

Penn Cambria SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type	AUN			
School District	108116003			
Address 1				
201 6th St				
Address 2				
City	State	Zip Code		
Cresson	PA	16630		
Chief School Administrator				
Mr Jaime Hartline				
Chief School Administrator Email				
hartlijj@pcam.org				
Educator Induction Plan Coordinator Name				
Jeanette Black				
Educator Induction Plan Coordinator Name Email				
blackjl@pcam.org				
Educator Induction Plan Coordinator Phone Number	Extension			
814-886-8121	1183			

Needs Assessment

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	Yes
Classroom assessment data (Formative Summative)	No
Inductee survey (local, intermediate units and national level)	No
Review of inductee lesson plans	No
Review of written reports summarizing instructional activity	No
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

Penn Cambria School District's Induction Program is a two-year program that provides both professional development and support to help new educators transition to their role in public education. The program offers tiers of support to include substitutes hired to fill a position for 45 or more days and also introductory support for veteran educators who are new to the district. A mentor is provided to each new teacher in addition to structured support for building and district administration during the program.

Content Included

The following content is included in the induction program:

- Educator Ethics • Confidentiality/FERPA • Professional Interactions
- with Students and Families • Working with Diverse Learners • Bullying Response and Prevention • School Safety • Technology Resources
- Student Services • Act 13 Educator Effectiveness • Family Engagement • Classroom Environment • District Data • Literacy and Engagement Strategies • Planning for Instruction • Evidence Based Instructional Strategies • Instructional II and Act 48 Requirements • Common Ground Training Topics

Meeting Frequency

Meetings with mentors are held at minimum monthly. Meetings with administrators are held during trainings (approximately 1 x quarter) plus semester meetings held each year. Meetings and check-ins occur with greater frequency during the first semester to ensure a smooth transition and offer additional support.

Delivery Format

The delivery format for Penn Cambria's Induction Program is blended with some sessions provided face-to-face while others are provided online using Canvas and Vector LMS. Some sessions are designed to be held in a group format while some are designed for pairs or one-to-one.

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.

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.

Educator Induction Plan Topic Areas

Accommodations and Adaptations for Diverse Learners

Topic Objectives

Working with English Learners, Students with Disabilities, Gifted Students, and Students in Poverty

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2027-01-04

Anticipated Completion

2027-01-29

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

3e: Demonstrating Flexibility and Responsiveness

Classroom and Student Management

Topic Objectives

Creating a culture for learning, managing procedures and transitions, behavior management, organizing the physical learning environment

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2027-02-01

Anticipated Completion

2027-02-26

Observation and Practice Framework Met in this Topic

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

Code of Professional Practice and Conduct and for Educators**Topic Objectives**

PA PDE Code of Professional Practice and Conduct for Educators

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2027-11-01

Anticipated Completion

2027-11-30

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

Common Ground

Topic Objectives

Homelessness, trauma-informed practices, engagement with technology, virtual strategies

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2028-09-15

Anticipated Completion

2028-10-02

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

2b: Establishing a Culture for Learning

Educator Effectiveness

False Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

Topic Objectives

Act 13 Educator Effectiveness System - components, requirements, roles, Danielson Framework, Building Level Scores, LEA Selected Measures, IEP Goals Progress, Teacher Specific PVAAS and state assessment data

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2028-01-03

Anticipated Completion

2028-01-31

Observation and Practice Framework Met in this Topic

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

Instructional Practices

Topic Objectives

Effective planning, evidence-based instructional practices aligned to learning objectives and aligning assessments to objectives, literacy engagement strategies, reading and writing in the content area

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2027-11-01

Anticipated Completion

2027-12-01

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1f: Designing Student Assessments

Material and Resources for Instruction

Topic Objectives

PDE's SAS system overview of resources

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2027-01-04

Anticipated Completion

2027-02-01

Observation and Practice Framework Met in this Topic

1d: Demonstrating Knowledge of Resources

Parental and/or Community Involvement

Topic Objectives

Importance of family engagement- strategies for one-way and two-way communication, facilitating parent-teacher conferences

Lead Person/Position

Mentors and Assistant to the Superintendent

Anticipated Start

2027-11-01

Anticipated Completion

2027-11-30

Observation and Practice Framework Met in this Topic

4c: Communicating with Families

Professional Ethics Program Framework Guidelines

Topic Objectives

PDE's Professional Ethics Framework- educator ethics, PA Educator Discipline Act, professional competence, school community, responsible and ethical use of technology

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2027-09-01

Anticipated Completion

2027-09-30

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

Safe and Supportive Schools

Topic Objectives

Emergency and security procedures, safety practices, trauma-informed practices, threat assessment teams, SAP teams

Lead Person/Position

Building Principals, mentors, School Safety Coordinator

Anticipated Start

2026-08-24

Anticipated Completion

2028-05-31

Observation and Practice Framework Met in this Topic

- 1b: Demonstrating Knowledge of Students
- 4d: Participating in a Professional Community
- 4f: Showing Professionalism
- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning

Student Learning**Topic Objectives**

Literacy engagement strategies, formative assessments using Collins Writing, reading and writing in the content area

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2026-10-01

Anticipated Completion

2026-11-13

Observation and Practice Framework Met in this Topic

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

Teacher Competency

Topic Objectives

Educator Effectiveness and instructional practices sessions- ongoing collaborative supervision process

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-29

Observation and Practice Framework Met in this Topic

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

Technology Instruction

Topic Objectives

Technology tools for productivity, communication, and classroom learning, designing virtual learning, Artificial Intelligence

Lead Person/Position

Assistant to the Superintendent

Anticipated Start

2026-08-24

Anticipated Completion

2029-06-01

Observation and Practice Framework Met in this Topic

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

Evaluation and Monitoring

Monitoring Routines

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 arise or based on changing state guidance. In addition, the professional development committee members also review the induction plans and response to the plans annually during committee meetings.

Uploaded Files

Teacher Induction Steering Committee Input.pdf

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 (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.

Yes