Central Bucks SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type		AUN
School District		122092102
Address 1		
20 Welden Dr		
Address 2		
City	**State**	**Zip Code**
Doylestown	PA	18901
Chief School Administrator		
Dr Charles Malone		
Chief School Administrator Email		
CMALONE@CBSD.ORG		
Educator Induction Plan Coordinator Name		
Suzanne Dailey		
Educator Induction Plan Coordinator Name Email		
sdailey@cbsd.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
2678932000		5744

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Helen Sclama Zaleski	Asst. Superintendent of Elementary Education	Administrator	Administration Personnel
Matthew Palmer	Secondary Staff Developer	Education Specialist	Administration Personnel
Meghann Campbell	Special Education Program Specialist	Education Specialist	Administration Personnel
Suzanne Dailey	Elementary Staff Developer	Teacher	Administration Personnel
Victoria Ehlinger	Secondary Staff Developer	Education Specialist	Administration Personnel
Elise Viscuso	Special Education Program Specialist	Education Specialist	Administration Personnel
Lauren Titus	Special Education Program Specialist	Education Specialist	Administration Personnel
Charles Malone	Asst. Superintendent of Secondary Education	Administrator	School Board of Directors
Richard Kratz	Director of Teaching and Learning	Administrator	Administration Personnel

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	Yes
Other Extend support into second year and beyond personalized professional development opportunities at the district and building level. This could look like peer observations, model lessons, co-teaching lessons, etc.	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

Program Structure

The induction program is a two-year process that begins with a general, district-focused overview of practices that support student achievement. This program is provided to all new educational staff who will be employed by the district for a minimum of 45 days. Moving to a strategic and targeted model, the induction program then has four separate components working in tandem: elementary, secondary, special education, and student services. All induction programs are facilitated by staff developers, curriculum supervisors, administration, and instructional coaches who provide additional job-embedded, instructional coaching. During induction sessions, we provide training in several areas including lesson design, classroom management, classroom environment, technology integration, instructional best practices, and meeting the needs of all learners. Support for new district teachers includes staff development-led model lessons and specifically designed workshops and new teacher orientations. Inductees are provided with district-created resources, (CB at a Glance, Professional Development, Professional Practices, Professional Resources, Professional Readings) that are referenced throughout the year-long New Teacher Orientation induction sessions facilitated by curriculum supervisors, program specialists, curriculum coordinators, assistant superintendents, and staff developers.

Content Included

In-Person Meetings   The new teacher induction program is systematically organized as 3 August days and 5 after school sessions that take place from September - March. The 3 August days are an introduction to the district and curriculum resources. The 5 after school sessions during the year give new teachers an opportunity to dig deeper into best instructional practices to support the academic and social needs of students. These sessions are facilitated by staff developers, program specialists, curriculum supervisors, curriculum coordinators and assistant superintendents.   Elementary Secondary   K-12 Special Education   Student Services   CB new teacher days #1, 2, 3   New Teacher Orientation session #1   -   Lesson planning & PA ETEP   -   Best practices in math instruction   New Teacher Orientation session #2   -   Best practices in RELA instruction   New Teacher Orientation session #3   -   Universal practices to support all students   New Teacher Orientation session #4   -   Best practices in Science & Social Studies   New Teacher Orientation session #5   -   Reflective practice   New Teacher Orientation session #1   -   Lesson planning & PA ETEP   New Teacher Orientation session #2   -   High yield instructional strategies   New Teacher Orientation session #3   - Universal practices to support all students   New Teacher Orientation session #4   -   High yield instructional strategies using educational technology   New Teacher Orientation session #5   -   Reflective practice   New Teacher Orientation session #1   -   IEPs - Supporting Students in the LRE   -   Replacement Instruction & Curriculum Check-in (Reading/Secondary English)   New Teacher Orientation session #2   -   Universal Strategies and Supports for Behavior Management   - Replacement Instruction & Curriculum Check-in (Math)   New Teacher Orientation session #3   IEPs   -   Supporting Students in the LRE   -   Replacement Instruction & Curriculum Check-in (Writing)   New Teacher Orientation session #4   - IEPs   - Supporting Students in the LRE   -   Replacement Instruction & Curriculum Check-in (based on need)   New Teacher Orientation session #5   - Observation and Reflection New Teacher Orientation session #1   -   Introduction to District Policies and Procedures   New Teacher Orientation session #2   -   Understanding Executive Functioning and its Application   New Teacher Orientation session #3   -   Re-Building Community Through Social/Emotional Learning   New Teacher Orientation session #4   -   Conceptualizing Student Situations Through an FBA Framework   New Teacher Orientation session #5   -   Growing from here (Reflective practice)   Additional to the whole group sessions, staff developers and program specialists meet with new teachers throughout their first two years to co-teach, co-plan, teach model lessons, and provide non-evaluative feedback during in-class observations.

