

## **21ST CENTURY CYBER CS**

1245 Wrights Lane

Induction Plan (Chapter 49) | 2021 - 2024

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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

Cyber Charter School

124150002

1245 Wrights Lane , West Chester, Pennsylvania 19380

Brian Cote

bcote@21cccs.org

484-875-5482 Ext. 5482

Brian Cote (Approved Authorized Signer - Board Meeting September 8 , 2020)

bcote@21cccs.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

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Name	Title	Committee Role	Chosen/Appointed by
Brian Cote	Director of Curriculum, Instruction & Assessment	Chair	Administration Personnel
Nancy Giagnacova	Director of Special Education	Co-Chair	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Monica Frank	High School Principal	Co-Chair	Administration Personnel
Erika Laidlaw	Middle School Principal	Co-Chair	Administration Personnel
Casey Regina	Acting Assistant Principal	Co-Chair	Administration Personnel
Jessica Hammond	Department Head/Teacher	Participant	Administration Personnel
Lauren Michener	Learning Coach/SAP Team Member	Participant	Administration Personnel
Joe Michener	Department Head/Teacher	Other	Administration Personnel
Peter Mango	Board Member/Community Member	Other	Administration Personnel
Heather Saboori	Board Member/Parent	Other	Administration Personnel
Nicole Sendeki	Alumni	Other	Administration Personnel
Matt Kinsch	Teacher	Other	Administration Personnel
Sanna McCoy	School Counselor	Other	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:	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.**

21st Century Cyber Charter School is invested in our mentoring program and continually evaluates the program and mentors to ensure the program is effective. Unless circumstances prevent otherwise, all mentors have Master's degrees and have taught for at least three years and must have a good evaluation. All mentors have the same grade level teaching certificate but may not have the same content area certification. Mentors are assigned inductees based on the mentor's expertise and the inductee's needs. Mentors meet with the program supervisor and principal at the beginning of the year to discuss the objectives of the mentoring program, go over the standards, and discuss the portfolio. The Program Supervisor meets informally with the mentors ongoing throughout the year. The Program Supervisor and Principal meet formally with the mentor twice a year. An inductee's mentor may be changed at any time if deemed necessary by the Program Supervisor and Principal to ensure the inductee's needs as a new teacher are being met. Mentors and year one inductees meet for a half-hour weekly and year two inductees meet for a half-hour bi-weekly.

## 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**

As part of 21st Century Cyber Charter Schools mentoring program, inductees are assigned a mentor. The mentor observes the inductee each year as well as the program supervisor and principal. All inductees have access to 21CCCS PSSA and Keystone data. Inductees teaching a testing subject go through the data throughout the year, assuring the instruction to students is addressing the needs. Students are given a benchmark several times a year. Mentors go over the results with Inductees to ensure they understand the data. Inductees assess students on an ongoing basis through formal and informal assessments. Formal assessments include exams and essays. A variety of informal assessments include "exit tickets," small group work, and practice assignments, and a variety of other assessments. Weekly lesson plans are submitted to the department head and principal. Feedback is given to the Inductee on an ongoing basis. The mentor also works with the inductee on creating engaging lesson plans and discusses a variety of instructional activities and models. Inductees are given a survey several times a year to continue to improve the program. Inductees who have previously completed an induction program at a previous school completes one year of our program. Inductees who have not completed a previous program complete a two-year program. Information from second-year inductees is used to make changes to the first-year program. An inductee finishes the program when he/she successfully completes a portfolio and gives a presentation showing the growth made in the first year or two years of online teaching.

## 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

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4a: Reflecting on Teaching	Year 1 Fall, Year 2 Fall
2b: Establishing a Culture for Learning	
4f: Showing Professionalism	

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## ASSESSMENTS AND PROGRESS MONITORING

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### Selected Danielson Framework(s)

### Timeline

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3d: Using Assessment in Instruction	Year 1 Fall, Year 1 Spring, Year 1 Winter
4b: Maintaining Accurate Records	
3e: Demonstrating Flexibility and Responsiveness	
1f: Designing Student Assessments	

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# INSTRUCTIONAL PRACTICES

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Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 2a: Creating and Environment of Respect and Rapport 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 4c: Communicating with Families 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 4f: Showing Professionalism 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3a: Communicating with Students 4a: Reflecting on Teaching	Year 1 Fall, Year 2 Winter, Year 2 Fall, Year 1 Winter, Year 2 Spring, Year 1 Spring

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## SAFE AND SUPPORTIVE SCHOOLS

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### Selected Danielson Framework(s)

### Timeline

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2b: Establishing a Culture for Learning 4c: Communicating with Families 2a: Creating and Environment of Respect and Rapport 3a: Communicating with Students 2d: Managing Student Behavior 2c: Managing Classroom Procedures	Year 2 Fall, Year 1 Spring, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter
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## STANDARDS/CURRICULUM

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### Selected Danielson Framework(s)

### Timeline

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1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students	Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 2 Fall, Year 1 Fall, Year 2 Winter
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**Selected Danielson Framework(s)**

**Timeline**

1c: Setting Instructional Outcomes

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## TECHNOLOGY INSTRUCTION

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**Selected Danielson Framework(s)**

**Timeline**

2b: Establishing a Culture for Learning  
1c: Setting Instructional Outcomes  
3e: Demonstrating Flexibility and Responsiveness  
1e: Designing Coherent Instruction  
4a: Reflecting on Teaching  
1a: Demonstrating Knowledge of Content and Pedagogy  
3c: Engaging Students in Learning

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

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## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

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**Selected Danielson Framework(s)**

**Timeline**

4c: Communicating with Families  
3e: Demonstrating Flexibility and

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

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

Responsiveness

4b: Maintaining Accurate Records

4f: Showing Professionalism

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## **ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS**

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

1d: Demonstrating Knowledge of Resources

2d: Managing Student Behavior

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

3a: Communicating with Students

1c: Setting Instructional Outcomes

2a: Creating and Environment of Respect and Rapport

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

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

**Selected Danielson Framework(s)**

**Timeline**

3c: Engaging Students in Learning

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**DATA INFORMED DECISION MAKING**

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**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of Resources

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

3a: Communicating with Students

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

3e: Demonstrating Flexibility and Responsiveness

2a: Creating and Environment of Respect and Rapport

3d: Using Assessment in Instruction

1f: Designing Student Assessments

3b: Using Questioning and Discussion Techniques

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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

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

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## **CLASSROOM AND STUDENT MANAGEMENT**

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

2a: Creating and Environment of  
Respect and Rapport

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

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

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

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

4f: Showing Professionalism

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

**Selected Danielson Framework(s)**

**Timeline**

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4c: Communicating with Families

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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**

Monitoring and Evaluating the Induction Program: The Mentoring Program Supervisor and Principal meet informally throughout the year to discuss the program. Mentors are required to keep detailed records of meetings and the progress of inductees in our School's Informational System Database. The Program Supervisor and Principals formally meet with the mentors individually, twice a year. Changes are made if necessary based on the need of the inductee. Inductees complete a survey twice a year reflecting on the induction program. The results of the surveys are discussed by the Mentoring Program Supervisor and Principals and adjustments to the program are made as necessary to continually provide support and guidance to all inductees.

## 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.

Brian L. Cote

05/25/2021

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](#).

Brian L. Cote

05/25/2021

Superintendent/Chief Executive Officer

Date