

Tredyffrin-Easttown SD
Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
Tredyffrin/Easttown School District		124157802
Address 1		
940 West Valley Road, Suite 1700		
Address 2		
City	State	Zip Code
Wayne	PA	19087
Chief School Administrator		
Dr. Richard Gusick		
Chief School Administrator Email		
gusickr@tesd.net		
Educator Induction Plan Coordinator Name		
Wendy Towle		
Educator Induction Plan Coordinator Name Email		
towlew@tesd.net		
Educator Induction Plan Coordinator Phone Number		Extension
6102401903		

Steering Committee

1Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Beth Adams	Elementary Teacher	Teacher	Administration Personnel
Katie Bransky	Special Education Teacher	Teacher	Administration Personnel
Christopher Brown	High School Teacher	Teacher	Administration Personnel
Karen Fletcher	Elementary Teacher	Teacher	Administration Personnel
Lauren Frankenburger	Elementary Teacher	Teacher	Administration Personnel
Elizabeth Gallo	High School Teacher	Teacher	Administration Personnel
Karen Gately	High School Teacher	Teacher	Administration Personnel
Patrick Gately	Curriculum/Staff Development Supervisor	Administrator	Administration Personnel
Jeremy Hampton	Middle School Teacher/Union President	Teacher	Teacher
Travis Hartley	High School Teacher	Teacher	Administration Personnel
Lisa Lukens	Teacher on Assignment for Technology	Education Specialist	Administration Personnel
Rebecca Wills	Elementary Principal	Administrator	Administration Personnel
Victoria Turner	Art Teacher	Teacher	Administration Personnel
Katie Clemens	Special Education Teacher	Teacher	Administration Personnel
Carolyn Silverman	Elementary Teacher	Teacher	Administration Personnel
Kim Morris	Curriculum/Staff Development Supervisor	Administrator	Administration Personnel
Wendy Towle	Director of Curriculum, Instruction, Staff Development and Planning	Administrator	School Board of Directors
Jennifer Tyrell	Middle School Teacher	Teacher	Teacher
John Mull	Curriculum/Staff Development Supervisor	Administrator	Administration Personnel
Colleen O'Hara	Middle School Teacher	Teacher	Administration Personnel
Matthew Sterenczak	High School Assistant Principal	Administrator	Administration Personnel
Kathy Steiner	Elementary Teacher	Teacher	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:	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?	
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

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

Mentor teachers have demonstrated successful teaching experiences with the Tredyffrin/Easttown School District. Mentor teachers have demonstrated knowledge and application of Tredyffrin/Easttown policies, procedures, and curriculum. Mentor teachers have demonstrated enthusiasm, a positive attitude toward the teaching profession and a willingness to engage in the work needed to support and welcome teachers new to the District. Mentor teachers have participated in Tredyffrin/Easttown's professional development opportunities on a regular and on-going basis.

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

Program Structure: The Tredyffrin/Easttown two-year Induction program will begin with a series of in-person, daylong workshops during the summer.

Content Included: These workshops will include those topics that are most important for teachers to be familiar with and understand prior to stepping into their new role. Examples of these topics include, but are not limited to, school safety, the professional evaluation system, foundations in equity and culturally responsive practices, school board policies, regulations and professional ethics, and Tredyffrin/Easttown culture and professional practices.

Meeting Frequency and Delivery Format: During the first school year, the plan calls for six full day, in-person, district-level workshops and monthly before or after school meetings at their buildings run by the principal. District-level meetings will focus on themes of resources, support and community, while the building sessions will focus on topics related to planning the year and scanning the horizon. During the second school year, the plan allows for the inductees to choose from a menu of professional development options and also to observe several colleagues through the District's established Colleague Connection protocol. During both years of induction, the new teachers will have a mentor - the first year on an individual basis and the second year in small job-alike groups.

Educator Induction Plan Topic Areas

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

TESD Two Year Induction Plan for PDE.docx

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

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):

1f: Designing Student Assessments

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

Instructional Practices

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning
1e: Designing Coherent Instruction
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

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport
1b: Demonstrating Knowledge of Students
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

Standards/Curriculum

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

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):

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

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

4b: Maintaining Accurate Records

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

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

3a: Communicating with Students

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):

3d: Using Assessment in Instruction

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

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):

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

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

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 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

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

4e: Growing and Developing Professionally

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 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

Educator Effectiveness

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

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

Other

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

After each induction session, the participants complete an evaluation that includes the opportunity to identify additional areas for follow up and consideration. Principals are regularly asked to provide feedback on the sessions that are offered and they also have the ability to address specific needs at their building induction sessions. All staff members are asked to complete a yearly needs assessment. As part of this assessment, responders identify their years of experience in the District. This provides additional data related to the needs of the teachers new to the District. The committee that develops the Induction Plan, the TESD Staff Development Advisory Committee, includes members representing teachers, educational specialists and administrators. This committee reviews all the different data collected on a yearly basis and suggests modifications or enhancements to the plan as needed.

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
Wendy Towle	

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