

## CENTRAL COLUMBIA SD

4777 Old Berwick Rd

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

Central Columbia Public School

116191503

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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
Jeff Groshek	Superintendent	Member	Administration Personnel
Thomas Sharrow	Assistant Superintendent	Member	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Adam Comstock	HS Principal	Member	Administration Personnel
Chad Heintzelman	MS Principal	Member	Administration Personnel
Emily Brockman	ES Principal	Member	Administration Personnel
Chris Snyder	HS Assistant Principal	Member	Administration Personnel
Brenda Fetterolf	MS/ES Assistant Principal	Member	Administration Personnel
John Monick	Director of Technology	Member	Administration Personnel
Kim MacDonald	Human Resources	Member	Administration Personnel
Christina Fish	Director of Special Education	Member	Administration Personnel
Tara Mowery	School Board Member	Member	School Board of Directors
Kaitlyn Thursby	HS Teacher	Member	Teacher
Jeremiah Johynson	Specialist Teacher	Member	Education Specialist
Sandra Minnick	Guidance	Member	Education Specialist
Anita Steely	HS Teacher	Member	Teacher
Suzanne Kocher	ES Teacher	Member	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Tyson Hale	School Board Member	Member	School Board of Directors
Sharon Kerstetter	Specialist Teacher	Member	Teacher
Darren Rider	Specialist Teacher	Member	Education Specialist
Jennifer Fisher	MS Teacher	Chair	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:	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

NA

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

Building level principals along with central office personnel are responsible for assigning mentors with similar subject/grade level experience. Mentors must have 3 years of teaching experience or have received tenure with the district. Prior to becoming a mentor, the teacher must meet with the curriculum coordinator in August to review expectations of the mentor for the upcoming school year. In addition, mentors must be of proficient job performance rating. Mentors must understand and display a willingness to uphold their responsibility in the expectations set forth for the Central Columbia Induction Program. Mentors must meet on a regular basis with their assigned mentee.

## 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	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	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**

NA

### **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 goal of the Central Columbia School District's Induction Plan is to assist any new professional by: 1) Acquainting them with district and building level operations, procedures, and expectations, 2) Giving them the opportunity to develop a sense of belonging and commitment to the Central Columbia School District, therefore benefiting the Central community, 3) Providing them with resources to help them implement quality instructional practices as well as knowledge of curriculum, and 4) Providing resources to help them be successful in their professional responsibilities. The goals of the induction plan will be met by: 1) Identifying a mentor teacher(s) at each building level. Potential teachers would express interest and/or be personally selected by the building administrator. The mentor(s) must hold an Instructional II certificate and tenure in the school district. They must have satisfactory and/or commendable evaluations in all domains. The mentors will receive appropriate training. 2) Identifying key topics that new teachers need to be introduced to prior to the start of their first school year as well as a social activity to make teachers feel welcome. 3) Identifying monthly trainings and/or topics of discussions for mentors and new teacher throughout the three years of induction. The new teachers must attend scheduled meetings throughout the year. They must complete monthly checklists. They must complete mid-year and end-of-year evaluations. The new teacher must complete a portfolio by the end of their third year. Meetings will include the following topics; 1. The First Days of School, 2. The Danielson Framework, 3. Technology use, 4. Central Columbia Initiatives and expectations, 5. The Observation and Evaluation process.

## 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
4d: Participating in a Professional Community 4f: Showing Professionalism	Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
4a: Reflecting on Teaching 4b: Maintaining Accurate Records 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning	Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer

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## INSTRUCTIONAL PRACTICES

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Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer

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## SAFE AND SUPPORTIVE SCHOOLS

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Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 4c: Communicating with Families 2d: Managing Student Behavior	Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer

## STANDARDS/CURRICULUM

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### Selected Danielson Framework(s)

### Timeline

1c: Setting Instructional Outcomes  
1e: Designing Coherent Instruction  
1f: Designing Student Assessments  
4a: Reflecting on Teaching  
4b: Maintaining Accurate Records

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

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## TECHNOLOGY INSTRUCTION

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### Selected Danielson Framework(s)

### Timeline

3c: Engaging Students in Learning  
1d: Demonstrating Knowledge of  
Resources

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

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## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

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### Selected Danielson Framework(s)

### Timeline

4c: Communicating with Families

Year 1 Winter, Year 1 Spring, Year 2 Winter, Year 2 Spring

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## ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

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### Selected Danielson Framework(s)

### Timeline

1b: Demonstrating Knowledge of Students

2a: Creating and Environment of Respect and Rapport

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

Year 1 Fall, Year 1 Winter, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring

## DATA INFORMED DECISION MAKING

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### Selected Danielson Framework(s)

### Timeline

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

## MATERIALS AND RESOURCES FOR INSTRUCTION

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Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer

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## CLASSROOM AND STUDENT MANAGEMENT

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Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 2d: Managing Student Behavior	Year 1 Fall, Year 1 Winter, Year 1 Spring

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## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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Selected Danielson Framework(s)	Timeline
4c: Communicating with Families	Year 1 Winter, Year 1 Spring, Year 2 Winter, Year 2 Spring

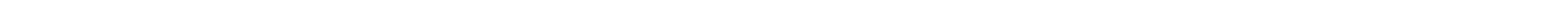
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**OTHER**

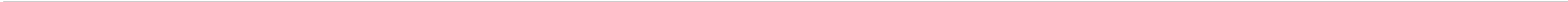


**Selected Danielson Framework(s)**

**Timeline**



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 induction plan will be monitored through monthly checklist as well as mid-year and end of year evaluations. The monthly checklists will include all of the topics to be discussed as well as trainings to attend that month. The new teacher and the mentor will check off the tasks they have completed. The mid-year and end-of-year evaluation will give the new teacher and mentor a place to sign indicating that they are participating in this process. It will also give them a chance to evaluate how the process is going. The building level administrator will sign off on these evaluations as well. New teachers and mentors will use this process throughout the three years in induction. At the end of each of the first three years, a portfolio will be kept by new teachers and submitted to the building level administrator for sign off approval. At the end of the three-year induction program new teachers will be required to share their portfolio with other third year teachers, second year teachers, mentors and administrators. This portfolio should demonstrate the growth they have made in each of the domains throughout their three years of induction. These domains reflect the PA Department of Education domains: Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. New Teachers will be given a rubric to guide their portfolio creation. The monthly checklists will be added to the mid-year and end-of-year evaluations. These evaluations will be signed by the new teacher, the mentor, and the building level administrator. These forms will then be sent to the curriculum coordinator who make sure that checks are issued for mentor payment. Mentor and new teacher participation will be monitored through these checklists and evaluations by the teacher, mentor, building level administrator, the curriculum coordinator and the superintendent.



## 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.

All first year teachers are required to participate in the induction program.

## EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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.

Thomas Sharrow  
Educator Induction Plan Coordinator

03/16/2020  
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](#).

Jeff Groshek  
Superintendent/Chief Executive Officer

03/16/2020  
Date