

Profile

LEA Type		AUN
School District		101631703
Address 1		
200 Big Mac Blvd		
Address 2		
City	State	Zip Code
Canonsburg	PA	15317
Chief School Administrator		
Mr Gregory Taranto		
Chief School Administrator Email		
tarantog@cmsd.k12.pa.us		
Educator Induction Plan Coordinator Name		
Dr. Mark Abbondanza		
Educator Induction Plan Coordinator Name Email		
abbondanzam@cmsd.k12.pa.us		
Educator Induction Plan Coordinator Phone Number		Extension
724-746-2940		

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Dr. Greg Taranto	Superintendent	Administrator	Administration Personnel
Dr. Scott Chambers	Deputy Superintendent	Administrator	Administration Personnel
Mr. Ken Crowley	Assistant to the Superintendent 7-12	Administrator	Administration Personnel
Dr. Mark Abbondanza	Assistant to the Superintendent K-6	Administrator	Administration Personnel
Mrs. Rebecca Lieb	Director of Special Education	Administrator	Administration Personnel
Ms. Brittany Taylor	Canon-McMillan High School Principal	Administrator	Administration Personnel
Mr. Ken Schrag	Canon-McMillan Middle School Principal	Administrator	Administration Personnel
Ms. Sheila Mitchell	Canon-McMillan Cyber Academy	Administrator	Administration Personnel
Mrs. Shannon Balch	Wylandville Elementary School Principal	Administrator	Administration Personnel
Mr. Rob Miele	South Central Elementary School Principal	Administrator	Administration Personnel
Mr. Jason Gillespie	Canon-McMillan Middle School, School Counselor	Education Specialist	Education Specialist
Mr. Rob Montini	Canon-McMillan High School Teacher	Teacher	Teacher
Mr. Paul Wolf	Canon-McMillan Middle School Teacher	Teacher	Teacher
Ms. Mollie Huffman	Wylandville Elementary School Teacher	Teacher	Teacher
Mr. Michael Zimmerman	North Strabane Intermediate School Teacher	Teacher	Teacher

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.

The LEA establishes specific criteria for selecting mentors, ensuring they embody the characteristics necessary for success, including strong communication skills, content expertise, and emotional intelligence. These criteria often include: a proven track record of classroom effectiveness and leadership, demonstrated ability to collaborate and communicate with colleagues, a growth mindset and commitment to professional development., positive relationships with students, staff, and the broader school community and prior mentoring or coaching experience. In addition to the above criteria, mentors must be certified in the appropriate content area and shall not have had an unsatisfactory rating, improvement plan, or disciplinary action within the past three school years. Preference is given to mentor with the same certification and building assignment as the inductee. Positions are posted to adhere to our collective bargaining agreement and the selection of mentors is done in conjunction with the building principal and the Assistant to the Superintendent K-6 or the Assistant to the Superintendent 7-12.

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	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 program is comprised of an in-house three day induction program that is then followed by a fully asynchronous two year program through Intermediate Unit 1. The three day, in-house induction program covers the following topics: introductions to members of our administrative team, central office team, technology team, and facility support team; induction expectations; district procedural information; mentors; technology overview; instructional advice and strategies; classroom management strategies; lesson planning; observations; confidentiality/HIPPA/FERPA; mandated reporting (Act 126); assessment and grading; special education; the digital learning; portfolio overview; English Language Learners; human resources and business department; Educator Effectiveness (Act 92/Act 13; Science of Learning; Danielson Framework; Professional Ethics; Title IX training; teen suicide training; Holocaust and genocide training; and Structured Literacy training; CRSE. The following topics are covered over the course of two years through the Intermediate Unit 1 Induction Program. Each year is comprised of four days of asynchronous online courses. The following topics are covered during year 1: Level II certification; Act 48; Educator Effectiveness; PDE SAS/Standards; Instructional Strategies and Classroom Management; School Law; Technology Integration. The following topics are covered during year 2: Inclusive Practices; Professional Ethics; and ESL. The second half of year 1 and the entire year 2 will cover the new Common Ground framework.

