

## LINCOLN LEADERSHIP ACADEMY CS

1414 E. Cedar St.

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

Public Charter School

175390169

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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
Sandra Figueroa	CEO	Administrator	School Board of Directors
Michael Evans	Administrator	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
David Carollo	Coordinator	Education Specialist	Administration Personnel
Meloney Dosunmu	Board Member	Other	School Board of Directors
Gregory McGann	Administrator	Administrator	Administration Personnel
Gina Felton	Elementary Instructional Coach	Education Specialist	Administration Personnel
Marrisa Konigsburg	Elementary Teacher	Teacher	Administration Personnel
Nina Nagy	Elementary Teacher	Teacher	Administration Personnel
Cecilia Blake	Elementary Teacher	Teacher	Administration Personnel
Diane Otway	Elementary Teacher	Teacher	Administration Personnel
Albania Fermin	Middle School Teacher	Teacher	Administration Personnel
Shellie Santiago	Community Member	Other	Administration Personnel
Stefanie Spott	Middle School Teacher	Teacher	Administration Personnel
Kimberly Candelmo	Middle School Teacher	Teacher	Administration Personnel
Marilin Cruz	Parent	Other	Administration Personnel
Carrie Garippa	Curriculum & Instruction Coordinator	Education Specialist	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Cassandra Landis	Elementary Coordinator	Education Specialist	Administration Personnel
Michael Nole	High School Teacher	Teacher	Administration Personnel
Abigail Holmes	High School Teacher	Teacher	Administration Personnel
Harold Kurtz	Community Member	Other	Administration Personnel

## 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	Yes

## OTHER

Peer Observations are also part of our observation system at LLACS. New Teachers visit approved Teacher Mentors and then meet to discuss

lessons. Teachers follow the Danielson Framework, which allows them to use the Rubric and focus on areas that the new Teacher feels they want to grow in. Teacher Mentors go in and observe a lesson taught by a new Teacher and focus on what was agreed to in the previous meeting. This Framework creates a common language and an understanding of expectations for teaching at LLACS.

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

Chosen mentors have a years of experience and dedicated record of service towards their craft and the ethos of the school. They have shown to have the capacity to not only manage their own workload but can assist and provide guidance to others. This mentorship program is an essential part of the onboarding and continuous development of staff performance, productivity, and mental capacity to provide their very best each and every day.



## 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	Yes

## **OTHER**

The Induction and Mentoring Program at LLACS is specifically designed to support, assist and encourage beginning and new to LLACS teachers to:

- Provide meaningful, engaging, quality education to their students
- Attend to the LLACS Core Values and Purpose that every child is precious and created with a purpose. Our objective is to provide children “at promise” children, the tools needed to live and achieve their full potential in an “at-risk” world.
- Become reflective practitioners who monitor and adjust their practice to improve student learning
- Exhibit the qualities of a lifelong learner
- Establish collegial relationships that are we characterized as “extended family”

### **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**

Inductees are observed regularly by their supervisors and are expected to meet as needed with their mentors. Both of these activities are documented throughout the year. An inductee survey is completed at the beginning of the induction program. The portfolios maintained by all certified professionals includes lesson plans and other evidence of research-based instructional strategies. Peer Observations are also part of our observation system at LLACS. New Teachers visit approved Teacher Mentors and then meet to discuss lessons. Teachers follow the Danielson Framework, which allows them to use the Rubric and focus on areas that the new Teacher feels they want to grow in. Teacher Mentors go in and observe a lesson taught by a new Teacher and focus on what was agreed to in the previous meeting. This Framework creates a common language and an understanding of expectations for teaching at LLACS. Teacher observations are conducted by school Administration and members of the Teacher Leadership Team. Observations are used as a tool to assist Teachers in the areas of effective instruction and classroom management. The observations are also used in preparing an effective professional development plan, which in turn

positively affects student achievement. Step 1: All evaluators received training and professional learning in the Effective Teaching (Danielson) Framework. Step 2: A pre-conference prior to formal evaluation focuses on the Teaching Rubric and engages in a discussion between Teacher and Observer. This discussion prepares both for the observation. Step 3: All teaching staff (less than 3 years) have two formal evaluations per year and no less than 2 informal observations per year. Step 4: The CEO/Principals, Director of Student Development, Director of Academic Advancement, Director of Instruction, Educational Consultants and House Leads will conduct Evaluations. Step 5: Teachers are given immediate feedback on all formal evaluations and observations. Step 6: Teachers are given support in any area determined by both Teacher and observer as an area in need of additional assistance . Together, a plan is designed which may include outside support, additional training, etc. in order to build capacity and improve Teacher instruction. Step 7: Annual determination of continued employment will be the responsibility of the Administrative Team and Board of Trustees.

