**Waynesboro Area SD**

Induction Plan (Chapter 49) | 2026 - 2029

## Profile

| | | |
|---|---|---|
| **LEA Type** | | AUN |
| School District | | 112289003 |
| **Address 1** | | |
| 210 Clayton Ave | | |
| **Address 2** | | |
| | | |
| **City** | **State** | **Zip Code** |
| Waynesboro | PA | 17268 |
| **Chief School Administrator** | | |
| Dr Rita E Sterner-Hine | | |
| **Chief School Administrator Email** | | |
| rita_sterner-hine@wasdpa.org | | |
| **Educator Induction Plan Coordinator Name** | | |
| Diane McCallum | | |
| **Educator Induction Plan Coordinator Name Email** | | |
| diane_mccallum@wasdpa.org | | |
| **Educator Induction Plan Coordinator Phone Number** | | **Extension** |
| 7177621191 | | 1103 |

## Steering Committee

| Name | Title | Committee Role | Chosen/Appointed By |
|---|---|---|---|
| Erica McDonald | Director of Special Education | Administrator | Administration Personnel |
| Stephanie States | Director of Student Services | Administrator | Administration Personnel |
| Tom Hoffman | Director of Human Resources | Other | Administration Personnel |
| Erica Vinson-Ondecko | Early Learning Coordinator | Other | Administration Personnel |
| Allison Beaudry | Literacy Coach | Education Specialist | Education Specialist |
| Donna Wynkoop | Math Coach | Education Specialist | Education Specialist |
| McGuire | Elementary Principal, Dir of First Choice | Administrator | Administration Personnel |
| Allison Kopco | High School Principal | Administrator | Administration Personnel |
| Luke Leidy | School Counselor | Education Specialist | Teacher |
| Steph George | Behavior Program Specialist | Education Specialist | Education Specialist |
| Joanna Alsbaugh | Elementary Teacher | Teacher | Teacher |
| Holly Hess | MS Special Ed Teacher | Teacher | Teacher |
| Emily Nystrom | HS Teacher | Teacher | Teacher |
| Jocelyn Pence | Secretary | Other | Administration Personnel |
| Diane McCallum | Assistant Superintendent | Administrator | School Board of Directors |

## 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**

Mentors are selected by building admin and teacher leaders. Mentors complete two observations of their inductee per year and inductees observe their mentor two times per year, which includes review of lesson plans. Mentors are provided a list of topics to discuss with their inductee each month, which includes local and standardized assessment data and research-based instructional strategies.  Year 1 New educators attend three days of induction prior to the first day of school and then monthly district and building-level sessions throughout the school year. Year 2 New educators complete monthly tasks and attend quarterly district meetings.

**Content Included**

The topics covered in the Induction Program Year 1 include Technology, Sapphire, Human Resources, Preparing for Parent/Teacher Conferences, First Choice, Instructional Technology Platforms, Special Education, Classroom Management, PAETEP, Future Ready Index, Professionalism and Ethics, Lesson Planning, and PDE Standards. The topics covered in the Induction Program Year 2 include Structured Literacy, culturally

**Meeting Frequency**

The WASD New Educator Induction Year 1 program involves two full days of in-service prior to the school year and monthly in-person after school meetings. The WASD New Educator Induction Year 2 program involves monthly sessions during the school year - a combination of synchronous and asynchronous sessions.

**Delivery Format**

In-person, virtual, self-paced

## 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 mentors are nominated by the administrative teams and are teacher leaders in academics, social, and emotional growth.

