

Profile

LEA Type		AUN
Oxford Area School District		124156703
Address 1		
125 Bell Tower Lane		
Address 2		
City	State	Zip Code
Oxford	PA	19363-1208
Chief School Administrator		
David Woods, Ed.D.		
Chief School Administrator Email		
dwoods@oxfordasd.org		
Educator Induction Plan Coordinator Name		
Margaret Billings-Jones Ed.D. Nicole Addis, Ed.D.		
Educator Induction Plan Coordinator Name Email		
mbillings-jones@oxfordasd.org naddis@oxfordasd.org		
Educator Induction Plan Coordinator Phone Number		Extension
610-932-6631		

Steering Committee

1Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Nicole Addis, Ed.D.	Induction Coordinator	Administrator	Administration Personnel
Margaret Billings-Jones, Ed.D.	PD Coordinator	Administrator	Administration Personnel
David Woods, Ed.D.	Superintendent	Administrator	Administration Personnel
Dave Hamburg, Ed.D.	Principal	Administrator	Administration Personnel
Matt Hovanec	Principal	Administrator	Administration Personnel
Lisa Yingst-Pyle	Principal	Administrator	Administration Personnel
Tami Motes	Principal	Administrator	Administration Personnel
Jamie Canaday	Principal	Administrator	Administration Personnel
Deborah Vendrick	School Board	Other	School Board of Directors
Lauren Sharp	OAEA	Teacher	Teacher
Marsha Phillips	Parent	Other	Administration Personnel
Chad Kinsey, Ed.D.	Director of Special Education	Education Specialist	Education Specialist
Michael Price	HR Director	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	No
Other	

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

Senior mentors are assigned to new teachers for a one year period of time. Year two, building principals work closely with the inductees.

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**

inductees meet with all administrators and community partners Monthly meetings with specific educational topics are covered end of year certificates are offered end of year meeting is conducted Inductees have the opportunity to evaluate their understanding and effectiveness of the program

Educator Induction Plan Topic Areas

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

Plan Oxford Area School District Induction Plan 2025_[74].docx

New Teacher Induction Schedule 2025-2028Oxford Area School District_db696877.docx

New Teacher Intooduction Oxford Area School District New Teacher Orientation 2024-2025.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 Fall

Year 1 Winter

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

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):

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):

Timeline

Year 1 Winter

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

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):

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):

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):

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):

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):

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):

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

Common Ground

Selected Observation and Practice Framework(s):

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):

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):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring

Evaluation and Monitoring

Evaluation and Monitoring

Monthly meetings are held and final evaluation meetings are held with inductees, mentors and principals.

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
Margaret Billings-Jones, Ed.D.	2025-02-19

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
David A. Woods, Ed.D.	2025-03-25