

**Center for Student Learning CS at Pennsbury**

Induction Plan (Chapter 49) | 2025 - 2028

## Profile

<b>LEA Type</b>	AUN	
Charter School	122090001	
<b>Address 1</b>		
345 Lakeside Drive		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Levittown	PA	19054
<b>Chief School Administrator</b>		
Mr Peter Hackney		
<b>Chief School Administrator Email</b>		
phackney@cslcharter.org		
<b>Educator Induction Plan Coordinator Name</b>		
Peter Hackney		
<b>Educator Induction Plan Coordinator Name Email</b>		
phackney@cslcharter.org		
<b>Educator Induction Plan Coordinator Phone Number</b>	<b>Extension</b>	
2152697390	128	

## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Peter Hackney	Chief Executive Officer	Administrator	Administration Personnel
Heather Lambert	Dean of Students / Lead Teacher	Teacher	Administration Personnel
Jack Whelan	Dean of Students / Lead Teacher	Teacher	Administration Personnel
Sara Mohapp	Middle School Teacher	Teacher	Teacher
Christen Cartolaro	SE Coordinator / School Psychologist	Education Specialist	School Board of Directors
Hilary Donahue	High School Science Teacher	Teacher	Education Specialist

## 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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16 )</a>	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
<b>Other</b>	

**Please explain the LEA's process for ensuring their mentors have the above selected characteristics.**

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Administration reviews potential mentors evaluations for evidence of the skills and attributes desired in our mentors that are listed in our induction plan. Mentors should be certified in the same content area and proven to be an exemplary in their role as a teacher.

## 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
<b>Other</b>	

**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**

Each inductee and mentor will be given a copy of the CSL Educator Induction Program. During new teacher orientation inductees, with the assistance of school leadership, will thoroughly review the program and its requirements. Additionally, during new teacher orientation (beginning of each year), a needs assessment and self-evaluation will be completed by all inductees. This instrument will be analyzed to determine the needs of the teachers individually and collectively. At the end of the year the same needs assessment and self-evaluation will again be administered to determine if teachers perceive themselves to have mastered skills/activities originally identified as needs. The inductees will meet a minimum of one time per month and on each professional development day for inductee specific training and mentoring sessions. Mentors will attend a number of these sessions with their mentee. Topics and areas of study are included on the tentative calendar included in this document and are aligned with the Pennsylvania Department of Education Domains for Professional Evaluations: Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. Inductees and mentors will

meet regularly and as needed during a planned common time. This time will be utilized to assist with all aspects of the teachers role and to support the inductee in areas where support is needed. Inductees, with the assistance of their mentors, should monitor their progress on induction by filling out the progress guide provided that covers assignments to be completed quarterly along with suggested progress indicators. Progress can also be monitored in the Induction google classroom. All assignments and learning activities are listed and store here. A major factor in considering a teacher's completion of the induction program will be an electronic portfolio. Portfolios will be created by each inductee for the use of the teacher as a learning tool and to provide the induction coordinator and/ or supervisor with evidence of the new teacher's growth and proficiency in the domains and competencies of CSL's Educator Induction Program. Upon completion of their induction portfolio, inductees will be required to share and present their induction portfolio with the other inductees, mentors and administrators. This portfolio should demonstrate their growth in the competencies set forth in the CSL Educator Induction Program and the Pennsylvania Department of Education Domains for Professional Evaluations: Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. Satisfactory completion of the induction activities and school leadership approval will result in completion of the CSL Educator Induction Program. Program completion shall be recorded with a certificate /letter of completion given to the inductee and placed in his/her personnel file. At the conclusion of the Induction Program, an Inductee Evaluation Form is completed by each inductee to determine if the inductees need additional training or recommend additional topics be addressed in CSL's Educator Induction Program. These recommendations will be considered during the annual program review process.

