

## **CONEWAGO VALLEY SD**

130 Berlin Rd

Induction Plan (Chapter 49) | 2022 - 2025

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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

112011603

130 Berlin Road , New Oxford, PA 17350

Dr. Sharon A. Perry

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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
Stephanie Corbin	Director of Special Education	Administrator	School Board of Directors

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<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Lynne Miller	Director of Student Services	Administrator	School Board of Directors
Sharon Perry	Superintendent	Administrator	School Board of Directors
Jeffrey Kindschuch	Vice President Board of School Directors	Other	School Board of Directors
Christopher Bowman	NOHS Principal	Administrator	School Board of Directors
Drew Little	NOHS Assistant Principal	Administrator	School Board of Directors
Alecia Kraus	NOHS Assistant Principal	Administrator	School Board of Directors
Garry Himes	NOHS CTC Principal	Administrator	School Board of Directors
Matthew Muller	NOMS Principal	Administrator	School Board of Directors
John Beeman	NOMS Assistant Principal	Administrator	School Board of Directors
Lawrence	CVIS Principal	Administrator	School Board of

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Sanders			Directors
Andrew Walker	CVIS Assistant Principal	Administrator	School Board of Directors
Christopher Cobb	NOE Principal	Administrator	School Board of Directors
Katie Yaukey	NOE	Teacher	School Board of Directors
Amanda Sipe	CVEA	Teacher	School Board of Directors
Stephanie Mueller	CVEA	Teacher	School Board of Directors
Joanna Knott	CVIS	Teacher	School Board of Directors
Jessica Plank	CVIS	Teacher	School Board of Directors
Jill Smith	CTE	Teacher	School Board of Directors
Amy Still	NOHS Parent	Other	School Board of Directors

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Anthony Angelini	NOMS	Teacher	School Board of Directors
Lori Baxter	Support Staff	Other	School Board of Directors
Aida Flores	Miller Chemical	Other	School Board of Directors
Shawn Cuffley	Eastern Regional Police Department	Other	School Board of Directors
Abigail Sullivan	NOHS Student Council President	Other	School Board of Directors
Diana Fasnaught	Director Ready to Learn/United Way	Other	School Board of Directors
Mackinzie Loughlin	Jacobs Tool and Manufacturing/Hanover Chamber of Commerce	Other	School Board of Directors
Emily Kress	Learning Coach	Education Specialist	School Board of Directors
Tiffanie Garmin	NOMS Parent	Other	School Board of Directors
Sarah Lewis	NOHS	Teacher	School Board of

Name	Title	Committee Role	Chosen/Appointed by
			Directors
BJ Wilke	Wilke Enginuity	Other	School Board of Directors
Tasha Byrd	CVIS Parent	Other	School Board of Directors
Ashlie Murren	NOHS	Teacher	School Board of Directors
Tanner Haugh	NOMS Student Council Executive Officer	Other	School Board of Directors
Jerle Byrd	CVIS Parent	Other	School Board of Directors
Jessica Barajas	NOE Parent	Other	School Board of Directors
Krista Hayward	President-CVFE	Other	School Board of Directors
Janelle Boyer	Children's Aid Society	Other	School Board of Directors
Sami Slusser	Strategic Prevention Framework Director/Center for Youth and Community Development	Other	School Board of Directors

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Meredith Bergen	NOMS Student Council President	Other	School Board of Directors
Jennifer Haugh	NOMS & NOHS Parent	Other	School Board of Directors
Caitlynne Edwards	Coach	Other	School Board of Directors
Lauren Herring	Photographer	Other	School Board of Directors
Melissa LaVallee	NOHS Parent	Other	School Board of Directors
Nicki Redding	CTE Parent	Other	School Board of Directors
Kendall Bowman	CVIS Student	Other	School Board of Directors
Elizabeth Coover	CTE Student Teacher	Other	School Board of Directors
Bonnie Little	Support Staff	Other	School Board of Directors
RyLee Haugh	NOHS Student Council Vice-President	Other	School Board of

