

Cornwall-Lebanon SD  
Induction Plan (Chapter 49) | 2025 - 2028

Profile

<b>LEA Type</b>		AUN
Cornwall-Lebanon School District		113381303
<b>Address 1</b>		
105 East Evergreen Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lebanon	Pennsylvania	17042
<b>Chief School Administrator</b>		
Dr. Philip L. Domencic		
<b>Chief School Administrator Email</b>		
<a href="mailto:pdomencic@clsd.k12.pa.us">pdomencic@clsd.k12.pa.us</a>		
<b>Educator Induction Plan Coordinator Name</b>		
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<b>Educator Induction Plan Coordinator Phone Number</b>		<b>Extension</b>
7172722031		1801

## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Dr. Mariah Rackley	Director of Curriculum and Instruction	Administrator	Administration Personnel
Dr. Philip Domencic	Superintendent	Administrator	School Board of Directors
Dr. Dean Bozman	Director of Personnel and Operations	Administrator	Administration Personnel
Dr. Jason Murray	Director of Technology	Administrator	Administration Personnel
Dr. Amanda Davis-Buie	Community Member	Other	Administration Personnel
Maria Bickel	Teacher	Teacher	Teacher
Travis Gundrum	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? <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)</a> ) and <a href="#">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 selected by the principals within buildings based on their annual ratings, qualifications, and leadership skills. Mentors receive training from the district administration and principals to support the mentor/inductee relationship.

## 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**

Induction in the Cornwall-Lebanon School District is a two-year plan starting in the 2024-2025 school year. Our program starts with four days of in-person formal Induction - including a bus tour of our school district; instruction in Learning Focused Schools and research-based instructional practices; school safety; a poverty simulation; a session on differentiated instruction and diverse learner populations; a Pupil Services presentation; an overview of the Danielson Framework for observation and supervision; presentations on professional ethics, human resources, and community outreach; participation in our Falcons Connect program for community outreach; sessions on building connections with students, technology integration, Schoology, and available resources; and an introduction of the entire administrative team. The second year of our Induction program includes prescribed Falcon Flex sessions in the areas of Learning Focused Schools, lesson planning, student engagement, and classroom management. In addition, new teachers receive training throughout the school year in four after-school sessions on technology integration, student engagement, and how to use student data to make informed decisions in their classrooms.

## Educator Induction Plan Topic Areas

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

Induction Agenda August 2024 FINAL.pdf

## Code of Professional Practice and Conduct for Educators

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

4f: Showing Professionalism

### **Timeline**

Year 1 Fall

Year 1 Summer

Year 2 Fall

## Assessments and Progress Monitoring

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

1f: Designing Student Assessments

4d: Participating in a Professional Community

1e: Designing Coherent Instruction

3a: Communicating with Students

### **Timeline**

Year 1 Fall

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Spring

Year 2 Summer

## Instructional Practices

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

- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 2a: Creating an Environment of Respect and Rapport
- 4a: Reflecting on Teaching
- 3b: Using Questioning and Discussion Techniques
- 3e: Demonstrating Flexibility and Responsiveness
- 2b: Establishing a Culture for Learning

### **Timeline**

- Year 1 Fall
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall
- Year 2 Summer

## Safe and Supportive Schools

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

- 4e: Growing and Developing Professionally
- 1d: Demonstrating Knowledge of Resources

### **Timeline**

- Year 1 Fall
- Year 1 Summer
- Year 2 Fall
- Year 2 Summer

## Standards/Curriculum

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

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

### **Timeline**

- Year 1 Fall
- Year 1 Summer
- Year 2 Fall

## Technology Instruction

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

- 3c: Engaging Students in Learning
- 4e: Growing and Developing Professionally
- 3e: Demonstrating Flexibility and Responsiveness
- 1d: Demonstrating Knowledge of Resources

### **Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Summer
- Year 2 Fall
- Year 2 Spring
- Year 2 Summer



## Accommodations and Adaptations for diverse learners

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

- 1f: Designing Student Assessments
- 3a: Communicating with Students
- 3e: Demonstrating Flexibility and Responsiveness
- 1b: Demonstrating Knowledge of Students
- 4e: Growing and Developing Professionally

### **Timeline**

- Year 1 Fall
- Year 1 Summer
- Year 2 Fall
- Year 2 Summer

## Data informed decision making

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

- 1c: Setting Instructional Outcomes
- 4e: Growing and Developing Professionally
- 3a: Communicating with Students
- 3e: Demonstrating Flexibility and Responsiveness
- 1b: Demonstrating Knowledge of Students
- 4d: Participating in a Professional Community
- 4c: Communicating with Families
- 1f: Designing Student Assessments

### **Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Summer

## Materials and Resources for Instruction

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

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

4d: Participating in a Professional Community

1d: Demonstrating Knowledge of Resources

### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Summer

Year 2 Summer

## Classroom and student management

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

1b: Demonstrating Knowledge of Students

2d: Managing Student Behavior

3a: Communicating with Students

2e: Organizing Physical Space

2c: Managing Classroom Procedures

### **Timeline**

Year 1 Fall

Year 1 Spring

Year 1 Summer

Year 2 Fall

## Parental and/or community involvement

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

- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism
- 1b: Demonstrating Knowledge of Students
- 4c: Communicating with Families
- 4d: Participating in a Professional Community

### **Timeline**

- Year 1 Fall
- Year 1 Summer
- Year 2 Summer

## Professional Ethics Program Framework Guidelines

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

- 4f: Showing Professionalism
- 1d: Demonstrating Knowledge of Resources

### **Timeline**

- Year 1 Summer

## Common Ground

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

- 3e: Demonstrating Flexibility and Responsiveness
- 3a: Communicating with Students
- 4c: Communicating with Families
- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources

### **Timeline**

- Year 1 Summer

## Educator Effectiveness

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

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

4d: Participating in a Professional Community

4f: Showing Professionalism

### **Timeline**

Year 1 Fall

Year 1 Spring

Year 1 Summer

Year 2 Fall

## Evaluation and Monitoring

### Evaluation and Monitoring

- At the end of every professional development session, participants must complete a survey of the session to receive credit for their time. Administrators are the presenters during Induction and are surveyed for their feedback after the four days of in-person learning. Mentors are also provided an opportunity to give feedback to their building administrators and curriculum leaders. Inductees receive at least quarterly e-mails from the Director of Curriculum and Instruction to follow-up on their learning from Induction, upcoming deadlines or requirements, and celebrations or successes they have had during their first year of teaching.
- Our Induction program is presented publicly to the school board for their review each year. In addition, the Director of Curriculum and Instruction seeks feedback from administrators, mentors, inductees, the teachers' association, and curriculum leaders regarding the content provided during Induction.
- The district uses Microsoft Forms surveys, classroom observations, (i.e., pre- and post-observation conferences), Induction checklists, and regular meetings with building principals to collect data on the impact of Induction on the teachers involved.

## 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. Mariah L. Rackley	2025-01-07

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