## **Educator Induction Plan Topic Areas**

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

CSL INDUCTION REVISED JUNE 2025.pdf

### **Code of Professional Practice and Conduct for Educators**

#### **Selected Observation and Practice Framework(s):**

4f: Showing Professionalism

#### **Timeline**

Year 1 Fall

### **Assessments and Progress Monitoring**

#### **Selected Observation and Practice Framework(s):**

3d: Using Assessment in Instruction

1f: Designing Student Assessments

#### **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

### **Instructional Practices**

#### **Selected Observation and Practice Framework(s):**

1a: Demonstrating Knowledge of Content and Pedagogy  
1b: Demonstrating Knowledge of Students  
1c: Setting Instructional Outcomes  
1d: Demonstrating Knowledge of Resources  
1e: Designing Coherent Instruction

#### **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

### **Safe and Supportive Schools**

#### **Selected Observation and Practice Framework(s):**

2a: Creating an Environment of Respect and Rapport  
3e: Demonstrating Flexibility and Responsiveness

#### **Timeline**

Year 1 Fall

### **Standards/Curriculum**

#### **Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources  
1e: Designing Coherent Instruction

#### **Timeline**

Year 1 Fall

## Technology Instruction

### Selected Observation and Practice Framework(s):

- 1f: Designing Student Assessments
- 2e: Organizing Physical Space
- 2c: Managing Classroom Procedures
- 3c: Engaging Students in Learning
- 3a: Communicating with Students

### 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

## Progress Reports and Parent-Teacher Conferencing

### Selected Observation and Practice Framework(s):

- 2b: Establishing a Culture for Learning
- 3a: Communicating with Students

4b: Maintaining Accurate Records

4c: Communicating with Families

4f: Showing Professionalism

### **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

### **Accommodations and Adaptations for diverse learners**

#### **Selected Observation and Practice Framework(s):**

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

2b: Establishing a Culture for Learning

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

**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

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

1f: Designing Student Assessments

3d: Using Assessment in Instruction

**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**

#### **Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources  
4d: Participating in a Professional Community

#### **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

## **Classroom and student management**

### **Selected Observation and Practice Framework(s):**

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

### **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

## **Parental and/or community involvement**

### **Selected Observation and Practice Framework(s):**

4c: Communicating with Families

### **Timeline**

Year 2 Fall

Year 2 Winter

## **Professional Ethics Program Framework Guidelines**

### **Selected Observation and Practice Framework(s):**

4f: Showing Professionalism

4d: Participating in a Professional Community

### **Timeline**

Year 1 Fall

## **Common Ground**

### **Selected Observation and Practice Framework(s):**

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

### **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

### **Educator Effectiveness**

#### **Selected Observation and Practice Framework(s):**

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

#### **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

### **Other**

#### **Selected Observation and Practice Framework(s):**

4e: Growing and Developing Professionally

#### **Timeline**

Year 1 Summer  
Year 2 Summer

## Evaluation and Monitoring

### Evaluation and Monitoring

This induction program will be evaluated annually and revised as needed. Achievement of the program goals and competencies is directly related to how well the program served inductees; therefore, acquisition and evaluation of participant feedback data will provide the basis for program revisions and continuous improvement. Systematic data collection on the educator induction program design, implementation, and outcomes include:

- Survey of participants – new teachers, mentors, principals, and other members of the Educator induction committee – to determine levels of satisfaction and to understand the strengths and weakness of the program.
- Analysis of activities and resources used in the program.
- Review and analysis of Pennsylvania Electronic Teacher Evaluation Portal Data that provides quantitative and qualitative data to determine the impact of participating teachers.

The educator induction committee is responsible for the development and operation of the educator induction program at The Center for Student Learning. This committee includes teachers, educational specialist representatives, selected by teachers, educational specialists and administrative representatives chosen from the school entity. The education induction committee collaboratively develops, ensures implementation and monitors this induction program.

## 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.

<b>Educator Induction Plan Coordinator</b>	<b>Date</b>
Peter Hackney	2025-08-20

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](#).

<b>Chief School Administrator</b>	<b>Date</b>
Peter Hackney	2025-08-20