Meeting Frequency
8 times per year

Delivery Format
In-person sessions - 3 full days in August (7.5 hours each) - 5 afterschool sessions (2.5 hours each)

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	Yes

Other

- Ongoing communication, follow-up, and check-ins throughout the school year - Provide yearly schedule of responsibilities and topics related to school calendar, events, etc. (i.e. grading and conferences, etc.)

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

School administrators work with staff developers and assistant superintendents to create matches. Ongoing mentor training and support is provided (both online and in-person) with an opportunity for check-ins.

Educator Induction Plan Topic Areas

Classroom and Student Management

Topic Objectives

- Understand and implement strategies under Universal Behavior Design - Implement and reinforce classroom rules and procedures - Implement strategies for active engagement and active participation

Lead Person/Position

Victoria Ehlinger, Secondary Staff Developer

Anticipated Start

2026-08-24

Anticipated Completion

2026-06-15

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

3a: Communicating with Students

3c: Engaging Students in Learning

Common Ground

Topic Objectives

Technology and Virtual Engagement: Digital Resources - Identify, assess, and select digital resources for teaching and learning, considering the specific learning objective, context, pedagogical approach, and learner group when selecting digital resources and planning their use. - Create or co-create new digital educational resources and/or modify and build upon existing openly-licensed resources and other resources where it is permitted. - Organize digital content and make it available to learners, parents, and other educators, while effectively protecting sensitive digital content and understanding the application of privacy and copyright rules.

Lead Person/Position

Victoria Ehlinger, Secondary Staff Developer

Anticipated Start

2026-08-24

Anticipated Completion

2030-06-15

Observation and Practice Framework Met in this Topic

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Educator Effectiveness

False Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

Topic Objectives

- Become familiar with the Danielson Framework for Teaching - Understand "Look fors" in each domain of the framework - Embed reflective practices by using language from all four domains - Complete a self-assessment using the framework in preparation for a post-observation conference

Lead Person/Position

Suzanne Dailey, Elementary Staff Developer

Anticipated Start

2026-08-24

Anticipated Completion

2030-06-15

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

Professional Ethics Program Framework Guidelines

Topic Objectives

- review and familiarize with current board policies - adhere to professional practices presented by district administration

Lead Person/Position

Suzanne Dailey, Elementary Staff Developer

Anticipated Start

2026-08-24

Anticipated Completion

2030-06-15

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

Student Learning

Topic Objectives

- Understand high impact teaching strategies and what they look like in practice - observe master teachers - promote student engagement and active participation

Lead Person/Position

Victoria Ehlinger, Secondary Staff Developer

Anticipated Start

2026-08-24

Anticipated Completion

2030-06-15

Observation and Practice Framework Met in this Topic

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

1f: Designing Student Assessments

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

Teacher Competency

Topic Objectives

- understand current best practices in education - reflect on current skill set by observing master teachers - participate in collegial non-

evaluative observations from staff development and program specialists - implement feedback from administrative observations

Lead Person/Position
Matthew Palmer, Secondary Staff Developer

Anticipated Start
2026-08-24

Anticipated Completion
2030-06-15

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

4a: Reflecting on Teaching

Technology Instruction

Topic Objectives
- Understand current best practices using applications in the Microsoft 365 suite - Utilize a Cleartouch panel to deliver instruction - Utilize Infinite Campus to manage the student gradebook and access student information - Utilize various technology to enhance student instruction

Lead Person/Position
Sarah Rotella, K-12 Technology Staff Developer

Anticipated Start

2026-08-24

Anticipated Completion

2030-06-15

Observation and Practice Framework Met in this Topic

4c: Communicating with Families

4b: Maintaining Accurate Records

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

Evaluation and Monitoring

Monitoring Routines

•New teachers are surveyed by the staff development department and curriculum supervisors re: needs/questions and staff development sessions are designed to fit those needs. Surveys are administered periodically throughout the year using Microsoft Forms. Results of surveys are kept by the staff development department in electronic and hard copy form. •All mentors regularly communicate with staff developers and program specialists to discuss how mentees are acclimating to the district expectations. There is ongoing support to mentors to share strategies and resources to help mentees succeed in Central Bucks. •Staff developers, curriculum supervisors, instructional coaches, and assistant superintendents review the induction process on a yearly basis to monitor, adjust, and evaluate the induction program.

Uploaded Files

25-26 New Teacher Orientation Feedback(1-24) (1).xlsx

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 (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.

Yes

Signatures and Quality Assurance

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? (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:

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 {SchoolYear} school year?
Yes

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

No

True 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.

True 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

False 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