

## **CANON-MCMILLAN SD**

1 N Jefferson Ave

Induction Plan (Chapter 49) | 2022 - 2025

---

### **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

Canon-McMillan School District

101631703

1 North Jefferson Ave , Canonsburg, Pennsylvania 15317

Grace Lani

lanig@cmsd.k12.pa.us

724-746-2940 Ext.

Michael Daniels

danielsm@cmsd.k12.pa.us

## 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
Grace Lani	Director of Curriculum & Instruction	Administrator	Administration Personnel
Scott Chambers	Assistant Superintendent	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Jenna Handra	Assistant Principal, High School	Administrator	Administration Personnel
Kristi Schmitt	English Teacher	Teacher	Teacher
Breann Kemp	Special Education Teacher	Teacher	Teacher
Stacy Duvall	4th grade Teacher	Teacher	Teacher
Sheila Mitchell	Special Education Teacher	Teacher	Teacher
Tiffany Schmidt	Special Education 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:	Yes
a. Assess the needs of inductees?	
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.**

Mentors must be appropriately certified tenured teachers. No teacher shall be a mentor if they have had unsatisfactory ratings, improvement plan and/or disciplinary action in the prior three years. Preference is given to choosing mentors with similar certification and teacher assignment as the mentee when possible. Positions are posted via the CBA, with specified criteria. Selection is done in cooperation between the district and building administration.

## 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.	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**

Program Overview can be found here, <https://docs.google.com/document/d/1Na8GkxEuUEygO7HMfKjI-EOxO4A5AyCjmtIVNSgkK8E/edit?usp=sharing>

**Year 1:** All new hires will attend the yearly District New Teacher Orientation. This occurs three (3) days prior to the start of the school year

**Monthly meetings:** New Inductees will continue to meet monthly (either face to face or virtually) for the first year of service with the Director of Curriculum and Instruction, the Assistant Superintendent and/or an assigned building administrator. (Topics and goals of each meeting follow)

**Portfolios:** For three (3) years, Inductees will showcase their work in portfolios developed each semester. Portfolios will be evaluated by the new teacher's direct administrative supervisor.

**Supervision:** Teachers will be observed once each semester for a minimum of two (2) observations. Teachers will be evaluated at the end of each semester.

**Mentors:** Each new teacher and substitutes (45 days or more) and specialists to the district is assigned a mentor. Mentors must be tenured teachers with satisfactory ratings, chosen by their building administrator. This is a paid union position, however not seniority based. Potential Mentors should: have similar certifications and teaching assignments, when possible model continuous learning and reflection have knowledge of LEA policies, procedures and resources demonstrate ability to work effectively with students and other adults be willing to accept additional responsibilities complete district mentor training or have previous experience have compatible schedules with inductee so they can meet regularly. Mentors are provided their expectations for this position and trained in topics to be discussed with mentees. Mentors should be willing to: meet weekly with their mentees and turn in a log of these meetings observe mentee's instructional practice, if warranted complete all additional district required paperwork

**Building Level Administrator:** The principal serves as instructional leader and helps facilitate mentor/mentee relationship, ensures reasonable working conditions and formally evaluates inductees. Other administrators with departmental roles also provide job-specific help to

new teachers and/or specialists Year 2 and Year 3: Building Level Administrator: The building level administrator will continue to provide support to each new teacher by: Providing opportunities for professional development Creating a culture of teaching and learning that supports professional collaboration among new and veteran teachers Designing appropriate schedules to support new teachers as they develop professional skills Acquiring and providing appropriate resources to support educator induction activities (time, scheduling, space, funding) Evaluating non-tenured teachers according to Act 82 Portfolios: For three (3) years, Inductees will showcase their work in portfolios developed each semester. Portfolios will be evaluated by the new teacher's direct administrative supervisor. Moving to Instructional II and Tenure: At the end of their third year, in preparation for receiving tenure and moving to permanent licensure, teachers will submit a final cumulative portfolio to their direct administrative supervisor. Supervision: Teachers will be observed once each semester for a minimum of two (2) observations. Teachers will be evaluated at the end of each semester. Tenure: The Board of Education will grant tenure to a teacher who has successfully complete six (6) satisfactory semesters of teaching validated through six (6) evaluations. Topics to be covered: Act 126, Teen Suicide Awareness, Holocaust and Genocide Training, Professional Ethics, Act 13, Culturally Relevant and Sustaining Competencies, classroom management, lesson planning, assessment and grading, confidentiality, special education laws and tips, portfolio overview, ELL, human resources, business office overview, Danielson framework, SAS training, instructional strategies, communication with parents, management, discipline, student services, curriculum, technology, safety and security to include safe to say

