

CAPITAL AREA SCHOOL FOR THE ARTS CS

150 Strawberry Square

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

115227010

150 Strawberry Square , Harrisburg, PA 17101

Timothy Wendling

twendling@casa-arts.org

7177328450 Ext.

Timothy Wendling

twendling@casa-arts.org

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
Timothy Wendling	CEO/Principal	Administrator	School Board of Directors
Amanda Rhinehart	Assistant Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Kenna Ryder	Teacher	Teacher	Teacher
T.J. Boyer	Teacher	Teacher	Teacher
Tina Baker	Teacher	Education Specialist	Teacher
Jess Christ	Teacher	Teacher	Teacher

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

N/A

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED CHARACTERISTICS.

Mentors are chosen based on experience, proven leadership, and knowledge of the school and subject area. Most times, teachers volunteer to be mentors. Through the selection process, CASA ensures that new mentor teachers: - Foster students' skills and attitudes toward developing intrinsic motivation to learn - Focus on developing the whole child - Facilitate collaboration among members of the student and staff communities - Create a community of learners - Provide for a culture for critical thinking - Self-reflect It is necessary that mentor teachers possess the core values above in order to welcome new teachers and ensure they assimilate to the school's culture and climate.

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)	No
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).	Yes
Other, please specify below	No

OTHER

N/A

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**

All new teachers are expected to attend all teacher professional development sessions, induction activities, meet CASA's expectations regarding peer visitations/observations, and maintain a log of induction topics. These topics and log entries are discussed monthly at the induction meeting. Topics that are unpacked during the induction process include: Teacher effectiveness and the evaluation system, Standards Aligned System, technology and teaching in virtual and live environments, differentiated instruction, safety and security, trauma, and student wellbeing. Inductees meet with their mentors bi-weekly, but much more often than that informally. Inductees, mentors, and administration meet together monthly.

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
2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 4f: Showing Professionalism	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction 3a: Communicating with Students 4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students	Year 1 Fall

Selected Danielson Framework(s)**Timeline**

3c: Engaging Students in Learning
1a: Demonstrating Knowledge of
Content and Pedagogy
3b: Using Questioning and Discussion
Techniques

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of
Students
1f: Designing Student Assessments
3d: Using Assessment in Instruction
1a: Demonstrating Knowledge of
Content and Pedagogy
1e: Designing Coherent Instruction
3c: Engaging Students in Learning
1c: Setting Instructional Outcomes
2a: Creating an Environment of Respect
and Rapport
2b: Establishing a Culture for Learning
1d: Demonstrating Knowledge of
Resources

Year 1 Spring

Selected Danielson Framework(s)**Timeline**

3b: Using Questioning and Discussion
Techniques
4a: Reflecting on Teaching

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**

3a: Communicating with Students
2d: Managing Student Behavior
2b: Establishing a Culture for Learning
4e: Growing and Developing
Professionally
2a: Creating an Environment of Respect
and Rapport
4c: Communicating with Families

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

1c: Setting Instructional Outcomes

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

Selected Danielson Framework(s)**Timeline**

3d: Using Assessment in Instruction
1d: Demonstrating Knowledge of Resources
4a: Reflecting on Teaching
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning
3b: Using Questioning and Discussion Techniques
4d: Participating in a Professional Community

Year 2 Summer

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1f: Designing Student Assessments
4a: Reflecting on Teaching
1d: Demonstrating Knowledge of Resources
3a: Communicating with Students
1b: Demonstrating Knowledge of Students
2e: Organizing Physical Space

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

Selected Danielson Framework(s)

Timeline

4b: Maintaining Accurate Records
1e: Designing Coherent Instruction
3c: Engaging Students in Learning

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of Content and Pedagogy
3a: Communicating with Students
3d: Using Assessment in Instruction
1f: Designing Student Assessments
4c: Communicating with Families
1c: Setting Instructional Outcomes
4b: Maintaining Accurate Records
4f: Showing Professionalism
1b: Demonstrating Knowledge of Students
4a: Reflecting on Teaching
4e: Growing and Developing Professionally

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

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Winter, Year 2 Winter, Year 3 Winter, 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
3c: Engaging Students in Learning	
4b: Maintaining Accurate Records	
1c: Setting Instructional Outcomes	
3a: Communicating with Students	
4a: Reflecting on Teaching	
1a: Demonstrating Knowledge of Content and Pedagogy	
1f: Designing Student Assessments	
3e: Demonstrating Flexibility and Responsiveness	
4e: Growing and Developing Professionally	
1b: Demonstrating Knowledge of Students	
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	
4c: Communicating with Families	

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy

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

1e: Designing Coherent Instruction

4b: Maintaining Accurate Records

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

4c: Communicating with Families

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

4d: Participating in a Professional Community

1d: Demonstrating Knowledge of Resources

4a: Reflecting on Teaching

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students

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

Selected Danielson Framework(s)**Timeline**

3c: Engaging Students in Learning
1d: Demonstrating Knowledge of Resources
3e: Demonstrating Flexibility and Responsiveness
1c: Setting Instructional Outcomes
2e: Organizing Physical Space
4d: Participating in a Professional Community
1a: Demonstrating Knowledge of Content and Pedagogy
1e: Designing Coherent Instruction
4a: Reflecting on Teaching

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students
2c: Managing Classroom Procedures
4f: Showing Professionalism
2a: Creating an Environment of Respect and Rapport

Selected Danielson Framework(s)**Timeline**

3a: Communicating with Students
1c: Setting Instructional Outcomes
2d: Managing Student Behavior
4e: Growing and Developing
Professionally
2b: Establishing a Culture for Learning
2e: Organizing Physical Space

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families
3c: Engaging Students in Learning
1b: Demonstrating Knowledge of
Students
4d: Participating in a Professional
Community
1d: Demonstrating Knowledge of
Resources
4e: Growing and Developing
Professionally

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

OTHER

Selected Danielson Framework(s)	Timeline
	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, Year 1 Winter, Year 2 Winter, Year 3 Winter

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

In order to monitor and evaluate the Educator Induction Plan, administration meets monthly with each inductee and their mentor. Feedback is provided via the New Teacher Professional Development Log. This document drives discussion between all parties. During the last meeting of the year, administration solicits feedback and moves forward with any potential changes/additions for the next year.

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.

Timothy Wendling

12/13/2021

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](#).

Timothy R. Wendling

12/13/2021

Chief School Administrator

Date