INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan 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.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for 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.
- The induction plan shall be 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. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Charter School

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Gina Guarino Buli	CEO	Administrator	School Board of Directors
David Cosme	Achievement Director	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Heather Rinker	Principal	Administrator	Administration Personnel
Jessica Martin	Parent	Other	Administration Personnel
Beth Falcone	Trustee	Other	School Board of Directors
Sujya Nahari	Trustee / Committee Chair	Other	School Board of Directors
Yvan Francois	Trustee/ Committee Chair	Other	School Board of Directors
Karen Swan	Math Curriculum Leader/ Lead Teacher	Education Specialist	Administration Personnel
Ashely Wakefiled	Teacher / Equity Committee Member	Teacher	Administration Personnel
Laura Gombarick	Parent	Other	Administration Personnel

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
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: 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

Plan requirements **Yes/No**

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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).	No
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	Yes

OTHER

Mentors are part of the Master Teacher Program and continue into year two of the teacher cycle.

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED CHARACTERISTICS.

Mentors have achieved 3+ years of Distinguished teaching and are noted exemplars among the staff. Mentors have been teaching at the LEA for a minimum of three years. Mentors complete a needs assessment with Action Research and Master Teacher goals in the pairing process. The staff members have regular check-ins with members of the administration team. This time is used for an update on progress and a review of needs.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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

Any strategies that are not a current part of our Induction Program are covered during Team Professional Development throughout the school year. This is done through daily meetings with the staff members of a particular house team. These opportunities also will be given during school-wide Professional Development and Planning days with Curriculum Leaders.

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 structure includes multiple delivery forms and opportunities for staff training and acclimation to the school. The program takes place over the first year of employment with follow-up for second-year staff; or those taking on new roles within the school. Meetings are held minimally once a month with more frequent meetings at the start of the year. First-year staff is part of the full-induction program, while second-year staff may attend necessary sessions and are supported by a staff-appointed mentor. Content delivery includes in-person meetings, training sessions with subject area experts, live sessions, and virtual training and assessments. Content is adapted for the needs of the staff but always includes: "Intro to RA Teaching With Love & Logic (L&L) Philosophy and Book Study Responsibility Centered Discipline (RCD) Code of Conduct (CoC) Core Values (CV)" Skyward Training Pikmykid Training RCD Training Positive Behavioral Interventions & Support (PBIS) Training eHallpass Training Ch 1: Getting started w/L&L Ch 2: Creating a L&L Classroom Review Standards / Curriculum Guidance Review of Student Crisis Plan Lesson Evaluation Tool (LET) Review Professional Growth Plan (PGP) Goal Setting Preparing for Student Learning Contract (SLC) Conferences Ch 10: Challenging Parents "1st Pop-in Observation w/ Coaching Meeting Focus: Using L&L." Ch 6: Responding to Disruptive Students Emergency Response Training "2nd Pop-in w/ Coaching Meeting Focus: Using L&L " Review Standards Aligned Systems (SAS)

Website Ch 3: Gaining Their Admiration & Respect Ch 4: Sincere Empathy SPED Overview & Procedures Lesson Observation Reflection "Ch 5: Gaining Control by Sharing It Ch 7: Managing Your Class, Instead of It Managing You" Professional Growth Plan (PGP) Check-in Differentiation "Ch 8: Guiding Kids to Own & Solve Problems Ch 9: Reaching Your Unmotivated Students" Wrap-Ups Neurodiversity in the Classroom - Part 1 Neurodiversity in the Classroom - Part 2 End-of-Year (EOY) Eval/Emerging Teacher Tier Review Induction Completion Survey Google Suite 101

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism 4d: Participating in a Professional Community	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Fall, Year 1 Spring, Year 1 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally 3b: Using Questioning and Discussion Techniques 4a: Reflecting on Teaching 3a: Communicating with Students 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4d: Participating in a Professional Community	Year 2 Spring, Year 2 Winter, Year 1 Winter, Year 3 Winter, Year 2 Fall, Year 1 Spring, Year 3 Spring, Year 1 Fall, Year 3 Fall

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2d: Managing Student Behavior 4c: Communicating with Families 2e: Organizing Physical Space 2b: Establishing a Culture for Learning	Year 2 Winter, Year 2 Spring, Year 2 Fall, Year 1 Fall, Year 3 Fall, Year 1 Spring, Year 3 Spring, Year 1 Winter, Year 3 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 2d: Managing Student Behavior 4b: Maintaining Accurate Records 3d: Using Assessment in Instruction 3a: Communicating with Students 4c: Communicating with Families	Year 3 Fall, Year 2 Fall, Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records 4f: Showing Professionalism 4c: Communicating with Families	Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1f: Designing Student Assessments 1e: Designing Coherent Instruction	Year 3 Fall, Year 2 Fall, Year 1 Winter, Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of	Year 2 Winter, Year 1 Winter, Year 3 Winter, Year 1 Fall, Year 3 Fall, Year 2 Fall, Year 1 Spring,

Selected Danielson Framework(s)	Timeline
Students 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 4a: Reflecting on Teaching 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 1f: Designing Student Assessments 4d: Participating in a Professional Community 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction	Year 3 Spring, Year 2 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space 1d: Demonstrating Knowledge of Resources	Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 2d: Managing Student Behavior 3c: Engaging Students in Learning 2e: Organizing Physical Space 2c: Managing Classroom Procedures 3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources	Year 3 Fall, Year 1 Spring, Year 2 Fall, Year 1 Winter, Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline

Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community	Year 2 Fall, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Fall, Year 1 Winter, Year 3 Winter, Year 1 Spring, Year 3 Spring
2b: Establishing a Culture for Learning	
4c: Communicating with Families	

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
b. Analysis of activities and resources used in the program
c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

At the completion of the program, each participant is required to complete a survey regarding the effectiveness and benefits of the program. The results are used to refine the program to better suit the needs of our educators. Additionally, the principals and middle leaders provide anecdotal feedback based on noticed trends during coaching sessions. A summary review each year of the completed observations provides trend data on where the greatest needs are for educator effectiveness.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	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.

EDUCATOR INDUCTION PLAN STATEMENT OF 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.

David Cosme Jr.   09/14/2023
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.

Gina Guarino Buli   09/18/2023
Chief School Administrator   Date