

## **NORTHWOOD ACADEMY CS**

4621 Castor Ave

Induction Plan (Chapter 49) | 2020 - 2023

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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

Single Entity Charter School

126510019

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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
Cindy Carey	Principal	Leader	School Board of Directors
Kathryn Henry	Assistant Principal	Leader	Administration Personnel
Erin Herschberger	Assistant Principal	Leader	Administration Personnel
Kate Crossett	Director of Special Education	Leader	Administration Personnel
Kathleen Lowry	Teacher	Mentor	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Brigid Howard	Teacher	Mentor	Administration Personnel
Marissa Woloszczuk	Art Teacher	Specialist Mentor	Administration Personnel

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## 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 <a href="#">↗</a> )	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 <a href="#">↗</a> )	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 <a href="#">↗</a> )	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 <a href="#">↗</a> )	Yes
Does the induction plan:	
a. Assess the needs of inductees?	Yes
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.**

The mentors that have been selected have supervised teachers in the past and are trained and experienced with regard to the academic initiatives of our school. The educator induction committee has selected the school mentors based on the following criteria: for mentor selection (see 22 Pa. Code §49.16). Outstanding work performance Models continuous learning and reflection Knowledge of district/school policies, procedures, and resources Ability to work with students and adults Willingness to accept additional responsibility Training in use and application of the Standards Aligned System Understanding the levels of Bloom's Taxonomy and Webb's Depth of Knowledge Promoting further inquiry by asking open-ended questions

and utilizing open-ended tasks Differentiated learning that supports higher order thinking skills and the development of metacognitive skills Developing assessments that are based on standards and eligible content n. Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS))

## 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).	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**

First and second year teachers will receive instructional support from the Instructional

Consultants on a weekly basis provided in the form of strategy meetings and/or observations. First and second year teachers will receive daily mentoring support from the lead teachers of their grade group. The grade group will meet formally on a weekly basis to plan instruction, maintain pacing, discuss strategies for students requiring additional support and develop grade specific goals. First and second year teachers will receive additional support by meeting with the coordinator every 10 school days to discuss progress. First and second year teachers will also be given the opportunity to conduct observations at other model educational programs to broaden and reinforce instructional practices. In addition, monthly professional development programs will be provided to guide instructional practices and keep teachers abreast of current pedagogy. The first and second year teachers will engage in a minimum of eighty hours of professional development conducted by state approved providers each year. This professional development will take the following forms: On-site pre-service conducted by instructional consultants and Northwood Academy staff members and administration Subject specific professional development conducted on-site by vendors of subject materials, chosen by Northwood Academy administration, Induction Council, and Professional Development committee Subject specific online professional development, tailored by Northwood Academy administration, via Frontline E-learning courses Off-site conference attendance on special education policies and practices, conflict resolution and differentiated instruction conducted by state and nationally recognized experts in the area Mandatory CPR and AED training for all teachers E-learning courses through Pennsylvania Department of Education and PaTTAN Participate in state sponsored new teacher program



## 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

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**Selected Danielson Framework(s)**

**Timeline**

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

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### Assessments and Progress Monitoring

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**Selected Danielson Framework(s)**

**Timeline**

Year 1 Fall, Year 1 Winter, Year 1 Spring

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### Instructional Practices

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**Selected Danielson Framework(s)**

**Timeline**

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

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### Safe and Supportive Schools

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**Selected Danielson Framework(s)**

**Timeline**

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

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## Standards/Curriculum

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Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 1 Winter, Year 1 Spring

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## Technology Instruction

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Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 1 Winter, Year 1 Spring

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## Progress Reports and Parent-Teacher Conferencing

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Selected Danielson Framework(s)

Timeline

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

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## Accommodations and Adaptations for diverse learners

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Selected Danielson Framework(s)

Timeline

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

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## Data informed decision making

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Selected Danielson Framework(s)

Timeline

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

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## Materials and Resources for Instruction

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Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 1 Winter, Year 1 Spring

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## Classroom and student management

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Selected Danielson Framework(s)

Timeline

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

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## Parental and/or community involvement

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Selected Danielson Framework(s)

Timeline

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

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## **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 progress and professional development activities of each new teacher and all teachers working toward more advanced certification are monitored by the coordinator and the induction team named above. Coordinators will keep weekly logs of all conferences and observations. ACT 48 hours will be reported to the PDE by the Program Coordinator. Monthly meetings will be held with the lead teacher and the principal to discuss the teacher's progression and review Northwood's framework for teaching. All documentation will be kept in the teacher's file.

## 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 focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

**Educator Induction Plan Coordinator**

**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](#).

Amy Hollister

**Superintendent/Chief Executive Officer**

08/26/2020

**Date**