

**Evergreen Community CS**

Induction Plan (Chapter 49) | 2026 - 2029

## Profile

<b>LEA Type</b>		AUN
Charter School		120450003
<b>Address 1</b>		
PO Box 523		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Mountainhome	PA	18342
<b>Chief School Administrator</b>		
Ms Jill Shoesmith		
<b>Chief School Administrator Email</b>		
evergrn@ptd.net		
<b>Educator Induction Plan Coordinator Name</b>		
Kathryn Yerkes		
<b>Educator Induction Plan Coordinator Name Email</b>		
kyerkes@gmail.com		
<b>Educator Induction Plan Coordinator Phone Number</b>		<b>Extension</b>
570-595-6355		

## Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Steven Richard	Principal	Administrator	Administration Personnel
Jill Shoemith	Director	Administrator	School Board of Directors
Nancy Price	Lead Teacher	Teacher	Administration Personnel
Kathryn Yerkes	Special Education Representative	Education Specialist	Administration Personnel
Natasha Keelen	School Nurse	Other	Administration Personnel
Jacob Shoemith-Fox	Special Education Teacher	Education Specialist	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	No
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

The induction program starts with a Needs Assessment to be completed by the new teacher. Monthly observations and meetings with the teacher and mentors are completed. A Mid/Year Needs Assessment is completed by the teacher. Observations and regular meetings continue throughout the 2 year induction period. A Final Evaluation by the teacher is completed to assess the induction program with a Certificate of Completion awarded to the teacher.

### Content Included

Progress Reports and Parent - Teacher Conferencing Accommodations and Adaptations for Diverse Learners Data Informed Decision Making Materials and Resources for Instruction Classroom and Student Management Parental Involvement Assessments and Progress Monitoring Instructional Practices Safe & Supportive Schools Standards & Curriculum Code of Professional Practice, Ethics, and Conduct Technology Instruction

**Meeting Frequency**

Observations and meetings are conducted monthly. Content subjects are introduced, observations shared, concerns addressed.

**Delivery Format**

Face to face meeting with mentors and inductees.

## Mentors

<b>Pool of possible mentors is comprised of teachers with outstanding work performance.</b>	Yes
<b>Potential mentors have similar certifications and teaching assignments.</b>	Yes
<b>Potential mentors must model continuous learning and reflection.</b>	Yes
<b>Potential mentors must have knowledge of LEA policies, procedures, and resources.</b>	Yes
<b>Potential mentors must have demonstrated ability to work effectively with students and other adults.</b>	Yes
<b>Potential mentors must be willing to accept additional responsibility.</b>	Yes
<b>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).</b>	Yes
<b>Mentors and inductees must have compatible schedules so that they can meet regularly.</b>	Yes
<b>Other, please specify below</b>	No

## Other

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

Evergreen has a small pool of experienced, certified teachers with a history of working well with each other to support and mentor.

## **Educator Induction Plan Topic Areas**

### **Accommodations and Adaptations for Diverse Learners**

#### **Topic Objectives**

#### **Lead Person/Position**

#### **Anticipated Start**

#### **Anticipated Completion**

#### **Observation and Practice Framework Met in this Topic**

### **Assessments and Progress Monitoring**

#### **Topic Objectives**

#### **Lead Person/Position**

#### **Anticipated Start**

**Anticipated Completion**

**Observation and Practice Framework Met in this Topic**

**Classroom and Student Management**

**Topic Objectives**

**Lead Person/Position**

**Anticipated Start**

**Anticipated Completion**

**Observation and Practice Framework Met in this Topic**

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

**Topic Objectives**

**Lead Person/Position**

**Anticipated Start**

**Anticipated Completion**

**Observation and Practice Framework Met in this Topic**

**Common Ground**

**Topic Objectives**

Enhance relationships and trust, foster empathy and understanding, improve communication and cooperation, support collaborative problem-solving, and promote a sense of unity.

