

Bristol Township SD

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type	AUN	
School District	122091352	
Address 1		
5 Blue Lake Rd		
Address 2		
City	State	Zip Code
Levittown	PA	19057
Chief School Administrator		
Mr Michael A Nitti		
Chief School Administrator Email		
michael.nitti@bristoltwpsd.org		
Educator Induction Plan Coordinator Name		
Amy Coleman		
Educator Induction Plan Coordinator Name Email		
amy.coleman@bristoltwpsd.org		
Educator Induction Plan Coordinator Phone Number	Extension	
2155992015		

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Amy Coleman	Director of Curric and Inst	Administrator	School Board of Directors
Bernadette Hannah	Supervisor of Elementary Curric	Administrator	Administration Personnel
Rob Findlay	Supervisor of Secondary Curric	Administrator	Administration Personnel
Al Oberman	Director of Student Services	Education Specialist	Administration Personnel
Jessica Festa	Instructional Facilitator Federal Programs	Teacher	Teacher
Jillian Cargill	Instructional Coach/ Special Ed	Teacher	Teacher
Eric Sarappo	Math	Teacher	Administration Personnel
Laurie Gallagher	Instructional Coach/ STEM/Elementary	Other	Administration Personnel
Megan Gancarz	Music Teacher/Instructional Coach	Teacher	Teacher
Malikah Upchurch	ELL/Instructional Coach	Education Specialist	Administration Personnel
Sarah Mastrull	Math	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: 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
Other	

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

Building principals make recommendations based on volunteers aligned to common content/grade level assignments. Recommendations are also based off of being highly competent and having strong leadership qualities to mentor new 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 Bristol Township SD Induction is a 2 year program in which new teachers are provided opportunities for professional development. They meet with their mentors frequently, but at least once a month. New teachers also meet with their grade level peers and instructional coaches relatively frequently as well. New Teachers engage in 4 days of professional development in the summer and monthly meetings throughout the year. The second year, the needs of new teachers are considered and professional development becomes more tailored to their individual needs. Professional development is aligned to the required mandates as well.

Educator Induction Plan Topic Areas

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

2 year TEACHER handout BTSD INDUCTION 2024-2027.pdf

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Summer

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

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

Selected Observation and Practice Framework(s):

- 1c: Setting Instructional Outcomes
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1e: Designing Coherent Instruction
- 2b: Establishing a Culture for Learning
- 1b: Demonstrating Knowledge of Students
- 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

Selected Observation and Practice Framework(s):

- 2d: Managing Student Behavior
- 2c: Managing Classroom Procedures
- 1d: Demonstrating Knowledge of Resources
- 2a: Creating an Environment of Respect and Rapport

Timeline

- Year 1 Summer

Selected Observation and Practice Framework(s):

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources
- 1b: Demonstrating Knowledge of Students

1e: Designing Coherent 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

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of Resources

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

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

- 1c: Setting Instructional Outcomes
- 3c: Engaging Students in Learning
- 1f: Designing Student Assessments
- 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

Selected Observation and Practice Framework(s):

- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

Selected Observation and Practice Framework(s):

- 2d: Managing Student Behavior
- 2a: Creating an Environment of Respect and Rapport
- 2c: Managing Classroom Procedures

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

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Summer

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

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

Selected Observation and Practice Framework(s):

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

Evaluation and Monitoring

Evaluation and Monitoring

At the end of each professional development session feedback is collected from the mentees. All mentees are able to provide feedback to mentors and complete an end of the year survey in which that feedback is utilized to redesign subsequent years experiences. Principals, mentors, and grade level partners also provide feedback about our induction processes as well.

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.

Educator Induction Plan Coordinator	Date

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