

SEVEN GENERATIONS CS

154 E. Minor Street

Induction Plan (Chapter 49) | 2022 - 2025

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
Kelly Baughman	Primary level teacher	Teacher	Teacher
Angela Waldraff	Primary level teacher	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Tatiana Galota	Primary level teacher	Teacher	Teacher
Keith Pellak	Middle level teacher	Teacher	Teacher
Katie Unger	Intermediate level teacher	Teacher	Teacher
Amanda Brady	Intermediate Level Teacher	Teacher	Teacher
Carolan Gehret	Title 1 Reading Specialist	Education Specialist	Administration Personnel
Danielle McConaghy	Special Education Chair	Education Specialist	Administration Personnel
Amanda Cossman	CEO/Principal	Administrator	School Board of Directors
Kelly Paxton	Supervisor of Special Education	Administrator	Administration Personnel
Jennifer Hersh	Director of Curriculum	Administrator	Administration Personnel
Diana Reeves	Instructional Coach	Education Specialist	Administration Personnel
Nicole Neagley	Director of Student Services	Administrator	Administration Personnel
Melissa Walton	Intermediate level teacher	Teacher	Teacher
Megan Ramirez	Middle level teacher	Teacher	Teacher
Johanna Roche	5-8 Curriculum Director	Administrator	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.

SGCS Educator Induction Program uses criteria of teacher evaluations, years of experience, professionalism, and leadership qualities when selecting mentors. In addition, mentors are provided with a self directed mentor module training series to build knowledge base and capacity of mentors.

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 SGCS induction program structure is a minimum of one school year. However, SGCS may choose a longer period if deemed necessary. Participation and completion in an induction program is required all first-year SGCS staff, including long-term substitutes who are hired for a position for 45 days or more, and educational specialists. Each inductee identifies and completes 2 goals aligned with a Danielson framework domain, creates action steps to attain, and progress monitors growth over the course of the year. The meeting frequency includes a 6 day new staff training in August and 2 monthly hour long meetings (one faculty meeting and one induction topic specific meeting) over the entire school year. In addition to inductee meetings, each mentor and inductee meet weekly, as identified on a collaborative basis, to address a multitude of "housekeeping" and day to day logistics to further support the success and capacity building of new staff. Each of the meetings for inductees is facilitated by experienced, highly qualified and certified staff members who are experts on each induction topic. Delivery of content for each meeting is done face to face, and when needed, virtually in accordance with SGCS Health and Safety Plan. Inductees also apply topics discussed independently in their classrooms and have access to observation/feedback opportunities with their mentor as well as other experienced educators. Our inductees are further supported by SGCS Instructional Coach and Curriculum Director to meet individual requested or observed needs to sufficiently build a knowledge base to be successful at SGCS. Content included in SGCS Induction Program is as follows: School mission, vision, core values, and charter Outdoor Learning and Using the Environment as an Integrated Context for Learning (Curriculum, Instruction, Standards, Assessment) Educator Ethics and Professionalism School Policies, Procedures, and Practices Educator Evaluations Utilizing Standards Aligned Systems (Standards, Curriculum, Instruction, Assessment) Student Support Systems (SWPBS, MTSS, SAP, Title I, Related Services, 504) Differentiated Instruction, Special Education, Special Education Law English Language Learners Classroom

Management/Discipline- Positive School Wide Behavior Intervention System and Responsive Classroom Mandated Reporter Training ELA
Methodology and Best Practices Math Methodology and Best Practices Parent Communication

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 4f: Showing Professionalism	Year 3 Fall, Year 1 Fall, Year 2 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 4c: Communicating with Families 4b: Maintaining Accurate Records 3d: Using Assessment in Instruction	Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Winter, Year 2 Winter, Year 3 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of
Content and Pedagogy

3c: Engaging Students in Learning

2e: Organizing Physical Space

1e: Designing Coherent Instruction

3b: Using Questioning and Discussion
Techniques

1b: Demonstrating Knowledge of
Students

3d: Using Assessment in Instruction

Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Summer, Year 2 Summer, Year 3 Summer,
Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Spring, Year 2 Spring, Year 3 Spring

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**

2e: Organizing Physical Space

2a: Creating an Environment of Respect
and Rapport

1d: Demonstrating Knowledge of
Resources

2c: Managing Classroom Procedures

2d: Managing Student Behavior

Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Winter, Year 2 Winter, Year 3 Winter,

Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Fall, Year 2 Fall, Year 3 Fall

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of
Content and Pedagogy

1f: Designing Student Assessments

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of
Resources

3b: Using Questioning and Discussion
Techniques

Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Summer, Year 2 Summer, Year 3 Summer,
Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of
Resources

Year 1 Fall, Year 3 Summer, Year 1 Summer, Year 3 Fall, Year 2 Summer

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism

Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring,

4c: Communicating with Families

Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall

4b: Maintaining Accurate Records

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer

1d: Demonstrating Knowledge of Resources

3e: Demonstrating Flexibility and Responsiveness

1f: Designing Student Assessments

1e: Designing Coherent Instruction

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

3d: Using Assessment in Instruction
4a: Reflecting on Teaching
1e: Designing Coherent Instruction
1c: Setting Instructional Outcomes
1b: Demonstrating Knowledge of Students

Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students
1d: Demonstrating Knowledge of Resources

Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Fall, Year 2 Fall, Year 3 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

Selected Danielson Framework(s)**Timeline**

2a: Creating an Environment of Respect and Rapport

Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Spring, Year 2 Spring, Year 3 Spring

2e: Organizing Physical Space

2c: Managing Classroom Procedures

4c: Communicating with Families

1b: Demonstrating Knowledge of Students

2d: Managing Student Behavior

4f: Showing Professionalism

2b: Establishing a Culture for Learning

3a: Communicating with Students

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families

Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall

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

SGCS evaluates its induction program annually and revises as needed. Achievement of the program goals and competencies is directly related to how well the program served inductees; therefore, participant feedback data is essential and provides the basis for program revisions and continuous improvement. Systematic data on induction program design, implementation, and outcomes may include but is not limited to:
Survey of participants – new teachers, mentors, principals, and other members of the educator induction committee – to determine levels of satisfaction and to understand the strengths and weakness of the program
Analysis of activities and resources used in the program
Teacher evaluation data.

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.

Jennifer Hersh

06/06/2022

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](#).

Chief School Administrator

Date