

Profile

LEA Type		AUN
School District		
Address 1		
440 N. Broad Street		
Address 2		
City		Zip Code
Philadelphia	State	19147
PA		
Chief School Administrator		
Dr. Tony Watlington		
Chief School Administrator Email		
superintendent@philasd.org		
Educator Induction Plan Coordinator Name		
Elizabeth McAnally		
Educator Induction Plan Coordinator Name Email		
emcanally@philasd.org		
Educator Induction Plan Coordinator Phone Number		Extension
215-400-4280		-

Steering Committee
Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Elizabeth McAnally	Director, Professional Development & Training	Administrator	Administration Personnel
Meredith Mehra	Deputy Chief, Teaching & Learning	Administrator	Administration Personnel
Michael Farrell	Chief Learning Officer	Administrator	Administration Personnel
Diane Castelbuono	Assistant Superintendent, Early Childhood Education	Administrator	Administration Personnel
Iryna Haze	Teacher	Teacher	Teacher
Amy Ruth Bussmann	Teacher	Teacher	Teacher
Seanier Keyes	Teacher	Teacher	Teacher
Karl Budkevics	Teacher	Teacher	Teacher
Tryphina Robinson	Early Childhood Field Coordinator	Education Specialist	Education Specialist
Victoria Aristoklis	Teacher	Teacher	Teacher
Anna Phelan	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
Does your LEA provide induction programming for any Pennsylvania Pre-K Counts programs?	Yes
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	Yes
Other Excellent attendance and punctuality record during the previous three years and no unsatisfactory documentation currently on file. Please explain the LEA's process for ensuring their mentors have the above selected characteristics. Rigorous selection processes for full-time Consulting Teachers for teachers in the Peer Assistance and Review program, and part-time Teacher Mentor, Induction Mentor, #teachPHL presenter, and Teach Right Now presenter roles.	

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

In compliance with revisions to PA Chapter 49 effective in SY2024-2025, the Teacher Induction program is a two year professional learning opportunity for teachers in their first two years of teaching in Pennsylvania which fulfills one of the requirements to convert their Level I instructional certificate to Level II. For teachers of Grades K-12, Year 1 of their Induction experience consists of required participation in the Peer Assistance and Review (PAR) program which is jointly administered by the School District of Philadelphia and the Philadelphia Federation of Teachers. New, non-tenured teachers are provided a full year of job-embedded 1:1 coaching from a Consulting Teacher, which includes classroom observations and support with lesson planning, student assessment, family engagement, differentiation for students with language or learning needs, and other areas of identified need. Teachers of the Deaf and Hard of Hearing, Teachers of the Visually Impaired, and Speech Language Pathologists who do not participate in the Peer Assistance and Review program are provided a full year of support from a Teacher Mentor who is experienced with the content area. Year 2 of the Induction experience for Gr. K-12 teachers consists of a formal program of study with an Induction Mentor through a cohort model where teachers are grouped by grade band and content area. Sessions are held on Zoom and focus on the unique needs of beginning educators through exploration of content required by PA Chapter 49, as well as pedagogical strategies, skill development, personal reflection, and collaboration. Teachers engage in 20 hours of professional learning and complete 10 hours of portfolio tasks, and receive 1 credit from PDE (30 Act 48 hours) upon completion. Teachers select between two scheduling options: Cohort 1 includes summer and school year sessions, Cohort 2 includes only school year sessions. Attendance is required at all sessions. The Induction experience for Pre-Kindergarten teachers includes 60 hours of professional learning. Induction for Counselors and School Psychologists consists of 15 hours of professional learning and 15 hours of portfolio tasks. Induction for School Nurses consists of 15 hours of professional learning and 3 hours of portfolio tasks. For all programming, educators participate during their first two years of service in PA through a cohort model with a Mentor. Programs include content as required by PA Chapter 49 and topics related to best practices for their role. Additional new teacher support is provided through required participation in New Hire Orientation, opt-in participation in professional learning initiatives tailored to the needs of new, novice, and emergency-permitted teachers, and optional mentoring support for teachers not engaged in a formal coaching cycle.

Educator Induction Plan Topic Areas

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

Induction 25-26 Professional Development Scope + Sequence.docx

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

Timeline
Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

Timeline
Year 1 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

Timeline
Year 2 Spring

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

Timeline
Year 2 Spring

Standards/Curriculum

Selected Observation and Practice Framework(s):

Timeline

Year 1 Winter

Technology Instruction

Selected Observation and Practice Framework(s):

Timeline

Year 1 Spring

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

Timeline

Year 1 Winter

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

Timeline

Year 2 Spring

Data informed decision making

Selected Observation and Practice Framework(s):

Timeline
Year 1 Spring

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 2 Winter

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

Evaluation and monitoring of the Induction Program is accomplished through extensive participant surveys after professional learning sessions and at the end of each cohort. Participants are asked to share feedback about the effectiveness of the program, and to rate how their practice has grown in selected domains of the Danielson Framework for Teaching. In addition, participant performance on portfolio tasks is monitored with regular feedback provided to participants. Portfolio responses are reviewed by Induction Mentors and Coordinators for evidence of growth and to inform planning for future cohorts.

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	
Elizabeth McAnally	Date 2025-02-11

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	
Dr. Tony B. Watlington Sr.	Date 2025-02-11