

ESPERANZA CYBER CS

4261 N. 5th Street

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

Esperanza Cyber Charter School

126511563

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Joseph Papeika

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215-967-9703 Ext. none

Dr. Jon Marsh

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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
Greg Artman	Professional Learning Coordinator	Lead	Education Specialist
Joseph Papeika	Principal 6-12	Chair	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Zachary Devlin	Principal K-5	Member	Administration Personnel
John Madden	Director Student Support	Member	Administration Personnel
Heather High-Kennedy	Lead Teacher	Member	Teacher
Charlene Lozada	Other	Education Specialist	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)	
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.	No
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 are selected from a group of administrators and highly-qualified certified teachers with virtual and school-specific experience to ensure inductees receive meaningful and effective support for the entirety of the school year. In addition to relevant experience, mentors must have received positive evaluations the year prior. In cases where this is not achieved, an action plan is developed to help the mentor teacher develop any under-performing areas. When possible, instructional coaches and lead teachers with coaching experience serve as mentors. In order to effectively meet the quality standards of the position, additional training opportunities are offered to help mentors better develop skills in the areas of collaboration, providing feedback, supporting adult learners, and the role of the mentor in the induction process. Regular observation and feedback cycles are conducted throughout the year to continue the development of the mentors' practice and to ensure alignment to school and program goals.

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	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).	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**

Please note, the school's induction plan was submitted and approved with the prior cycle's Comprehensive Plan. Under Chapter 4 guidelines, the plan is approved for six years, until the 2024 cycle. Following is the existing plan: The induction plan promotes the mission of the school and provides practical information and experiences to teach in the online environment, such as course management and navigation, course design, development of online learning activities, communicating via email, differentiating instruction, online pedagogy, and topics to improve best practices. The year-long plan shares the history of the school, identifies the demographics of the students enrolled, and the philosophy upon which the academic program was designed. In addition, the induction explores and emphasizes what makes a PA virtual charter school unique. Program Structure Meets monthly in a virtual webconference (may meet face to face if conditions allow) Delivery of content is in a virtual professional development course hosted on the school's learning management system. All work submitted for this course can be used as a reflective portfolio to improve teacher practice. Module 1: Support At-risk Students in the Online Environment Module 2: Editing and Adapting Online Course Content through the Addition of Multimedia Module 3: Differentiation by Incorporating Student Voice and Choice Module 4: Using Formal Data to Inform Instruction Module 5: Supporting Students with Special Needs Module 6: Supporting ELs (English Learners) Module 7: Direct Instruction in the Online Classroom Module 8: Reflection, Review, and Continued Professional Development Book Study throughout using "The Growth Mindset Coach" Inductees also meet weekly for the first twelve weeks of school with their mentor. This time is dedicated to discussing and reflecting upon practice and developing the inductees' practice based on data from informal observations.

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

ASSESSMENTS AND PROGRESS MONITORING

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

INSTRUCTIONAL PRACTICES

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

1e: Designing Coherent Instruction
1c: Setting Instructional Outcomes
1b: Demonstrating Knowledge of Students

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

3c: Engaging Students in Learning
1d: Demonstrating Knowledge of Resources

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

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

3e: Demonstrating Flexibility and Responsiveness
1b: Demonstrating Knowledge of Students

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2c: Managing Classroom Procedures
2d: Managing Student Behavior

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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

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

A survey is completed at the beginning of the year by inductees to reflect on their current practice and understanding of online education. The same survey is then given at the end of the year to evaluate growth. The survey is also used to allow inductees to provide feedback on specific learning modules so that course content and delivery can be improved each year. As one of the final activities of the year, inductees collaborate in groups to develop new sessions to be deployed in the induction program the following year. This ensures the program is constantly evolving and adapting to student and school needs. Members of the leadership team meet each year to evaluate the program by reviewing the evaluations for each inductee to ensure growth and identify any systemic knowledge gaps.

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.

Joseph R. Papeika
Educator Induction Plan Coordinator

06/18/2020
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. Jon D. Marsh
Superintendent/Chief Executive Officer

06/22/2020
Date