

## **INDEPENDENCE CS WEST**

5600 Chester Avenue

Induction Plan (Chapter 49) | 2022 - 2025

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### **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

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Name	Title	Committee Role	Chosen/Appointed by
Dana Twyman	Principal	Administrator	Administration Personnel

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<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Kathryn Thompson	Assistant Principal/Education Induction Coordinator/Committee Chair	Administrator	Administration Personnel
Alexis Vincent	Leadership Team Member	Administrator	Administration Personnel
Shannon Cooke	Leadership Team Member	Administrator	Administration Personnel
Sheri Newmark	Leadership Team Member	Administrator	Administration Personnel
Adrianna Lopez	Leadership Team Member	Administrator	Administration Personnel
Cassandra Fernandez	Literacy Coach	Teacher	Teacher
Sara Daulton	Math Coach	Teacher	Teacher
Christeana Brea	Social Worker	Education Specialist	Education Specialist
Sean Gallagher		Administrator	School Board of Directors

## 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.**

Content expertise and staff team building skills

## 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	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**

The overarching goal of the educator induction program is to provide support for new educators to ensure a successful experience during their first year of employment as a teacher or with ICS West. Teachers in the Induction Program meeting at least monthly with the Education Induction Coordinator. They also meet weekly with their mentor and participate in the Professional Development Arc for the school which includes the state required trainings for inductees and staff. Meetings with mentors and professional learning are conducted in person.

## 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.

## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

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Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism 4b: Maintaining Accurate Records 4c: Communicating with Families 4a: Reflecting on Teaching	Year 2 Spring, Year 1 Spring, Year 2 Winter, Year 1 Winter, Year 3 Winter, Year 3 Spring

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## CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

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Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community 4b: Maintaining Accurate Records 4c: Communicating with Families 4f: Showing Professionalism	Year 2 Fall, Year 1 Fall, Year 3 Fall

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes	Year 3 Fall, Year 2 Fall, Year 1 Fall

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## INSTRUCTIONAL PRACTICES

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Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 1b: Demonstrating Knowledge of	Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 3 Summer

**Selected Danielson Framework(s)**

**Timeline**

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Students  
3b: Using Questioning and Discussion  
Techniques  
1f: Designing Student Assessments

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**SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)**

**Timeline**

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2d: Managing Student Behavior  
2a: Creating an Environment of Respect  
and Rapport  
2c: Managing Classroom Procedures  
2b: Establishing a Culture for Learning  
2e: Organizing Physical Space

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

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**STANDARDS/CURRICULUM**

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**Selected Danielson Framework(s)**

**Timeline**

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1d: Demonstrating Knowledge of  
Resources

Year 1 Fall

**Selected Danielson Framework(s)****Timeline**

4e: Growing and Developing Professionally  
 1a: Demonstrating Knowledge of Content and Pedagogy  
 4d: Participating in a Professional Community  
 1e: Designing Coherent Instruction  
 3c: Engaging Students in Learning  
 3b: Using Questioning and Discussion Techniques

**ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS****Selected Danielson Framework(s)****Timeline**

1b: Demonstrating Knowledge of Students  
 1e: Designing Coherent Instruction  
 3c: Engaging Students in Learning  
 2b: Establishing a Culture for Learning  
 2a: Creating an Environment of Respect and Rapport  
 3e: Demonstrating Flexibility and Responsiveness

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

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## DATA INFORMED DECISION MAKING

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Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 3e: Demonstrating Flexibility and Responsiveness 1c: Setting Instructional Outcomes	Year 2 Winter, Year 1 Spring, Year 3 Spring, Year 2 Spring, Year 1 Winter, Year 3 Winter, Year 1 Fall, Year 3 Fall, Year 2 Fall

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## MATERIALS AND RESOURCES FOR INSTRUCTION

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Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 1e: Designing Coherent Instruction	Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall

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## CLASSROOM AND STUDENT MANAGEMENT

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Selected Danielson Framework(s)	Timeline
2d: Managing Student Behavior	Year 2 Spring, Year 1 Fall, Year 3 Fall, Year 2 Winter, Year 2 Fall, Year 1 Spring, Year 3 Spring,
2c: Managing Classroom Procedures	Year 1 Winter, Year 3 Winter
2b: Establishing a Culture for Learning	
4b: Maintaining Accurate Records	
2a: Creating an Environment of Respect and Rapport	
4c: Communicating with Families	
3a: Communicating with Students	
2e: Organizing Physical Space	

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## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records	Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 2
4f: Showing Professionalism	Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring
4c: Communicating with Families	

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## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

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**Selected Danielson Framework(s)****Timeline**

4b: Maintaining Accurate Records  
4f: Showing Professionalism  
4a: Reflecting on Teaching  
4c: Communicating with Families

Year 3 Spring, Year 1 Spring, Year 2 Spring, Year 1 Winter, Year 3 Winter, Year 2 Winter

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## **CLASSROOM AND STUDENT MANAGEMENT**

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**Selected Danielson Framework(s)****Timeline**

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

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

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## **PARENTAL AND/OR COMMUNITY INVOLVEMENT**



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**Selected Danielson Framework(s)****Timeline**

4f: Showing Professionalism

4c: Communicating with Families

4b: Maintaining Accurate Records

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

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

Mentors will document the inductee's involvement in the program and will provide those records to the Education Induction Coordinator for record keeping. The Education Induction Coordinator will create the certificate of Program Completion at the conclusion of the the program and will share the certificate with the inductee. The CEO will verify completion of the program for purposes of Level 2 applications and will confirm required participants. The Education Induction Coordinator and Directors of Instruction will work together to create the appropriate surveys, embedded questions, and program evaluation tools to guage the effectiveness of the 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.

Kathryn Thompson  
Educator Induction Plan Coordinator

08/30/2022  
Date

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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](#).

Sean Gallagher  
Chief School Administrator

08/30/2022  
Date