## 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, Year 2 Spring, Year 3 Fall, Year 1 Spring, Year 3 Spring, Year 2 Fall

---

## ASSESSMENTS AND PROGRESS MONITORING

---

### Selected Danielson Framework(s)

### Timeline

1f: Designing Student Assessments

Year 1 Fall, Year 1 Spring

---

## INSTRUCTIONAL PRACTICES

---

### Selected Danielson Framework(s)

### Timeline

1e: Designing Coherent Instruction

Year 2 Fall, Year 3 Winter, Year 1 Fall, Year 2 Winter, Year 3 Spring, Year 1 Spring, Year 3 Fall,

**Selected Danielson Framework(s)****Timeline**

4e: Growing and Developing  
Professionally

1d: Demonstrating Knowledge of  
Resources

1c: Setting Instructional Outcomes

Year 1 Winter, Year 2 Spring

---

## SAFE AND SUPPORTIVE SCHOOLS

---

**Selected Danielson Framework(s)****Timeline**

3e: Demonstrating Flexibility and  
Responsiveness

2a: Creating an Environment of Respect  
and Rapport

1d: Demonstrating Knowledge of  
Resources

Year 2 Fall, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Winter, Year 3 Spring,  
Year 1 Winter, Year 2 Spring

---

## STANDARDS/CURRICULUM

---

**Selected Danielson Framework(s)****Timeline**

1a: Demonstrating Knowledge of

Year 1 Fall, Year 1 Spring

**Selected Danielson Framework(s)**

**Timeline**

Content and Pedagogy  
1c: Setting Instructional Outcomes

---

## TECHNOLOGY INSTRUCTION

---

**Selected Danielson Framework(s)**

**Timeline**

2b: Establishing a Culture for Learning  
3c: Engaging Students in Learning

Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Winter, Year 1 Winter, Year 2 Spring, Year 1 Fall,  
Year 2 Winter, Year 3 Spring

---

## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

---

**Selected Danielson Framework(s)**

**Timeline**

3a: Communicating with Students  
4f: Showing Professionalism  
4a: Reflecting on Teaching  
1b: Demonstrating Knowledge of Students  
4c: Communicating with Families  
4b: Maintaining Accurate Records

Year 2 Fall, Year 3 Winter, Year 1 Fall, Year 2 Winter, Year 3 Spring, Year 1 Spring, Year 3 Fall,  
Year 1 Winter, Year 2 Spring

---

## ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

---

### Selected Danielson Framework(s)

### Timeline

4e: Growing and Developing  
Professionally  
4c: Communicating with Families

Year 1 Fall, Year 1 Spring

---

## DATA INFORMED DECISION MAKING

---

### Selected Danielson Framework(s)

### Timeline

3d: Using Assessment in Instruction  
1e: Designing Coherent Instruction  
1f: Designing Student Assessments  
4a: Reflecting on Teaching

Year 2 Fall, Year 3 Winter, Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Fall,  
Year 2 Winter, Year 3 Spring

---

## MATERIALS AND RESOURCES FOR INSTRUCTION

---

### Selected Danielson Framework(s)

### Timeline

---

**Selected Danielson Framework(s)****Timeline**

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Winter, Year 1 Fall, Year 2 Winter, Year 3 Spring, Year 1 Winter, Year 2 Spring

---

## **CLASSROOM AND STUDENT MANAGEMENT**

---

**Selected Danielson Framework(s)****Timeline**

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

2e: Organizing Physical Space

2c: Managing Classroom Procedures

1b: Demonstrating Knowledge of Students

3a: Communicating with Students

Year 1 Winter, Year 2 Spring, Year 2 Fall, Year 3 Winter, Year 1 Fall, Year 2 Winter, Year 3 Spring, Year 1 Spring, Year 3 Fall

---

## **PARENTAL AND/OR COMMUNITY INVOLVEMENT**

---

**Selected Danielson Framework(s)****Timeline**

---

4c: Communicating with Families  
1b: Demonstrating Knowledge of  
Students

---

Year 2 Fall, Year 3 Winter, Year 1 Winter, Year 3 Fall, Year 1 Fall, Year 2 Winter, Year 3 Spring,  
Year 1 Spring, Year 2 Spring



## **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**

Each year the program materials, activities and resources are evaluated and additional resources, educational research and or educational books are added or altered for the program. Inductees are formally and informally surveyed as to the effectiveness of the program, soliciting continuous feedback for program improvement.

## 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.

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