

DR ROBERT KETTERER CS INC

1133 Village Way

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

Charter School

107653040

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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 |
|----------------|---------------------|----------------------|--------------------------|
| Brooke Pierce | Principal | Education Specialist | Administration Personnel |
| Tara Achtziger | Assistant Principal | Administrator | Administration Personnel |

| Name | Title | Committee Role | Chosen/Appointed by |
|------------------|---------------------------------|-----------------------|----------------------------|
| Nicole Myers | Supervisor of Special Education | Administrator | Administration Personnel |
| Cindy Pawlowski | Teacher | Teacher | Education Specialist |
| Carol Paskovitch | Special Education Coordinator | Teacher | Administration Personnel |
| Kristen Hahn | Teacher | Teacher | Education Specialist |

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.

Mentors at Dr. Robert Ketterer Charter School are selected on a variety of criteria. Mentors must: - have completed a minimum of 3 years of satisfactory service - be recognized as an outstanding educator by their peers and administration - be dedicated to the mission of the charter school - have a solid foundation of the PA Core - have good communication skills - work well with co-workers, students, parents and other stakeholders - display effective classroom management skills - have outstanding organizational skills - have a clear understanding of learning theory and how to implement it into teaching and learning in the classroom - have good listening skills - be motivated in the professional development of the inductee

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**

Dr. Robert Ketterer Charter Schools Induction Program is designed to be completed within an academic school year. The frequency of meetings will be prescribed during the inductee's first 5 months of employment and then will be determined cooperatively by the mentor and inductee based upon need. Inductees will also complete a needs assessment in order for their mentor to develop meaningful meetings. Content of the meetings will be based upon the 4 domains of the Danielson Model. Domain 1: Planning and Preparation Domain 2: The Classroom Environment - Student Population - Day to day duties - Lesson Plans, Objectives and Standards - Classroom management - Use of varying instructional strategies - Discipline - Data driven instruction - Token economy/Incentives - Differentiated instruction - School routines/procedures - Materials available/Requesting materials - Special Education/Adaptations - Role of support staff (counselors, behavior specialists, etc) -Restorative Practices -Contracting -Level System Domain 3: Instruction Domain 4: Professional Responsibilities - Curriculum - Professionalism - Questioning techniques/Wait time - Recordkeeping/Reporting (MMS) - Student Engagement -Parent/Teacher relationships - Grouping - Home school communication - Formative/Summative Assessment -Teacher evaluations - Alternative Assessment -Professional Development/Act 48 - Addressing individual needs -Development of Goals - Education Philosophy -Administration Hierarchy -Benefits/Other Compensation

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 4c: Communicating with Families 4b: Maintaining Accurate Records 4f: Showing Professionalism 4d: Participating in a Professional Community | Year 1 Spring, Year 1 Fall, Year 1 Winter |

ASSESSMENTS AND PROGRESS MONITORING

| Selected Danielson Framework(s) | Timeline |
|----------------------------------------------------------------------------------------|-------------------------------------------|
| 3d: Using Assessment in Instruction 3b: Using Questioning and Discussion Techniques | Year 1 Fall, Year 1 Winter, Year 1 Spring |

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

3e: Demonstrating Flexibility and Responsiveness

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

Year 1 Spring, Year 1 Fall, Year 1 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2a: Creating and Environment of

Year 1 Fall, Year 1 Winter, Year 1 Spring

Selected Danielson Framework(s)

Timeline

Respect and Rapport
2e: Organizing Physical Space
2b: Establishing a Culture for Learning
3a: Communicating with Students
2c: Managing Classroom Procedures
4c: Communicating with Families
2d: Managing Student Behavior

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes
3b: Using Questioning and Discussion Techniques
4b: Maintaining Accurate Records
1d: Demonstrating Knowledge of Resources

Year 1 Spring, Year 1 Fall, Year 1 Winter

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families
4b: Maintaining Accurate Records
1b: Demonstrating Knowledge of Students
4f: Showing Professionalism

Year 1 Fall, Year 1 Spring, Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

| | |
|--------------------------------------------------|-------------------------------------------|
| 1e: Designing Coherent Instruction | Year 1 Fall, Year 1 Winter, Year 1 Spring |
| 3a: Communicating with Students | |
| 1f: Designing Student Assessments | |
| 2e: Organizing Physical Space | |
| 3e: Demonstrating Flexibility and Responsiveness | |
| 1b: Demonstrating Knowledge of Students | |
| 3c: Engaging Students in Learning | |

DATA INFORMED DECISION MAKING

| Selected Danielson Framework(s) | Timeline |
|--------------------------------------------------|-------------------------------------------|
| 1f: Designing Student Assessments | Year 1 Fall, Year 1 Spring, Year 1 Winter |
| 3d: Using Assessment in Instruction | |
| 4a: Reflecting on Teaching | |
| 3e: Demonstrating Flexibility and Responsiveness | |
| | |

MATERIALS AND RESOURCES FOR INSTRUCTION

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

| | |
|-----------------------------------------------------|-------------------------------------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy | Year 1 Fall, Year 1 Winter, Year 1 Spring |
| 1e: Designing Coherent Instruction | |
| 1d: Demonstrating Knowledge of Resources | |

CLASSROOM AND STUDENT MANAGEMENT

| Selected Danielson Framework(s) | Timeline |
|-----------------------------------------------------|-------------------------------------------|
| 2b: Establishing a Culture for Learning | Year 1 Fall, Year 1 Spring, Year 1 Winter |
| 2d: Managing Student Behavior | |
| 2c: Managing Classroom Procedures | |
| 2a: Creating and Environment of Respect and Rapport | |
| 2e: Organizing Physical Space | |

PARENTAL AND/OR COMMUNITY INVOLVEMENT

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

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism
4e: Growing and Developing
Professionally

OTHER

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 1 Fall, Year 1 Spring

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 conclusion of each mentor and mentee experience, the Induction Committee meets with each participant to gain feedback on how the process could be improved or altered.

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.

Brooke Pierce
Educator Induction Plan Coordinator

09/27/2021
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](#).

Eric Guldin
Superintendent/Chief Executive Officer

09/27/2021
Date