

## 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

Chester County Family Academy Charter School  
124152880  
530 E Union Street , West Chester, Pa 19382

Tara Webber  
webber@CCFASchool.org  
610-696-5910 Ext.

Tara Webber  
webber@ccfaschool.org

## 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
Tara Webber	CEO	Organizer /planner	Administration Personnel
Sarah Malone	Spec. Ed. teacher	participant	Teacher
Meghan Rafferty	teacher	participant	Teacher
Chrissy Annechino	ESL teacher	participant	Teacher
Brenda Mejias	TA	participant	Teacher
Omaira Alamo	TA	partipant	Teacher
Karina Cabrera	teacher	participant	Teacher
Terry Lieberman	TA	partipant	Teacher
Jennifer Vatalare	teacher	participant	Teacher

## 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
Are 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 identified and provided an induction experience? (22 Pa Code, 49.16 <a href="#">↗</a> )	No
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 <a href="#">↗</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? (22 Pa Code, 49.16 <a href="#">↗</a> )	No
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 <a href="#">↗</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

## 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	No

## Other

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

LEA has selected 1 mentor to work with new staff on CCFA school policies and procedures, academic curriculum and planning, and effective communication with families. Mentors will complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, conferencing skills, problem-solving skills and knowledge of adult learning and development) with the CEO to enhance our new employees' teaching experience at CCFA.

## 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.	No
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	No
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**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

Mentor will meet with new staff bi-weekly to review online curriculum, CCFA protocols, and

MTSS/RTII. Title 1 interventions, meeting the needs of each student, and parent/guardian communication will be a part of the agenda as well. The content will focus on classroom management, technological resources, and MTSS/RTII intervention plans. Notes will be taken on what is discussed during bi-weekly meetings and report to the CEO. The delivery of notes will be through Google docs.

## 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.

### Technology Instruction

---

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

1e: Designing Coherent Instruction 3c: Engaging Students in Learning	Year 1 Summer, Year 2 Summer, Year 3 Summer
---	---

---

### Data informed decision making

---

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1f: Designing Student Assessments	Year 1 Summer, Year 3 Summer
---	------------------------------

---

### Classroom and student management

---

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

2c: Managing Classroom Procedures 3c: Engaging Students in Learning 2d: Managing Student Behavior	Year 1 Summer
---	---------------

---

### Parental and/or community involvement

---

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

4c: Communicating with Families 4d: Participating in a Professional Community	Year 1 Summer, Year 3 Summer
---	------------------------------

---

## **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**

Surveys, observations, coaching sessions. The mentee will take a needs assessment.



## 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.	No
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.	No
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	No
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 focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Sarah Berhrndt-Malone

09/18/2020

**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](#).

Tara Webber

07/31/2020

**Superintendent/Chief Executive Officer**

**Date**