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
			Directors
Autumn Zaminski	CTE Principal	Administrator	School Board of Directors
Stephanie Corbin	Director of Special Education	Administrator	School Board of Directors
Lynne Miller	Director of Student Services	Administrator	School Board of Directors

## 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.**

The selection of mentors will be guided by the “Essential Qualities of a Mentor Teacher”:

- a. Knowledge and skills in the classroom.
- b. A commitment to the teaching profession and service to children.
- c. Instructional leadership.
- d. The ability to teach the district standards-based curriculum.
- e. The use of appropriate, effective problem-solving techniques.
- f. The use of a variety of instructional, classroom organizational, management and grouping techniques.
- g. The ability to convey enthusiasm for a subject to students.
- h. A willingness to give special attention to students requiring assistance.
- i. Success in fostering excellent student performance.
- j. The ability to give and receive constructive criticism.
- k. The ability to effectively communicate with colleagues, parents and students.
- l. Knowledge of policies and procedures within the specific school building.

Further, the CVSD will seek to recruit mentor teachers who:

- a. Are tenured.
- b. Hold an Instructional II Certificate.
- c. Have taught a minimum of two years with the school entity.
- d. Are recognized and respected by colleagues.
- e. Teach at the same grade level or in the same subject area as the beginning teacher.
- f. Are assigned to classrooms in close proximity to the beginning teacher.

## 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**

The Adams County Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each participating school entity. The Induction Consortium provides each inductee with a comprehensive induction program focusing on Consortium and local goals based upon best practices. Seminars conducted under the auspices of the Adams County Teacher Induction Program are designed to address some of the general concerns faced by all beginning teachers. The seminars, scheduled throughout the school year, provide opportunities to meet and share first year experiences with beginning teachers from other schools and school entities. Specific needs of individual beginning teachers are assessed at the building level both formally and informally throughout the school year. At the Adams County Teacher Induction Program level, induction participants are asked to identify additional seminar topics at mid-year. These recommendations are used to develop an "Emerging Needs Seminar" to take place in the spring of the year.

## 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
4a: Reflecting on Teaching 2a: Creating an Environment of Respect and Rapport 4f: Showing Professionalism 2b: Establishing a Culture for Learning 4d: Participating in a Professional Community	Year 2 Spring, Year 1 Summer, Year 2 Fall, Year 1 Fall, Year 2 Winter, Year 1 Winter, Year 1 Spring

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1f: Designing Student Assessments 3e: Demonstrating Flexibility and	Year 2 Winter, Year 2 Fall, Year 2 Spring, Year 1 Spring, Year 1 Fall, Year 1 Summer, Year 1 Winter

**Selected Danielson Framework(s)**

**Timeline**

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Responsiveness  
1c: Setting Instructional Outcomes  
4a: Reflecting on Teaching  
1b: Demonstrating Knowledge of Students  
4b: Maintaining Accurate Records

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**INSTRUCTIONAL PRACTICES**

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**Selected Danielson Framework(s)**

**Timeline**

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1c: Setting Instructional Outcomes  
3b: Using Questioning and Discussion Techniques  
2b: Establishing a Culture for Learning  
1a: Demonstrating Knowledge of Content and Pedagogy  
3d: Using Assessment in Instruction  
3c: Engaging Students in Learning  
1e: Designing Coherent Instruction

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

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**SAFE AND SUPPORTIVE SCHOOLS**

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

2c: Managing Classroom Procedures  
2d: Managing Student Behavior  
2b: Establishing a Culture for Learning  
2e: Organizing Physical Space  
1b: Demonstrating Knowledge of Students  
4c: Communicating with Families  
2a: Creating an Environment of Respect and Rapport

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

## STANDARDS/CURRICULUM

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

1a: Demonstrating Knowledge of Content and Pedagogy  
1c: Setting Instructional Outcomes  
1e: Designing Coherent Instruction  
1d: Demonstrating Knowledge of Resources  
3d: Using Assessment in Instruction  
1f: Designing Student Assessments