## Educator Induction Plan Topic Areas

### Accommodations and Adaptations for Diverse Learners

**Topic Objectives**

-Introduction of members of the department -Continuum of special ed services in WASD -Overview of IDEA, Chapter 14, FAPE, LRE, special ed eligibility -Distinguishing between between SDIs, Accommodations, and Modifications -Testing process & development of IEP -Discipline considerations for students with an IEP

**Lead Person/Position**

Director of Special Education Assistant Director of Special Education

**Anticipated Start**

2025-08-08

**Anticipated Completion**

2025-08-08

**Observation and Practice Framework Met in this Topic**

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

## Assessments and Progress Monitoring

**Topic Objectives**

-Define the purpose of progress monitory as a means of determining student progress towards identified goals of instructional intervention. -Discuss the key components of progress monitoring including frequency, establishment of measurable goals, data collection, assessments used, and data meetings to discuss student progress. -Provide an overview of the types of assessments used in WASD by level, including classroom-based formative and summative assessments, benchmark and diagnostic assessments, and state-mandated assessments.

**Lead Person/Position**

Director of Student Services Director of Special Education Building Principals

**Anticipated Start**

2025-10-20

**Anticipated Completion**

2025-10-20

**Observation and Practice Framework Met in this Topic**

1f: Designing Student Assessments

3d: Using Assessment in Instruction

4d: Participating in a Professional Community

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

## Classroom and Student Management

**Topic Objectives**

-Recognize the various roles and programs that fall under the "Student Services umbrella," including counselors, social workers, and specialized programs. -Learn to define and document student behaviors using the "MOO" criteria (Measurable, Observable, and Objective) to provide accurate progress descriptions. Categorize behaviors (Concern, Desired, or Replacement) and identify their underlying sources, such as Carry In, Carry Over, or Tune In behaviors. Demonstrate effective intervention judgment by selecting and practicing appropriate non-verbal and verbal de-escalation techniques (Encouragement, Discussion, and Direction).

**Lead Person/Position**

Director of Student Services Behavior Programs Specialist

**Anticipated Start**

2025-08-08

**Anticipated Completion**

2025-08-08

**Observation and Practice Framework Met in this Topic**

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

3a: Communicating with Students

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

## Code of Professional Practice and Conduct and for Educators

**Topic Objectives**

Professional Educators: -Demonstrate their understanding of the PA Code of Professional Practice and Conduct for Educators and the PA Educator Discipline Act. -Describe the function of the PA Professional Standards and Practices Commission and its role in professional disciplinary actions for educators. -Differentiate between codes of conduct and codes of ethics and explain how each informs professional practice and decision making. -Demonstrate their understanding of their responsibility to the profession as described in Principle 1 of the PA Model Code of Ethics for Educators (MCEE). -Demonstrate their understanding of their responsibility for professional competence as described in Principle 2 of the PA Model Code of Ethics for Educators (MCEE). -Demonstrate their understanding of their responsibility to students as described in Principle 3 of the PA Model Code of Ethics for Educators (MCEE). -Demonstrate their understanding of their responsibility to the school community as described in Principle 4 of the PA Model Code of Ethics for Educators (MCEE). -Demonstrate their understanding of the expectation for responsible and ethical use of technology as described in Principle 5 of the PA Model Code of Ethics for Educators (MCEE).

**Lead Person/Position**

Assistant Superintendent Building Principals

**Anticipated Start**

2025-08-05

**Anticipated Completion**

2026-04-30

**Observation and Practice Framework Met in this Topic**

4f: Showing Professionalism

4e: Growing and Developing Professionally

## Common Ground

**Topic Objectives**

1. Navigating the Legal and Regulatory Landscape Objective: Participants will be able to distinguish between the PA Code of Professional Practice and Conduct (regulations) and the Model Code of Ethics for Educators (standards of behavior). 2. Ethical Decision-Making in Professional Practice Objective: Educators will apply the Model Code of Ethics for Educators (MCEE) to analyze complex school-based scenarios and justify their professional decisions. 3. Fostering an Ethic of Care and Student Trust Objective: Participants will identify specific strategies to maintain professional boundaries while respecting the individual characteristics, culture, and confidentiality of all students. 4. Professional Integrity and Collaborative Responsibility Objective: Educators will develop a plan for "monitoring and maintaining sound mental, physical, and emotional health" as a professional requirement for effective service. 5. Ethical Use of Data and Technology Objective: Participants will evaluate their current practices for the use of student data, materials, and assessments to ensure accuracy, transparency, and the protection of student privacy.

