

GETTYSBURG MONTESSORI CS

888 Coleman Road

Induction Plan (Chapter 49) | 2023 - 2026

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
Tammy Hogan	Assistant Principal	Administrator	Administration Personnel
Becky Black	Special Ed Coordinator	Education Specialist	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Faye Pleso	CEO/Principal	Administrator	School Board of Directors
Nicole Gulden	Teacher	Teacher	Administration Personnel
Kate	Fritz	Other	Administration Personnel

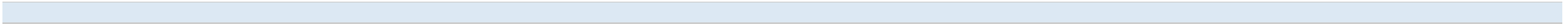
EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

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:	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

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).	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.

Since we are a small school, our process is a matter of conversation. We will determine who are interested and available to mentor and then match them up with the new teachers, based on their certification, teaching experience, and schedule.

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	No
Classroom assessment data (Formative & Summative)	No
Inductee survey (local, intermediate units and national level)	No
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	No
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).	No
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**

As a District, we have chosen to contract with Lincoln Intermediate 12 (LIU) to provide our Induction Programming for our non-tenured staff. The LIU's Induction Program includes an asynchronous component and a virtual synchronous component. It is also a PDE-Approved Induction Program. Participants are awarded 24.5 Act 48 hours through participation in four (5) 90-minute synchronous meetings with facilitator and LIEP Supervisor, Kate Fritz. The remaining hours are earned through completion of an 8-module New Teacher Induction course in EduPlanet21. Program Topics Include: Standards-Aligned System Getting to Know Your Place of Employment Educator Effectiveness (Act 13) Overview of Restorative Practices & Positive Behavior Trauma-Responsive Practices Assessment and Grading Professionalism & Code of Professional Practice and Conduct for Educators

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
4b: Maintaining Accurate Records 4f: Showing Professionalism 4d: Participating in a Professional Community 4a: Reflecting on Teaching	Year 1 Summer

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1f: Designing Student Assessments 3e: Demonstrating Flexibility and Responsiveness	Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning	Year 2 Fall, Year 2 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 4c: Communicating with Families 2c: Managing Classroom Procedures 1d: Demonstrating Knowledge of Resources 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport	Year 1 Fall

Selected Danielson Framework(s)**Timeline**

3c: Engaging Students in Learning
2d: Managing Student Behavior
1b: Demonstrating Knowledge of Students
2e: Organizing Physical Space

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments
1c: Setting Instructional Outcomes
3d: Using Assessment in Instruction
1a: Demonstrating Knowledge of Content and Pedagogy

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

Year 2 Winter

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)**Timeline**

3e: Demonstrating Flexibility and Responsiveness

2b: Establishing a Culture for Learning

4c: Communicating with Families

4f: Showing Professionalism

Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

2d: Managing Student Behavior

3e: Demonstrating Flexibility and Responsiveness

Year 1 Spring

Selected Danielson Framework(s)

Timeline

2e: Organizing Physical Space
3c: Engaging Students in Learning
2a: Creating an Environment of Respect
and Rapport
2b: Establishing a Culture for Learning

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

2e: Organizing Physical Space
3c: Engaging Students in Learning
2a: Creating an Environment of Respect
and Rapport
2d: Managing Student Behavior
3e: Demonstrating Flexibility and
Responsiveness
2b: Establishing a Culture for Learning

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of
Content and Pedagogy

Year 1 Fall

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of
Resources

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2e: Organizing Physical Space

Year 1 Fall

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

3a: Communicating with Students

1b: Demonstrating Knowledge of
Students

2d: Managing Student Behavior

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning
3e: Demonstrating Flexibility and Responsiveness
4c: Communicating with Families
4f: Showing Professionalism

Year 1 Winter

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4d: Participating in a Professional Community
4e: Growing and Developing Professionally
4f: Showing Professionalism

Year 1 Summer

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)**Timeline**

2c: Managing Classroom Procedures

Year 1 Fall

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

3a: Communicating with Students

2e: Organizing Physical Space

1b: Demonstrating Knowledge of

Students

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)**Timeline**

4f: Showing Professionalism

Year 1 Summer

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4e: Growing and Developing

Professionally

4d: Participating in a Professional

Community

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 IU will collect data on the educator induction program design, implementation, and outcomes. This data may include: 1. Stakeholders of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program 2. Analysis of activities and resources used in the program 3. 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 stakeholders.

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.

Dr. Faye Pleso

Educator Induction Plan Coordinator

09/12/2023

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](#).

Dr. Faye Pleso

Chief School Administrator

09/12/2023

Date