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

## TECHNOLOGY INSTRUCTION

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Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 4e: Growing and Developing Professionally 1e: Designing Coherent Instruction	Year 1 Fall, Year 1 Summer, Year 2 Winter, Year 1 Spring, Year 1 Winter, Year 2 Spring, Year 2 Fall

## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

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Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 4b: Maintaining Accurate Records	Year 2 Spring, Year 2 Fall, Year 1 Spring, Year 1 Winter, Year 2 Winter, Year 1 Fall, Year 1 Summer

**Selected Danielson Framework(s)**

**Timeline**

4f: Showing Professionalism

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**ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS**

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**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments  
1e: Designing Coherent Instruction  
3e: Demonstrating Flexibility and Responsiveness  
1d: Demonstrating Knowledge of Resources  
3d: Using Assessment in Instruction  
2b: Establishing a Culture for Learning  
1b: Demonstrating Knowledge of Students  
3a: Communicating with Students  
1c: Setting Instructional Outcomes  
3c: Engaging Students in Learning

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**DATA INFORMED DECISION MAKING**

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

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4b: Maintaining Accurate Records

1d: Demonstrating Knowledge of Resources

1f: Designing Student Assessments

3e: Demonstrating Flexibility and Responsiveness

3d: Using Assessment in Instruction

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

## MATERIALS AND RESOURCES FOR INSTRUCTION

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

1c: Setting Instructional Outcomes

4d: Participating in a Professional Community

4a: Reflecting on Teaching

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

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

**Selected Danielson Framework(s)**

**Timeline**

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## **CLASSROOM AND STUDENT MANAGEMENT**

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**Selected Danielson Framework(s)**

**Timeline**

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1e: Designing Coherent Instruction	Year 2 Winter, Year 2 Spring, Year 1 Spring, Year 1 Fall, Year 1 Summer, Year 1 Winter, Year 2 Fall
3a: Communicating with Students	
2a: Creating an Environment of Respect and Rapport	
3b: Using Questioning and Discussion Techniques	
1a: Demonstrating Knowledge of Content and Pedagogy	
2d: Managing Student Behavior	
2b: Establishing a Culture for Learning	
3c: Engaging Students in Learning	
1c: Setting Instructional Outcomes	
2c: Managing Classroom Procedures	
3e: Demonstrating Flexibility and Responsiveness	
1b: Demonstrating Knowledge of Students	
2e: Organizing Physical Space	

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## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4b: Maintaining Accurate Records 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources 4f: Showing Professionalism	Year 1 Spring, Year 1 Winter, Year 2 Winter, Year 2 Spring, Year 1 Fall, Year 1 Summer, Year 2 Fall

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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**

Each beginning teacher is expected to attend all Adams County workshops, seminars, local induction activities and building induction team meetings. In addition, beginning teachers must meet local expectation regarding peer visitations and maintain a log of induction activities that provides the documentary base for entries on the Teacher Induction Criteria for Completion Form. This form, which includes a record of attendance for all consortium seminars, district and building level meetings and peer visitations, must be signed by all members of the building-level induction team and then submitted to the school district office for verification of completion of the program. All courses are uploaded to the Act 48 System. The CVSD will maintain records of those beginning teachers completing the induction process by: 1) giving each beginning teacher completing the program certification of this accomplishment, 2) placing a copy of the certification with the signed Teacher Induction Criteria for Completion Form in the teacher's personnel file. Participants in each County Induction Seminar will be asked to evaluate the effectiveness with which it achieved its intended goals/objectives. Summaries of the responses to these instruments will be reviewed annually by the County Induction Council as a means of making recommendations for program improvement. In addition, induction participants may be surveyed on an ongoing basis as well as at the end of the school year to determine the effectiveness of local level induction activities and the appropriateness of topics.

## 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.

Sharon A. Perry

06/21/2022

Educator Induction Plan Coordinator

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](#).

Sharon A. Perry

06/21/2022

Chief School Administrator

Date