

Pottstown SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
School District		123466403
Address 1		
230 Beech St		
Address 2		
City	State	Zip Code
Pottstown	PA	19464
Chief School Administrator		
Mr Stephen Rodriguez		
Chief School Administrator Email		
srodriguez@pottstownk12.org		
Educator Induction Plan Coordinator Name		
Ryan Oxenford		
Educator Induction Plan Coordinator Name Email		
roxenford@pottstownk12.org		
Educator Induction Plan Coordinator Phone Number		Extension
6109706614		

Steering Committee

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Ryan Oxenford	Director of Curriculum and Educational Programs	Administrator	School Board of Directors
Stephen Rodriguez	Superintendent of Schools	Administrator	School Board of Directors
Matthew Boyer	Director of Human Resources	Administrator	Administration Personnel
Evelyne Blair-Miller	Teacher, Franklin Elementary	Teacher	Teacher
Treena Ferguson	Reading Specialist	Education Specialist	Education Specialist
Ginger Angelo (Derenzo)	Teacher, PMS	Teacher	Teacher
Amber Miller (Schollenberger)	Teacher, PHS	Teacher	Teacher
Beth Kramer	Principal, Franklin Elementary	Administrator	Administration Personnel
LaTanya White-Springfield	Director of Student Services	Administrator	Administration Personnel
Hector Wangia	Principal, PMS	Administrator	Administration Personnel
David Charles	CEO, STRIVE	Other	Administration Personnel

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	Yes

Other

Mentors, administrators, and new teachers all work together to create the ideal teaching environment for students. Mentor teachers are expected to observe and be observed eight times during the two-year induction period. These observations are used to evaluate the quality of teaching in the classroom. During the induction period, teachers are also required to meet regularly with their assigned mentor teachers. During these meetings, teachers must be prepared to address the list of minimum topics. The most important topic on the list is the appropriate use of student data in assessments. The use of student data in assessment is discussed during in-service days as well. The list of minimum topics ensures that induction teachers are receiving the support they need to become successful classroom educators. Lesson plans must be completed three days ahead and submitted to the building principal for all new teachers during the entire first year of teaching. If the teacher is hired mid-year, then the teacher must submit plans for 12 months after hire. Principals review the submitted lessons and conference with the inductee as necessary to modify plans. Research-based practices should be evident in lesson plans and failure to use the research-based instructional models provided by the school district is grounds for unsatisfactory evaluations. New teachers or inductees must submit a portfolio of required completed expectations and assignments within the induction program. Also, teachers must keep a portfolio, organized by the four domains in Charlotte Danielson's rubric, to be used as evidence collection for mid-year and summative evaluations. It is through the review of these written reports that the teacher, mentor, and administrative team can identify and support the needs of the new teacher. New teachers and mentors are expected to complete a survey regarding the induction experience in the Pottstown School District. It is from these surveys that we will determine any changes that need to be made in the future. Based on feedback that the District received as a result of the surveys, an additional component of "quarterly meetings" was added in 2014-2015 and has continued since. Inductees will be required to attend quarterly meetings where they will have a chance to "check in" with their job-alike counterparts, update their progress with the induction requirements, and receive additional professional development in an area of need. The District's induction program is adaptable to the needs of the new teacher. In some cases, teachers come to us with previous teaching experience or induction participation. For these cases, we modify the program requirements to meet the needs of the new teacher while preserving the District's goals for acclimating staff to the culture and assuring positive, effective teaching practices.

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

Mentor teachers must adhere to the following requirements: * Must have a similar certification or teaching assignment. * Be in good standing with the district. * They cannot have any history of formal discipline or poor summative evaluations. * They must be tenured teachers. * They must be willing to provide ongoing support for new teachers. Mentor teachers can often serve as teacher leaders, including grade-level leaders, department chairs, or former Teacher of the Year or Teacher of the District winners. The mentoring role also requires teachers with exemplary student growth outcomes in state-wide assessments, such as PSSA and Keystone exams. Teacher mentors commit to spending extra time and shouldering additional responsibilities in order to train teachers properly. This means that they must sacrifice preparation time to conduct interviews and observations, as well as

participate in regular meetings (often weekly) with new teachers to assist with lesson planning, classroom management, classroom instruction, and professional responsibilities. Mentors must also be part of mentor training, which clearly details expectations and answers questions. An additional benefit for mentor teachers is access to the many resources that the district provides to aid new teachers. These include our policies, procedures, and resources, which are accessible electronically and in hard copy. These resources are reviewed with mentor teachers.

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**

The Pottstown School District induction program is a two-year process that allows for a repetition of learning as well as participation in activities that thoroughly explain the culture and philosophy of the district. This includes mandatory book studies, review of professional articles, and structured review and dialogue on the following subjects: student achievement, health and wellbeing, best instructional practices, and trauma-informed care/ sensitivity.

Educator Induction Plan Topic Areas

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

_BLUE INDUCTION JOURNAL 2024-2025 .docx

Induction Orientation 2024-2025 calendar of events.docx

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

Timeline

Year 1 Fall

Instructional Practices

Selected Observation and Practice Framework(s):

Timeline

Year 1 Winter

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Standards/Curriculum

Selected Observation and Practice Framework(s):

Timeline

Year 1 Spring

Technology Instruction

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

Timeline

Year 1 Spring

Data informed decision making

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

Timeline

Year 1 Spring

Classroom and student management

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Parental and/or community involvement

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Common Ground

Selected Observation and Practice Framework(s):

Timeline

Year 2 Fall

Educator Effectiveness

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Evaluation and Monitoring

Evaluation and Monitoring

All new teachers at our school will be guided by mentor teachers and building principals. Also, they will have the opportunity to participate in quarterly meetings. During these meetings, they will be able to check in with other new teachers. The main purpose is to have them update each other on their progress with the induction requirements and receive additional professional development. This format allows the Curriculum and Human Resource offices to monitor the current needs of the teachers. This also allows our newest faculty members to receive the support they require, including one-on-one check-ins if needed. Our new teachers are also required to conduct at least one peer observation each month.

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
Ryan Oxenford	

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