

PENN CAMBRIA SD

201 6th St

Induction Plan (Chapter 49) | 2023 - 2026

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan 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.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for 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.
- The induction plan shall be 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. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

School District

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201 6th St , Cresson, PA 16630-1363

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Jeanette Black	Assistant to the Superintendent	Administrator	Administration Personnel
Nancy Fochler	School Counselor	Education Specialist	Education Specialist

Name	Title	Committee Role	Chosen/Appointed by
Mandie Manning	Teacher	Teacher	Teacher

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are 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 identified and provided an induction experience? (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? (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

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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.

After a new teacher is hired, the district administration and building administration collaborate to select the best mentor possible for the new hire. Effective teachers with a proven history of success are offered the role of mentor on a rotating basis but have the option of declining this "extra-duty" position if they are not able to accept the additional responsibility that comes with mentorship. Potential mentors have similar certifications or teaching assignments whenever possible. In addition, compatible schedules are also considered when assigning mentors. Our mentor teachers receive a clear outline of expectations for providing on-going support and must participate in the district teacher induction meeting and monthly discussions.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	No
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	No
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	No
Submission of Inductee Portfolio	No
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**

Monthly Mentor Meetings Mentors will schedule a face-to-face (or TEAMS) 20-minute meeting each month with the inductee to review topics provided by the district and to talk and provide assistance on other topics as needed. This will be scheduled at a time convenient for the inductee and mentor. Mentors provide a short summary of the meeting to building principals and the Assistant to the Superintendent each month. Monthly Mentor Meeting Topics (Modified as Needed for Education Specialists) Include: Safety/Emergency Plans-- Planning for Absences -- Using MMS Gradebook-- Budget Process-- Teacher Evaluation Act 13 and Assessments-- Family Engagement-- Homework-- Working with Students with Special Needs & Inclusion-- Using Class Time Effectively-- Handling Behavior Issues-- Working with Gifted Students and High Achievers-- Lesson Planning & Pacing-- Reflections on Year 1 and Goals for Year 2 ----- New Teacher Orientation Meeting All new PC teachers and mentors are expected to attend an orientation meeting in August. This half-day meeting will provide new teachers with a chance to be introduced to Penn Cambria and include topics such as: professional expectations, special education services at PC, business office information, the induction process, and more. -----Our School – Online Data Module All new PC faculty will complete a short online activity by the end of September focused on getting to know Penn Cambria as a school community. This one-hour online module will contain activities related to information about our communities, what we value, our student achievement data, our demographics and more! This is an Act 48 eligible activity. -----Literacy and Engagement Strategies – ½ day PD Session All new PC teachers will attend a ½ day professional development session led by PC faculty/administration. Topics will include a focus on literacy and student engagement strategies for use across grade levels and content areas. This will be scheduled during the first quarter with substitute coverage provided as needed to attend. This is an Act 48 eligible activity. -----Working with Diverse Learners and SAS – Three Hour Online Module In this three-

hour online module in January, new teachers and new education specialists will work through a series of activities with other new teachers to build confidence in working with diverse learners. Topics will include working with students with disabilities, working with gifted students, working with English Learners, working with students in poverty and more. In addition, participants will explore the PDE Standards Aligned System to learn about resources for working with all students. This is an Act 48 eligible activity. -----Classroom Environment – Danielson Domain 2 – Two Hour Online Module In this two-hour online module in February, new teacher will work through a series of activities with other new teachers to build their toolbox of classroom environment and management strategies. Topics will include creating a culture for learning, managing procedures and transitions, handling classroom behaviors, and organizing the physical space. This is an Act 48 eligible activity. **Education Specialists will complete applicable professional readings and reflections related to the PDE Approved Rubrics for Non-Teaching Professionals. -----Planning and Instruction – Danielson Domains 1 & 3 – ½ day PD Session This ½ day professional development session will be led by the Assistant to the Superintendent. This will be scheduled during the second quarter and you will be provided with substitute coverage as needed to attend. In this session, topics will focus on planning instruction to align to objectives and assessment literacy. This is an Act 48 eligible activity. **Education Specialists will complete applicable professional readings and reflections related to the PDE Approved Rubrics for Non-Teaching Professionals. -----Professional Topics including Danielson Domain 2– 30 Minute Meeting Series (Two Total) Two 30-minute meetings will be schedule throughout the school year with building administrators and/or the Assistant to the Superintendent to review professional topics such as: PA Educator Code of Profession Practice and Conduct, confidentiality, working with families, Educator Effectiveness in PA, Instructional II and Act 48 requirements, professional interactions with students, and educator ethics. These meetings will be scheduled right before or right after school. -----Act 13 Required PD for Temporary Professional Employees (SAS course module OR completion of PCSD Act 13 online module) Act 13 requires that new temporary professional employees (non-tenured) will be required to participate in training related to Act 13 Educator Effectiveness corresponding to his/her Act 13 role. New professional staff are expected to complete either the 5-hour SAS module corresponding to his/her role or to complete in-house training (online module) for Act 13. This training must be completed before the end of the first year at Penn Cambria. ----- Long term substitute teacher induction includes introductory meeting along with regular check-in with building administrators, participation in grade level and department teams to offer support, and an opportunity to participate in online induction trainings.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records	Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of
Content and Pedagogy

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

3a: Communicating with Students

Year 1 Winter, Year 1 Spring, Year 1 Fall

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of
Students

2a: Creating an Environment of Respect
and Rapport

2e: Organizing Physical Space

2c: Managing Classroom Procedures

Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of

Year 1 Winter

Selected Danielson Framework(s)

Timeline

Content and Pedagogy
1c: Setting Instructional Outcomes

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of
Resources
4e: Growing and Developing
Professionally

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families
4b: Maintaining Accurate Records
3d: Using Assessment in Instruction

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

Year 1 Winter

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

Year 1 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of

Year 1 Winter, Year 1 Fall

Selected Danielson Framework(s)

Timeline

Resources

1e: Designing Coherent Instruction

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior

Year 1 Winter

2e: Organizing Physical Space

2a: Creating an Environment of Respect
and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Fall

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

The Assistant to the Superintendent reviews Act 48 surveys to gather immediate feedback on program sessions. In addition, ongoing needs of inductees and response to sessions is monitored by building principals as they work with new teachers. Formal input is solicited from all former inductees and former mentors during the plan revision process. Program activities are monitored to be sure they align with state requirements and are adjusted when the needs arises such as it did with the move from Act 82 to Act 13 Educator Effectiveness. In addition, the professional development committee members also review the induction plans and response to the plans annually during committee meetings.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	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.

EDUCATOR INDUCTION PLAN STATEMENT OF 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.

Jeanette Black
Educator Induction Plan Coordinator

10/19/2022
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](#).

William W. Marshall
Chief School Administrator

10/20/2022
Date