

## **CANTON AREA SD**

509 E Main St

Induction Plan (Chapter 49) | 2021 - 2024

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### **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

117081003

509 East Main Street , Canton, PA 17724

Dr. Eric Briggs

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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

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Name	Title	Committee Role	Chosen/Appointed by
Dr. Eric Briggs	Superintendent/Curriculum	Lead Administrator	School Board of Directors
Mr. Donald Jacopetti	HS Principal	Instructor	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Mr. Mike Wells	Elem. Principal	Instructor	Administration Personnel
Mrs. Amy Repard	Special Education Supervisor	Instructor	Administration Personnel
Mrs. Jennifer Seeley	Teacher	Instructor	Teacher
Mr. Don Cron	Dean of Students	Instructor	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 )	
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	Yes

## OTHER

N/A

**PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED CHARACTERISTICS.**

The Superintendent reviews the certifications of current staff who have exemplified satisfactory or distinguished teacher evaluations throughout their teaching career. The superintendent also considers teachers who have been identified as Student Learning Leaders to be potential mentors for new teachers going through our Induction program.

## 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)	No
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**

N/A

### **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**

The induction program consists of monthly meetings with administrators and other teachers on a variety of topics that are relevant to the professional practices of new teachers in the field. Inductees and their mentors also meet at least twice a month and discuss topics outlined within the district's Induction program. Content included in the plan includes: • The Framework for Teaching • District calendar • PA Public School Code and district's policy book • Grading Policies/Procedures • Emergency closings • Employee Assistance Program (EAP) • Act 48, Instructional I, Instructional II, Tenure • Technology • Bell schedules • Homelessness • School handbooks • Emergency Plans District/Building Orientation/required Annual Notices The Formal Evaluation Process/PVAAS: What to Expect? The Parent Teacher Conference: What to Expect? Comprehensive Planning Relationship Building with All Students The Evaluation Process: Special Education Positive Behavior Interventions and Supports Statewide Assessments: What do I need to Know? Reflections on my First Year All sessions are conducted in person or virtual. Mentors are encouraged to attend all meetings with their mentee.

## 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

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Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 2a: Creating and Environment of Respect and Rapport 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 2d: Managing Student Behavior 4c: Communicating with Families	Year 1 Fall, Year 3 Fall, Year 2 Fall, Year 1 Winter, Year 3 Winter, Year 2 Winter

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## ASSESSMENTS AND PROGRESS MONITORING

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**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments  
3b: Using Questioning and Discussion Techniques  
3d: Using Assessment in Instruction  
1c: Setting Instructional Outcomes  
4b: Maintaining Accurate Records

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

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## **INSTRUCTIONAL PRACTICES**

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**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction  
3b: Using Questioning and Discussion Techniques  
1a: Demonstrating Knowledge of Content and Pedagogy  
3d: Using Assessment in Instruction  
1c: Setting Instructional Outcomes  
4a: Reflecting on Teaching

Year 2 Spring, Year 3 Spring, Year 1 Spring

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## **SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)**

**Timeline**

2e: Organizing Physical Space  
2d: Managing Student Behavior  
2a: Creating and Environment of Respect and Rapport  
3a: Communicating with Students  
2c: Managing Classroom Procedures  
4c: Communicating with Families

Year 3 Summer, Year 2 Summer, Year 1 Summer

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**STANDARDS/CURRICULUM**

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**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments  
1e: Designing Coherent Instruction  
1a: Demonstrating Knowledge of Content and Pedagogy  
3c: Engaging Students in Learning  
1d: Demonstrating Knowledge of Resources

Year 2 Spring, Year 1 Summer, Year 3 Summer, Year 2 Summer, Year 1 Spring, Year 3 Spring

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**PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

**Selected Danielson Framework(s)**

**Timeline**

Year 2 Spring, Year 1 Spring

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## **DATA INFORMED DECISION MAKING**

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**Selected Danielson Framework(s)**

**Timeline**

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

2b: Establishing a Culture for Learning

4b: Maintaining Accurate Records

1f: Designing Student Assessments

4a: Reflecting on Teaching

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

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## **MATERIALS AND RESOURCES FOR INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of

Year 3 Spring, Year 2 Spring, Year 1 Spring

**Selected Danielson Framework(s)**

**Timeline**

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Resources

4f: Showing Professionalism

4d: Participating in a Professional  
Community

3c: Engaging Students in Learning

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## **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 superintendent, at the end of each year has teachers provide a written reflection on the end of each year, followed by a meeting with the superintendent. Teachers are also required to keep logs and reflections after meeting with their mentors each month. Each mentor is provided with a checklist as part of their record to ensure all topics and areas have been discussed with their mentor. New, based on feedback from prior participants, in the Safe Schools component that has been added for this cycle (based on participation feedback).

## 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.

Dr. Eric Briggs  
Educator Induction Plan Coordinator

09/01/2020  
Date

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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](#).

Dr. Eric Briggs  
Superintendent/Chief Executive Officer

09/01/2020  
Date