

LEHIGH VALLEY CHARTER HIGH SCHOOL FOR THE ARTS

321 E. Third St

Induction Plan (Chapter 49) | 2021 - 2024

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

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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
Lauren Sheldon	Co-Principal, Chief of Core Curriculum & Engagement	Administrator	Administration Personnel
Carise Comstock	Superintendent, CEO	Administrator	School Board of Directors

Name	Title	Committee Role	Chosen/Appointed by
Brian Weldner	Teacher	Teacher	Administration Personnel
Jenna Demyan	Teacher	Teacher	Administration Personnel
MaryJo Rosania-Harvie	Co-Principal, Chief of Artistic Events	Administrator	Administration Personnel
Jessica Diana	Special Education Coordinator	Education Specialist	Administration Personnel
Georgia Bombgardner	School Psychologist	Education Specialist	Administration Personnel
Kristen Bruck	Reading Specialist	Education Specialist	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
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)	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:	Yes
a. Assess the needs of inductees?	
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).	Yes
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.

Each summer during the hiring season, we select mentors to best support our new teachers based on content, teaching quality, student/family relationships, common planning time, policy compliance, and willingness for additional responsibility. Our department leaders often mentor the new teachers in their departments, but we also have many gifted teachers outside of our Instructional Leadership Team who are capable and willing to serve as mentors. For new mentors, we review the induction process and responsibilities and provide access to ongoing support throughout the year.

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

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 needs of newly hired professional educators are determined through a variety of methods. All inductees will complete a needs assessment during the initial stage of the induction process. The mentor and inductee will use this tool, in conjunction with the building administrator, to evaluate competency levels in each area. This needs assessment will serve as a means to monitor progress throughout the induction process and help the administration determine specific professional development opportunities for the inductee. In addition, the building administrator(s) will conduct several formal and informal observations throughout the induction process to determine competency levels and edges of growth. A 3 day new teacher orientation followed by a 3 day all staff in-service includes the following: Various presentations from the following faculty: Superintendent, Principals, Assistant Principal, Director of Specialized Services, Director of Technology, Director of Finance, Artistic Directors, & Core Department Chairs Review of the student and teacher handbooks Tour of the building Safety/emergency procedures School day and schedules Introduction to IEPs and 504s Explanation of course syllabi, grading procedures, etc. Introduction to Power School and technology Personal planning time in the classroom Introduction to Google Drive Curriculum Folders Complete needs assessment and personal goal setting aligned to Danielson Framework Ongoing monthly meetings include the following: Teacher evaluations and PDE Teacher Effectiveness training Curriculum planning Common Core State Standards Data-use tasks for teacher reflection and planning/lesson planning and preparation Instructional techniques and strategies Differentiated instruction for diverse students and learning needs in an inclusive setting Classroom management Formative vs. summative assessment Use of technology in the classroom Parent/teacher relationships Student/teacher communication Problem solving strategies with colleagues and students Time management Literacy in the content areas Arts integration Act 48 requirements and procedures

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
4e: Growing and Developing Professionally 4a: Reflecting on Teaching	Year 1 Spring, Year 1 Fall, Year 1 Winter

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction	Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 3a: Communicating with Students	Year 1 Fall, Year 1 Spring, Year 1 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2a: Creating and Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students	Year 1 Winter, Year 1 Fall, Year 1 Spring

STANDARDS/CURRICULUM

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

Selected Danielson Framework(s)	Timeline
Content and Pedagogy 1c: Setting Instructional Outcomes	

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 2e: Organizing Physical Space	Year 1 Spring, Year 1 Winter, Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4b: Maintaining Accurate Records	Year 1 Spring, Year 1 Winter, Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
3a: Communicating with Students 3c: Engaging Students in Learning 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students	Year 1 Winter, Year 1 Spring, Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1f: Designing Student Assessments	Year 1 Spring, Year 1 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	Year 1 Spring, Year 1 Winter, Year 1 Fall

Selected Danielson Framework(s)

Timeline

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of
Students

Year 1 Winter, Year 1 Fall

2c: Managing Classroom Procedures

3c: Engaging Students in Learning

2d: Managing Student Behavior

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

The induction program will seek feedback from mentors and inductees throughout the year in the form of reflections, surveys, and/or discussion threads after professional development sessions. In addition, school administrators are always open to feedback on the process and want to provide the best learning experience for all inductees. The entire induction program will be evaluated formally on an annual basis. The evaluation will include input from the inductee, mentor, and building administrators and will relate to the effectiveness of meeting the induction program objectives and improving teacher competencies. Evaluation data will be reviewed by school administrators. This information will serve to guide any revisions or needed additions to the teacher induction program.

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.

Lauren Sheldon

Educator Induction Plan Coordinator

08/31/2021

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](#).

Carise Comstock

Superintendent/Chief Executive Officer

08/27/2021

Date