

Profile

LEA Type		AUN
School District		112011603
Address 1		
130 Berlin Rd		
Address 2		
City	State	Zip Code
New Oxford	PA	17350
Chief School Administrator		
Dr Sharon A Perry		
Chief School Administrator Email		
perrys@cvcolonials.org		
Educator Induction Plan Coordinator Name		
Dr. Wesley T Doll		
Educator Induction Plan Coordinator Name Email		
dollw@cvcolonials.org		
Educator Induction Plan Coordinator Phone Number		Extension
717-624-2157		1005

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Dr. Brad Sterner	Assistant Superintendent	Administrator	Administration Personnel
Charles Trovato	Director of Curriculum	Administrator	Administration Personnel
Stephanie Corbin	Director of Special Education and Student Services	Administrator	Administration Personnel
Lorrie Hrycek	Supervisor of Special Education and Student Services	Administrator	Administration Personnel
Dr. Nancy Herb	Principal, New Oxford High School	Administrator	Administration Personnel
Drew Little	Principal, Colonial Career and Technical Center	Administrator	Administration Personnel
Josh Schaffer	Principal, New Oxford Middle School	Administrator	Administration Personnel
Christina McLaughlin	Principal, Conewago Valley Intermediate School	Administrator	Administration Personnel
Christopher Cobb	Principal, New Oxford Elementary School	Administrator	Administration Personnel
Christen Manari	Principal, Conewago Township Elementary School	Administrator	Administration Personnel
Emily Kress	Technology Coach	Education Specialist	Administration Personnel
Laura Hartlaub	Kindergarten Teacher	Teacher	Administration Personnel
Jennifer Schearer	Media Specialist	Education Specialist	Administration Personnel
Kara Olewiler	Science Teacher	Teacher	Administration Personnel

Educator Induction Plan

Will 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 be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (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 for the duration of the induction program? (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?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	No
List the Pre-K Counts Program and address	

Mentors

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.

Conewago Valley School District first identifies the key traits and qualifications that mentors should possess. These characteristics include strong communication skills, empathy, expertise in the subject matter, and the ability to motivate and guide students. Conewago Valley School District also matches new teachers with mentors based on compatibility, subject area, and the mentors' expertise. The district ensures that mentors are well-prepared to support the specific needs of their assigned new teachers by discussing and explaining the mentor expectations throughout the school year.

Needs Assessment

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	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	

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**

Conewago Valley School District's Induction Program is designed to support new teachers over a two-year period. During this time, new teachers will participate in monthly, robust professional learning sessions conducted face-to-face and/or asynchronously. The district also offers various in-district professional learning opportunities, including IEP Bootcamp, Curriculum Bootcamp, Parents and Guardians 101, Differentiated Instruction, ELL and Diversity, and Instructional II Certification. Additionally, teachers will have monthly meetings with their building principals to review building-specific processes and procedures and to discuss instructional practices. New teachers are required to meet with their mentors monthly. They will also engage in Adams County Induction, which involves all six school districts in the county coming together for four professional learning sessions. This provides new teachers the chance to collaborate and build lasting professional relationships across the county. The four Adams County Induction sessions include Structured Literacy Training, Professional Ethics presented by Stock and Leader attorneys, Technology and Emerging Needs, and Poverty Awareness training led by a Ruby Payne certified trainer. In their second year, new teachers will continue to meet monthly with their building principals for ongoing support.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Induction Schedule Chapter 49.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 2 Winter

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

3b: Using Questioning and Discussion Techniques

1f: Designing Student Assessments

Timeline

Year 2 Winter

Instructional Practices

Selected Observation and Practice Framework(s):

- 3b: Using Questioning and Discussion Techniques
- 1d: Demonstrating Knowledge of Resources
- 3c: Engaging Students in Learning
- 1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

- 2e: Organizing Physical Space
- 3e: Demonstrating Flexibility and Responsiveness

Timeline

Year 2 Fall

Standards/Curriculum

Selected Observation and Practice Framework(s):

- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning
- 1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Technology Instruction

Selected Observation and Practice Framework(s):

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

Timeline

Year 1 Winter

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

- 4b: Maintaining Accurate Records
- 3d: Using Assessment in Instruction
- 1b: Demonstrating Knowledge of Students
- 3a: Communicating with Students

Timeline

Year 1 Fall

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

- 1b: Demonstrating Knowledge of Students
- 3e: Demonstrating Flexibility and Responsiveness
- 1e: Designing Coherent Instruction

Timeline

Year 1 Fall

Data informed decision making

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

Timeline

Year 2 Winter

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

3a: Communicating with Students

Timeline

Year 1 Fall

Year 2 Spring

Classroom and student management

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior

2c: Managing Classroom Procedures

Timeline

Year 2 Fall

Parental and/or community involvement**Selected Observation and Practice Framework(s):****Timeline**

Year 1 Fall

Year 2 Fall

Professional Ethics Program Framework Guidelines**Selected Observation and Practice Framework(s):**

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 2 Fall

Common Ground**Selected Observation and Practice Framework(s):**

2a: Creating an Environment of Respect and Rapport

3c: Engaging Students in Learning
1b: Demonstrating Knowledge of Students

Timeline

Year 1 Spring

Educator Effectiveness

Selected Observation and Practice Framework(s):

4f: Showing Professionalism
4e: Growing and Developing Professionally
4a: Reflecting on Teaching

Timeline

Year 1 Fall
Year 2 Fall

Other

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction
1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Evaluation and Monitoring

Evaluation and Monitoring

Evaluating and monitoring a new teacher induction program over two years involves a systematic approach to assess its effectiveness and ensure continuous improvement. The district has established clear objectives and metrics to determine if the program is meeting the needs of the new teachers. This is done by induction session surveys. The induction program aims to improve new teacher retention, enhance teacher effectiveness, and increase teacher satisfaction. We will identify specific, measurable indicators to assess progress towards these goals. Metrics will include teacher performance evaluations, retention rates, feedback surveys, and student outcomes. We will regularly distribute surveys to new teachers, mentors, and other stakeholders to gather feedback on various aspects of the program, including the quality of professional development, mentor support, and overall satisfaction. We will also track teacher performance data, such as classroom observations, student achievement scores, and teacher self-assessments. The district will also ensure that new teachers and mentors are participating in all required components of the program, including professional development sessions and mentoring meetings. We will assess the program's fidelity by regularly checking that the program is being implemented as planned, and identify any deviations or challenges. New teachers will have one-on-one meetings scheduled with the Assistant Superintendent in the fall and spring during year one to ensure support is in place and to gain feedback from the new teacher. By following these steps, the district will effectively evaluate and monitor the new teacher induction program, ensuring it supports new teachers' growth and contributes to their long-term success in the classroom.

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 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.

Signatures and Quality 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
Dr. Brad Sterner	2024-11-26

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