Educator Induction Plan Topic Areas

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

Induction Handbook updated June 2024.pdf

IU 1.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 2 Winter

Year 2 Spring

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

4a: Reflecting on Teaching

3b: Using Questioning and Discussion Techniques

4e: Growing and Developing Professionally

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and Responsiveness

2b: Establishing a Culture for Learning

4c: Communicating with Families

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Year 2 Winter

Instructional Practices

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

1d: Demonstrating Knowledge of Resources

3e: Demonstrating Flexibility and Responsiveness

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

3e: Demonstrating Flexibility and Responsiveness

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

4c: Communicating with Families

3a: Communicating with Students

2d: Managing Student Behavior

Timeline

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

Standards/Curriculum**Selected Observation and Practice Framework(s):**

1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
4a: Reflecting on Teaching
1a: Demonstrating Knowledge of Content and Pedagogy
4e: Growing and Developing Professionally
4d: Participating in a Professional Community

Timeline

Year 1 Fall
Year 1 Winter

Technology Instruction**Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources
3e: Demonstrating Flexibility and Responsiveness
3d: Using Assessment in Instruction
2b: Establishing a Culture for Learning
4e: Growing and Developing Professionally
1f: Designing Student Assessments
4a: Reflecting on Teaching
3c: Engaging Students in Learning
3b: Using Questioning and Discussion Techniques

Timeline

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

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

3a: Communicating with Students
3d: Using Assessment in Instruction
1b: Demonstrating Knowledge of Students
4f: Showing Professionalism
2b: Establishing a Culture for Learning
4c: Communicating with Families
4a: Reflecting on Teaching
4b: Maintaining Accurate Records

Timeline

Year 1 Fall
Year 1 Winter

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments
3e: Demonstrating Flexibility and Responsiveness
1b: Demonstrating Knowledge of Students
2e: Organizing Physical Space
2c: Managing Classroom Procedures
4c: Communicating with Families
1d: Demonstrating Knowledge of Resources
3a: Communicating with Students
2b: Establishing a Culture for Learning
4a: Reflecting on Teaching
2d: Managing Student Behavior
4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Data informed decision making**Selected Observation and Practice Framework(s):**

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and Responsiveness

1f: Designing Student Assessments

3d: Using Assessment in Instruction

3a: Communicating with Students

4b: Maintaining Accurate Records

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

4c: Communicating with Families

2b: Establishing a Culture for Learning

4a: Reflecting on Teaching

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Materials and Resources for Instruction**Selected Observation and Practice Framework(s):**

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

3e: Demonstrating Flexibility and Responsiveness

1d: Demonstrating Knowledge of Resources

4d: Participating in a Professional Community

1e: Designing Coherent Instruction

1f: Designing Student Assessments

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Classroom and student management

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

2e: Organizing Physical Space

4f: Showing Professionalism

2b: Establishing a Culture for Learning

3e: Demonstrating Flexibility and Responsiveness

2d: Managing Student Behavior

4c: Communicating with Families

1e: Designing Coherent Instruction

3a: Communicating with Students

2c: Managing Classroom Procedures

4a: Reflecting on Teaching

2a: Creating an Environment of Respect and Rapport

3c: Engaging Students in Learning

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Parental and/or community involvement

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

4a: Reflecting on Teaching

4d: Participating in a Professional Community

1b: Demonstrating Knowledge of Students

4f: Showing Professionalism

4c: Communicating with Families

3a: Communicating with Students

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 2 Winter

Year 2 Spring

Common Ground

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments
3d: Using Assessment in Instruction
1d: Demonstrating Knowledge of Resources
3a: Communicating with Students
4c: Communicating with Families
2b: Establishing a Culture for Learning
4a: Reflecting on Teaching
1b: Demonstrating Knowledge of Students
3b: Using Questioning and Discussion Techniques
4d: Participating in a Professional Community
2a: Creating an Environment of Respect and Rapport
3e: Demonstrating Flexibility and Responsiveness
1e: Designing Coherent Instruction
3c: Engaging Students in Learning
4e: Growing and Developing Professionally

Timeline

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

Educator Effectiveness

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction
2e: Organizing Physical Space
4a: Reflecting on Teaching
1f: Designing Student Assessments
3a: Communicating with Students
4b: Maintaining Accurate Records
1c: Setting Instructional Outcomes
2c: Managing Classroom Procedures

3d: Using Assessment in Instruction
4e: Growing and Developing Professionally
1b: Demonstrating Knowledge of Students
2b: Establishing a Culture for Learning
3c: Engaging Students in Learning
4d: Participating in a Professional Community
1a: Demonstrating Knowledge of Content and Pedagogy
2a: Creating an Environment of Respect and Rapport
3b: Using Questioning and Discussion Techniques
4c: Communicating with Families
1d: Demonstrating Knowledge of Resources
2d: Managing Student Behavior
3e: Demonstrating Flexibility and Responsiveness
4f: Showing Professionalism

Timeline

Year 1 Fall

Year 1 Winter

Evaluation and Monitoring

Evaluation and Monitoring

Upon completion of the program, new teachers and mentors are surveyed to gauge their satisfaction level with the district and IU induction program. Participants and mentors are asked to share strengths and concerns of the program to foster further growth of the induction program. The district also evaluates exit surveys to determine any areas of concern. The induction plan is a living document and the district utilizes the aforementioned data to make informed decisions relative to any pertinent revisions to the approved plan.

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

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