**Lead Person/Position**

Director of Student Services

**Anticipated Start**

2025-08-08

**Anticipated Completion**

2025-08-08

**Observation and Practice Framework Met in this Topic**

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

## Educator Effectiveness

**False** Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

**Topic Objectives**

Provide an overview of Act 13 of 2020 to gain an understanding of the following topics: -Professional educators subject to the requirements of Act 13 of 2020 -Classifications of Professional Educators in PA -Categories of Annual Evaluations -Differences in the Evaluation process for data-available, non-data available, classroom teachers, and TPEs, and building principals. -Domains of the Danielson Framework and Components for the categories of professional educators -Difference between Comprehensive Observation and Differentiated Supervision -Calculation of Buiding Level Scores and how those scores are included in evaluations. -Teacher-Specific Data, LEA Selected Measures, and Performance Goals

**Lead Person/Position**

Assistant Superintendent Building Principals

**Anticipated Start**

2025-08-05

**Anticipated Completion**

2026-05-29

**Observation and Practice Framework Met in this Topic**

4e: Growing and Developing Professionally

## Instructional Practices

**Topic Objectives**

-Understand how to design instruction that welcomes interests/identities, sustains effort, and builds emotional capacity according to Universal Design for Learning (UDL) principles. -Learn to use the Danielson Framework to analyze instructional decisions and modify teaching both during and after a lesson to improve student impact. -Identify and implement interpersonal skills such as empathy, mutual respect, and positive regard to improve learning outcomes. -Learn to intentionally plan curiosity-provoking questions or challenges at the start of lessons to increase student interest, motivation, and retention. -Create high-level learning environments by breaking goals into actionable success criteria and helping students connect new information with prior knowledge using graphic organizers.

**Lead Person/Position**

Building Principals

**Anticipated Start**

2026-01-12

**Anticipated Completion**

2026-01-12

**Observation and Practice Framework Met in this Topic**

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

4a: Reflecting on Teaching

## Professional Ethics Program Framework Guidelines

**Topic Objectives**

Professional Educators: -Demonstrate their understanding of the PA Code of Professional Practice and Conduct for Educators and the PA Educator Discipline Act. -Describe the function of the PA Professional Standards and Practices Commission and its role in professional disciplinary actions for educators. -Differentiate between codes of conduct and codes of ethics and explain how each informs professional practice and decision making. -Demonstrate their understanding of their responsibility to the profession as described in Principle 1 of the PA Model Code of Ethics for Educators (MCEE). -Demonstrate their understanding of their responsibility for professional competence as described in Principle 2 of the PA Model Code of Ethics for Educators (MCEE). -Demonstrate their understanding of their responsibility to students as described in Principle 3 of the PA Model Code of Ethics for Educators (MCEE). -Demonstrate their understanding of their responsibility to the school community as described in Principle 4 of the PA Model Code of Ethics for Educators (MCEE). -Demonstrate their understanding of the expectation for responsible and ethical use of technology as described in Principle 5 of the PA Model Code of Ethics for Educators (MCEE).

**Lead Person/Position**

Assistant Superintendent Building Principals

**Anticipated Start**

2025-08-05

**Anticipated Completion**

2026-04-30

**Observation and Practice Framework Met in this Topic**

4f: Showing Professionalism

4e: Growing and Developing Professionally

## Progress Reports and Parent-Teacher Conferencing

**Topic Objectives**

-Discussion of experiences to date with parent communication -Review of strategies for effective parent/teacher conferences -Share & review tools to prepare for parent conferences  -Discussion of parent conference scenarios

**Lead Person/Position**

Building Principals

**Anticipated Start**

2025-09-08

**Anticipated Completion**

2025-09-08

**Observation and Practice Framework Met in this Topic**

1b: Demonstrating Knowledge of Students

4c: Communicating with Families

## Safe and Supportive Schools

**Topic Objectives**

-Overview of safety resources in the district and the role of WASD Police in the district.  -Overview of security protocols and emergency drills and procedures.  -Overview of Educator Discipline Act, Mandating Reporting, and related District policies.

