

**West Branch Area SD**

Induction Plan (Chapter 49) | 2024 - 2027

## Profile

<b>LEA Type</b>	AUN	
West Branch Area School District	110179003	
<b>Address 1</b>		
516 Allport Cutoff		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Morrisdale	PA	16858
<b>Chief School Administrator</b>		
Mark Mitchell		
<b>Chief School Administrator Email</b>		
mmitchell@westbranch.org		
<b>Educator Induction Plan Coordinator Name</b>		
Brandy O'Hare		
<b>Educator Induction Plan Coordinator Name Email</b>		
bohare@westbranch.org		
<b>Educator Induction Plan Coordinator Phone Number</b>	<b>Extension</b>	
8143455615	1850	

## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Mark Mitchell	Superintendent	Administrator	School Board of Directors
Brandy O'Hare	HS Principal	Administrator	Administration Personnel
Angela Lucas	Special Education Director	Administrator	Administration Personnel
Kevin Hubler	MS Principal	Administrator	Administration Personnel
Jennifer Porter	HS Counselor	Education Specialist	Administration Personnel
Shannon Albert	ELEM Counselor	Education Specialist	Administration Personnel
Angela Michaels	ELEM Principal	Administrator	Administration Personnel
Stacy Ricciotti	Instructional Coach	Education Specialist	Education Specialist
Jessica Levonick	Teacher	Teacher	Teacher
Carrie Peterson	Instructional Coach	Education Specialist	Education Specialist
Denny McCamley	Teacher	Teacher	Teacher
Scott McClelland	Teacher	Teacher	Teacher
Shannon Albert	ELEM Counselor	Education Specialist	Education Specialist

## 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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(24 P.S. § 11-1138.8 (c)(3)</a> and <a href="#">22 Pa Code, 49.16 )</a>	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

## 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
<b>Other</b>	

**Please explain the LEA's process for ensuring their mentors have the above selected characteristics.**

The district utilizes tenured mentors with satisfactory ratings on their 13-1 rating form. The district also utilizes staff members from the same subject, grade level, and/or building in order to provide relevant guidance.

## 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
<b>Other</b>	

**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 Branch Area School District's innovative new teacher induction plan is a comprehensive and supportive program designed to seamlessly integrate newly hired educators into the educational community. Rooted in a commitment to fostering professional growth and success, the induction plan combines mentorship, ongoing professional development, a needs assessment, and a tailored orientation process. New teachers are paired with experienced mentors who provide guidance, share best practices, and offer a wealth of institutional knowledge. Mentors and new teachers meet a minimum of two times per month. They also attend monthly Induction meetings with the Induction Team. The program also includes regular workshops and seminars that address the specific needs of novice educators, covering topics such as classroom management, curriculum design, and technology integration. This holistic approach ensures that new teachers not only acclimate to the district's unique culture but also thrive in their roles, ultimately contributing to a positive and dynamic learning environment for both educators and students alike.



## 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 2024-2026\_961a05da.doc

### **Selected Observation and Practice Framework(s):**

4e: Growing and Developing Professionally

4f: Showing Professionalism

### **Timeline**

Year 1 Fall

Year 2 Fall

### **Selected Observation and Practice Framework(s):**

3d: Using Assessment in Instruction

1f: Designing Student Assessments

### **Timeline**

Year 1 Winter

Year 2 Winter

### **Selected Observation and Practice Framework(s):**

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

### **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

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

2e: Organizing Physical Space  
2a: Creating an Environment of Respect and Rapport  
2b: Establishing a Culture for Learning

**Timeline**

Year 1 Fall  
Year 2 Fall

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

1a: Demonstrating Knowledge of Content and Pedagogy  
1c: Setting Instructional Outcomes  
1f: Designing Student Assessments  
3c: Engaging Students in 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

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

2c: Managing Classroom Procedures  
3c: Engaging Students in Learning  
1d: Demonstrating Knowledge of Resources

**Timeline**

Year 1 Fall  
Year 2 Fall

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

1f: Designing Student Assessments  
1b: Demonstrating Knowledge of Students  
3d: Using Assessment in Instruction  
4b: Maintaining Accurate Records  
4c: Communicating with Families

**Timeline**

Year 1 Fall  
Year 2 Fall

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

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

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

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

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

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

**Timeline**

Year 1 Winter

Year 2 Winter

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

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

**Timeline**

Year 1 Fall

Year 2 Fall

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

2d: Managing Student Behavior

2c: Managing Classroom Procedures

2a: Creating an Environment of Respect and Rapport

**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

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

4c: Communicating with Families

4d: Participating in a Professional Community

**Timeline**

Year 1 Spring

Year 2 Spring

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

4f: Showing Professionalism

4e: Growing and Developing Professionally

**Timeline**

Year 1 Fall

Year 2 Fall

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

4e: Growing and Developing Professionally

4f: Showing Professionalism

**Timeline**

Year 1 Fall

Year 2 Fall

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

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

**Timeline**

Year 1 Winter

Year 2 Winter

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

**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 Induction Plan is monitored using the following: -Inductee Needs Assessment -Log of formal meetings between mentor/mentee and the Induction Plan Team  
-Log of Classroom Observations -Program Evaluation Form

## 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.

<b>Educator Induction Plan Coordinator</b>	<b>Date</b>
Brandy Fetters O'Hare	2024-01-02

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](#).

<b>Chief School Administrator</b>	<b>Date</b>
Mark Mitchell	2024-01-02