



## Profile

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

<b>Pool of possible mentors is comprised of teachers with outstanding work performance.</b>	Yes
<b>Potential mentors have similar certifications and teaching assignments.</b>	Yes
<b>Potential mentors must model continuous learning and reflection.</b>	Yes
<b>Potential mentors must have knowledge of LEA policies, procedures, and resources.</b>	Yes
<b>Potential mentors must have demonstrated ability to work effectively with students and other adults.</b>	Yes
<b>Potential mentors must be willing to accept additional responsibility.</b>	Yes
<b>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).</b>	Yes
<b>Mentors and inductees must have compatible schedules so that they can meet regularly.</b>	Yes
<b>Other, please specify below</b>	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