**Lead Person/Position**

WASD Chief of Police Building Principals

**Anticipated Start**

2025-08-08

**Anticipated Completion**

2025-08-08

**Observation and Practice Framework Met in this Topic**

1d: Demonstrating Knowledge of Resources

2a: Creating an Environment of Respect and Rapport

## Standards/Curriculum

**Topic Objectives**

-Overview of the Standards Aligned System -Overview of WASD curriculum documents -Overview of WASD lesson plan & assessment expectations

**Lead Person/Position**

Building Principals

**Anticipated Start**

2025-09-01

**Anticipated Completion**

2025-09-30

**Observation and Practice Framework Met in this Topic**

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

## Student Learning

**Topic Objectives**

-Training on PVAAS and data-informed decision-making. -Strategies for differentiation in inclusive classrooms. -Use of formative assessment to drive daily instruction and summative assessment to measure the effectiveness of instruction and student learning.

**Lead Person/Position**

Assistant Superintendent Building Principals Mentors

**Anticipated Start**

2025-08-05

**Anticipated Completion**

2027-05-30

**Observation and Practice Framework Met in this Topic**

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1f: Designing Student Assessments

## Teacher Competency

**Topic Objectives**

Define teacher competency as the synthesis of knowledge, skills, and professional behaviors that an educator must demonstrate to effectively support student learning and development and the ability to apply that skill in a complex, real-world classroom environment. In the context of Three Pillars of Teacher Competency: 1. Cognitive Objective: Mastery of Content and Pedagogy Objective: Participants will synthesize subject-matter expertise with pedagogical research to design learning experiences that align with state standards and developmental milestones. 2. Functional Objective: Application of Instructional Skills Objective: Participants will demonstrate the ability to execute data-informed instruction and classroom management techniques that facilitate a productive and differentiated learning environment. 3. Ethical/Behavioral Objective: Professionalism and Dispositions Objective: Participants will model professional integrity and emotional intelligence by establishing collaborative partnerships with families and adhering to the PA Code of Professional Practice and Conduct.

**Lead Person/Position**

Assistant Superintendent Building Principals

**Anticipated Start**

2025-08-05

**Anticipated Completion**

2027-05-28

**Observation and Practice Framework Met in this Topic**

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

## Technology Instruction

**Topic Objectives**

-Receive district laptop & learn its use -Overview of acceptable use and other district technology policies -Overview of WASD tech support, district technology platforms -Introduction to Tech Playground (Sphero, Oculus, Ozobot)

**Lead Person/Position**

Director of Technology Assistant Director of Technology Director of Innovative Learning Technology Support Specialists Supervisor of Data & Quality Management

**Anticipated Start**

2025-08-05

**Anticipated Completion**

2025-08-06

**Observation and Practice Framework Met in this Topic**

1d: Demonstrating Knowledge of Resources

2c: Managing Classroom Procedures

3c: Engaging Students in Learning

## Evaluation and Monitoring

### Monitoring Routines

All new educators and mentors complete surveys at the end of Year 1 and Year 2 to assess the WASD Induction Program. All educators and mentors are required to submit observation and meeting documentations. Building principals and mentors are provided a listing of all topics to be covered in building based meetings. Feedback from all stakeholders (New Educators, Mentors, Administrators) is obtained through an end-of-year questionnaire. A sample of the questionnaire given to Year 1 New Educators at the end of the 2024-25 school year is attached.

### Uploaded Files

New Educator Induction End of Year Feedback Questionnaire 24-25 - Google Forms.pdf

## 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 (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.**

Yes

## Signatures and Quality Assurance

**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? (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:**

**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 {SchoolYear} school year?**
Yes

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

Yes

**True** 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.

**True** 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 |
|---|---|
| Diane McCallum | 2026-02-20 |

**False** 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 |
|---|---|
| | |