/Mentor Meeting Log” form that will be submitted to the Office of Teaching and Learning in January and again in May. ? The mentor will observe his/her assigned new teacher during an instructional period at least twice during the school year. The mentor will review the Pre-Observation Map prior to the observation. The mentor will then complete the New Teacher Observation Record for each observation. During the post-observation meeting, the mentor will discuss the new teacher’s Reflective Feedback Protocol. The forms must be submitted at the year-end evaluation session. **GUIDELINES FOR COMPLETING THESE OBSERVATIONS:** ? Schedule observations in advance at mutually agreeable times. ? Give advance notice if unable to complete the observation at the scheduled date/time. ? Refrain from giving advice or making suggestions during the observations. ? Arrange to give feedback to the new teacher in a setting away from students or peers. ? Stay in the background as much as possible while observing in the classroom. ? Interact with students only upon invitation from the teacher. ? Enter/leave the room as inconspicuously as possible. Please note: The mentor/new teacher relationship is confidential and relies on trust

and professionalism.

Educator Induction Plan Topic Areas

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

New Teacher Induction Plan - 2025_baa01fc1.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

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

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

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

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Instructional Practices

Selected Observation and Practice Framework(s):

3a: Communicating with Students

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

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Standards/Curriculum

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

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
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space

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

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

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

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
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Data informed decision making

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

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
Year 3 Fall
Year 3 Winter
Year 3 Spring

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

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

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Classroom and student management

Selected Observation and Practice Framework(s):

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
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

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
Year 2 Fall
Year 2 Winter
Year 2 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

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

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Common Ground

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

Timeline

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

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

4d: Participating in a Professional Community

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
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Evaluation and Monitoring

Evaluation and Monitoring

The East Penn Human Resources Office and Office of Teaching and Learning will formally survey New Teachers after the first and second year of services. In addition, mid and end of year reflection entries/discussions, and reflections during live sessions will be used as anecdotal notes. Together, the survey data and the notes will serve as our measure of effectiveness and inform our decision-making from year to year.

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 |
|--|-------------|
| Michael Mihalik | 2025-03-12 |

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. Kristen M. Campbell | 2025-03-12 |