## 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
4f: Showing Professionalism	Year 1 Summer, Year 2 Summer, Year 1 Fall, Year 2 Fall, Year 1 Winter, Year 2 Winter, Year 1
4d: Participating in a Professional Community	Spring, Year 2 Spring
4e: Growing and Developing Professionally	

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
3a: Communicating with Students	Year 1 Spring, Year 1 Fall, Year 2 Fall, Year 1 Winter, Year 2 Winter, Year 1 Summer
1f: Designing Student Assessments	

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## INSTRUCTIONAL PRACTICES

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

3d: Using Assessment in Instruction  
3a: Communicating with Students

Year 1 Winter, Year 1 Spring, Year 1 Fall

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## SAFE AND SUPPORTIVE SCHOOLS

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

2b: Establishing a Culture for Learning  
1b: Demonstrating Knowledge of Students  
2a: Creating and Environment of Respect and Rapport  
2d: Managing Student Behavior  
4c: Communicating with Families

Year 1 Fall

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## STANDARDS/CURRICULUM

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

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

1a: Demonstrating Knowledge of Content and Pedagogy

Year 1 Spring, Year 1 Fall, Year 1 Winter

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

## TECHNOLOGY INSTRUCTION

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

3c: Engaging Students in Learning

Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Winter, Year 2 Winter, Year 3 Winter,

2b: Establishing a Culture for Learning

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

1d: Demonstrating Knowledge of Resources

## PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

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

4b: Maintaining Accurate Records

Year 1 Winter, Year 1 Fall, Year 1 Spring

3d: Using Assessment in Instruction

4c: Communicating with Families

**Selected Danielson Framework(s)**

**Timeline**

4a: Reflecting on Teaching

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

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**Selected Danielson Framework(s)**

**Timeline**

2b: Establishing a Culture for Learning

3e: Demonstrating Flexibility and

Responsiveness

1b: Demonstrating Knowledge of

Students

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

Year 1 Winter, Year 2 Spring

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## **DATA INFORMED DECISION MAKING**

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**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of

Students

4b: Maintaining Accurate Records

1f: Designing Student Assessments

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

Year 2 Fall, Year 3 Winter

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## MATERIALS AND RESOURCES FOR INSTRUCTION

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Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Fall

## CLASSROOM AND STUDENT MANAGEMENT

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Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 2e: Organizing Physical Space 2a: Creating and Environment of Respect and Rapport 2d: Managing Student Behavior	Year 1 Spring, Year 1 Fall, Year 1 Winter

## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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

**Timeline**

4f: Showing Professionalism  
3a: Communicating with Students  
4c: Communicating with Families

Year 1 Spring, Year 1 Winter, Year 1 Fall

**OTHER**

**Selected Danielson Framework(s)**

**Timeline**

Year 1 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**

The Induction Program is evaluated on an ongoing and continual basis in a various ways. The needs of the Induction program are assessed on an ongoing and continual basis. Throughout the year, inductees are asked to provide feedback to better enhance the Induction Program. There are self-assessment surveys, mentor and administrative observations, inductee request and special programming needs. All inductees are interviewed at the end of the school year and asked for suggestions and comments on the effectiveness of the induction program. In addition to the inductees' comments, throughout the year, students and parents are consulted and asked for feedback and suggestions based on their experience with inductee teachers and the education they, or their children, are receiving. Lastly, professional educational administrative consultants hired by the school also assess the effectiveness of the overall instructional and teaching program. All records of participation leading to program completion are kept on file in the CEO's office with a second copy in the inductees personnel 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 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.

Dr. Michael Evans

11/30/2021

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](#).

Sandra Figueroa Torres

12/06/2021

Chief School Administrator

Date