

Lindley Academy CS at Birney

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type	AUN	
Charter School	126519476	
Address 1		
900 West Lindley Ave		
Address 2		
City	State	Zip Code
Philadelphia	PA	19141
Chief School Administrator		
Margery Covello		
Chief School Administrator Email		
mcovello@ap-schools.org		
Educator Induction Plan Coordinator Name		
Margery Covello		
Educator Induction Plan Coordinator Name Email		
mcovello@ap-schools.org		
Educator Induction Plan Coordinator Phone Number	Extension	
2154563000		

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Nancy White	Principal	Administrator	Administration Personnel
Brandie Hill	Assistant Principal	Administrator	Administration Personnel
Amanda Hitlwine	teacher	Teacher	Education Specialist
Fanty Marc	Director of Coaching	Other	Education Specialist

Educator Induction Plan

Will 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 be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (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 for the duration of the induction program? (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?	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
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

Mentors

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.

We use the following criteria to choose and assign mentors: Similar certification and assignment Mentees are matched with teachers with the same certificate areas when possible. If a mentor is not available in the same area a mentor with similar experience is chosen.

Outstanding work performance Mentors must have been rated as proficient or distinguished in the prior evaluation cycle to be selected.

Models continuous learning and reflection Mentor selection criteria includes demonstration of effective and research evidenced best practices and professionalism in continuous learning and reflection. Knowledge of district/school policies, procedures, and resources

Mentor selection criteria includes knowledge of school policies, procedures and resources inclusive of a minimum of three years of service at the school. Ability to work with students and adults Mentors must demonstrate their ability to work with students and adults in daily practice and evidenced in annual evaluations. Willingness to accept additional responsibility Mentors must demonstrate a willingness to accept additional responsibility evidenced in Danielson Domain 4 in their annual evaluation. Mentor training or previous experience

Mentors must have at least three years experience teaching in the school. Mentors are preferably Level II certified. Compatible schedules so the mentor and inductee can meet regularly Mentees are matched, to the extent possible, with mentors who are in the same grade or grade band to align regular meetings. Training in use and application of the Standards Aligned System Mentors must demonstrate their training and proficiency in the standards aligned system through evidence training in SAS. Understanding the levels of Bloom's Taxonomy and Webb's Depth of Knowledge Mentors must demonstrate their understanding of Bloom's Taxonomy and Webb's Depth of Knowledge in Danielson Domain 2 in their annual evaluation. Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks Mentors must demonstrate their understanding the concept of promoting further inquiry by asking open-

ended questions and utilizing open-ended tasks in Danielson Domain 3 of their annual evaluation. Differentiated learning that supports higher order thinking skills and the development of metacognitive skills Mentors must demonstrate their ability to differentiated learning that supports higher order thinking skills and the development of metacognitive skills in Danielson Domains 1 and 3 in their annual evaluation. Developing assessments that are based on standards and eligible content data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS) Mentors must demonstrate their knowledge of developing assessments aligned to standards and edible content in Danielson Domain 1 in their annual evaluation.

Needs Assessment

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	
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**

PROGRAM STRUCTURE The program is structured to provide professional developments for new teachers for two days in August and followed by monthly meetings and on-site coaching and feedback from New Teacher Induction Coaches and bi-weekly meetings with a mentor who is a teacher in the school. The sessions are delivered in person if conditions are favorable for in-person learning. When needed the sessions are delivered through a virtual format utilizing Zoom. **CONTENT INCLUDED** NTI Year-Long Scope & Sequence August Summer Training: Day 1) instructional foundations - creating the systems, routines, procedures, directions, and other teacher moves. Day 2) connecting to students - relationship building, mindset, and lesson relevancy. Danielson Framework Alignment- 2a, 2b, 2c,2d, 2e September: Holding Out - getting 100% of students engaged before giving clear directions. Part 1 of book study - using noticing language to foster positive environment. Danielson Framework Alignment- 2b,2c,2d,2e October: Reinforcing Expectations - scanning, praising, and redirecting to maintain student engagement. Part 2 of book study - building student identity and agency through language. Danielson

Framework Alignment- 2b, 3a, 3b, 3c, 3d November: The Right Objectives - using data to plan appropriate daily objectives and then creating the exemplars that will drive the lesson. Part 3 of book study - increasing transference and generalizing skills in students. Danielson Framework Alignment- 1a,1b,1c,1d,1e, January: Checking for Understanding - strategies for collecting daily student data and making appropriate adjustments to lessons based on that output. Part 4 of book study - analyzing the power structure of the classroom and using language that facilitates cooperation and student independence. Danielson Framework Alignment- 1f, 3d, 3e February: Framing the Lessons - explaining to students exactly what they are learning, why it matters, and how they'll achieve it. Danielson Framework Alignment- 1e, 3a March: Modeling - demonstrating the precise steps students need to take in order to master the content, analyzing student data for progress, and planning the next objectives. Danielson Framework Alignment- 1f, 3a, 3b, 3c, 3d, 3e April: Differentiation – planning instruction that effectively targets different modes of learning, as well as different types of output and how students will be evaluated appropriately. Danielson Framework Alignment- 1d, 1e, 1f, 3d, 3e, 4b, 4c May: Time to Practice - reviewing each part of the lesson to make sure students are getting enough time to practice the skills and incorporating this time into lesson plans. Summer reading and response questions. Danielson Framework Alignment- 1a, 1b,1c, 3a, 3b, 3c, 3d, 3e

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

2024-2026 Educator Induction Plan- Comp Plan .pdf

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Winter

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Winter

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Winter

Selected Observation and Practice Framework(s):

4b: Maintaining Accurate Records

Timeline

Year 1 Spring

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

Timeline

Year 1 Spring

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

Timeline

Year 1 Spring

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 2 Fall

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

Timeline

Year 2 Fall

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 2 Fall

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 2 Winter

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

Timeline

Year 2 Winter

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

Timeline

Year 2 Winter

Selected Observation and Practice Framework(s):

Timeline

Year 3 Spring

Evaluation and Monitoring

Evaluation and Monitoring

Data is collected at the student, classroom, teacher, grade and school-wide level and is used to measure progress toward goals. Data sources include the Pennsylvania System of Schools Assessment (PSSA), Diagnostic Assessment Tool, local common assessments including F&P Reading, and the STAR universal screener. The analysis on the school, grade, and teacher level identify growth, growth potential and deficiency areas. This analysis is compared to the professional development learning experiences that teachers have attended to determine if the sessions resulted in an increase in student performance based on the PA Common Core standard that it has been aligned and explicitly compared to the standards on the PSSA. If the data indicates that students are not making progress, or the school is not on-track to hit a goal, the committee consisting of administrators and staff meet to review progress, conduct additional learning needs and resources assessments and develop a revised focus for professional developments.

InductionPlan

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.

Signatures and Quality 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.

Educator Induction Plan Coordinator	Date
Mrs. Nancy White	2024-03-01

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](#).

Chief School Administrator	Date
Dr. Margery Covello	2024-03-01