**Lead Person/Position**

Steven Richard/Principal

**Anticipated Start**

2025-09-02

**Anticipated Completion**

2027-06-03

**Observation and Practice Framework Met in this Topic**

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

## **Data Informed Decision Making**

### **Topic Objectives**

### **Lead Person/Position**

### **Anticipated Start**

### **Anticipated Completion**

### **Observation and Practice Framework Met in this Topic**

## **Educator Effectiveness**

**True** 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.

## **Instructional Practices**

### **Topic Objectives**

### **Lead Person/Position**

### **Anticipated Start**

### **Anticipated Completion**

### **Observation and Practice Framework Met in this Topic**

## **Material and Resources for Instruction**

### **Topic Objectives**

### **Lead Person/Position**

### **Anticipated Start**

**Anticipated Completion**

**Observation and Practice Framework Met in this Topic**

**Parental and/or Community Involvement**

**Topic Objectives**

**Lead Person/Position**

**Anticipated Start**

**Anticipated Completion**

**Observation and Practice Framework Met in this Topic**

## **Professional Ethics Program Framework Guidelines**

### **Topic Objectives**

Respect student rights and diversity, maintain professional boundaries, act with integrity and honesty, and collaborate effectively with colleagues, parents, and the community.

### **Lead Person/Position**

Steven Richard/Principal

### **Anticipated Start**

2025-09-02

### **Anticipated Completion**

2027-06-03

### **Observation and Practice Framework Met in this Topic**

4e: Growing and Developing Professionally

4f: Showing Professionalism

## **Progress Reports and Parent-Teacher Conferencing**

### **Topic Objectives**

### **Lead Person/Position**

### **Anticipated Start**

**Anticipated Completion**

**Observation and Practice Framework Met in this Topic**

**Safe and Supportive Schools**

**Topic Objectives**

**Lead Person/Position**

**Anticipated Start**

**Anticipated Completion**

**Observation and Practice Framework Met in this Topic**

## **Standards/Curriculum**

### **Topic Objectives**

### **Lead Person/Position**

### **Anticipated Start**

### **Anticipated Completion**

### **Observation and Practice Framework Met in this Topic**

## **Student Learning**

### **Topic Objectives**

Create specific, measurable, and student-centered statements that define what a student should know or be able to do after a lesson, module, or course.

### **Lead Person/Position**

Steven Richard/Principal

### **Anticipated Start**

2025-09-02

### **Anticipated Completion**

2027-06-03

**Observation and Practice Framework Met in this Topic**

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

**Teacher Competency**

**Topic Objectives**

Develop effective teaching skills, design engaging lessons, manage the classroom, and use technology, focusing on student learning, development, and mastery.

**Lead Person/Position**

Steven Richard/Principal

**Anticipated Start**

2025-09-02

**Anticipated Completion**

2027-06-03

**Observation and Practice Framework Met in this Topic**

1a: Demonstrating Knowledge of Content and Pedagogy

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

## **Technology Instruction**

### **Topic Objectives**

### **Lead Person/Position**

### **Anticipated Start**

### **Anticipated Completion**

### **Observation and Practice Framework Met in this Topic**

### **Topic Objectives**

### **Lead Person/Position**

**Anticipated Start**

**Anticipated Completion**

**Observation and Practice Framework Met in this Topic**

**Trauma Informed Mental Health Awareness**

**Topic Objectives**

Promote understanding of trauma's impact, prevent re-traumatization, and foster a safe and empowering environment for healing.

**Lead Person/Position**

Natasha Keelen/School Nurse

**Anticipated Start**

2025-09-02

**Anticipated Completion**

2027-06-03

**Observation and Practice Framework Met in this Topic**

3e: Demonstrating Flexibility and Responsiveness

4d: Participating in a Professional Community

4f: Showing Professionalism

## **Evaluation and Monitoring**

### **Monitoring Routines**

At the beginning of the year 1 and year 2, Inductees will complete a Needs Assessment Survey. Based on the responses, the Mentor will meet and discuss the survey items. Inductees will complete an Program Evaluation at the completion of the Induction Program. Mentors submit the monthly Mentor Logs with required signatures. All artifacts from the new Teacher Induction are copied and shared with the new teacher, the mentor(s), and Administration. Monitoring occurs at the beginning of employment, and monthly thereafter for the first year, and at least quarterly for the second year.

### **Uploaded Files**

Program Evaluation.docx

## **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.

<b>Educator Induction Plan Coordinator</b>	<b>Date</b>
Kathryn Yerkes	2026-01-05

**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](#).

<b>Chief School Administrator</b>	<b>Date</b>
Jill Shoesmith	2026-01-05

