

Avon Grove CS

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
Charter School		124150003
Address 1		
110 East State Road		
Address 2		
City	State	Zip Code
West Grove	PA	19390
Chief School Administrator		
Kristen Bishop		
Chief School Administrator Email		
kbishop@agcharter.org		
Educator Induction Plan Coordinator Name		
Jen Weaver		
Educator Induction Plan Coordinator Name Email		
jweaver@agcharter.org		
Educator Induction Plan Coordinator Phone Number	Extension	
4846675000	348	

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?	Yes

(22 Pa Code, 49.16)	
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	

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

Mentor Pool -Each spring the Director of Teaching & Learning, or designee, will inform staff of the mentor role, qualifications, and expectations. -Staff who are interested in the role will apply through our online system, Applitrak, which will serve as a pool of applicants for the upcoming school year. Mentor Training - During the summer months, mentors who have been selected from the pool will participate in a two day workshop. Topics of discussion will include: *purpose of induction program *role of the mentor *communication and listening skills *coaching practices *conferencing skills, problem-solving skills *adult learning theory

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	

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**

AGCS leadership recognizes that teachers are most likely to flourish in their roles if a network of overlapping support is created to assist in their development and growth. This will be accomplished through the three main components of the Teacher Induction Program described below. Continuing into the 24-25SY, AGCS will institute a two-year Teacher Induction Program. Year 1 and 2 content/support will vary based on the needs of the group members. The structural differences between Year 1 and Year 2 include: Year 1: -Monthly induction meeting -2 mentor meetings per month -Danielson Domain 2 focus -Learning walks -Weekly push-in by instructional coach -Minimum of 3 walkthroughs, and 2 formal Observations Year 2 -Monthly induction meetings -Mentor mtg 1 time per month -Danielson Domains 1 & 3 -Learning Walks -One coaching cycle (4-6 weeks) -Minimum of 3 walkthroughs -Minimum of 1 Formal Observation (2 if under 3 years teaching experience)

Educator Induction Plan Topic Areas

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

AGCS Educator Induction Plan-2024-2027 SY.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction

Timeline

- Year 1 Fall
- Year 1 Spring
- Year 2 Fall
- Year 2 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3c: Engaging Students in Learning
- 3b: Using Questioning and Discussion Techniques
- 1f: Designing Student Assessments
- 2b: Establishing a Culture for Learning

Timeline

- Year 1 Fall
- Year 2 Fall
- Year 2 Winter

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 4c: Communicating with Families
- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning

Timeline

- Year 1 Fall
- Year 1 Winter

Standards/Curriculum

Selected Observation and Practice Framework(s):

- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1f: Designing Student Assessments
- 1e: Designing Coherent Instruction

Timeline

- Year 1 Fall
- Year 1 Spring
- Year 2 Fall

Technology Instruction

Selected Observation and Practice Framework(s):

- 1f: Designing Student Assessments
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3e: Demonstrating Flexibility and Responsiveness
- 2c: Managing Classroom Procedures
- 1e: Designing Coherent Instruction
- 1d: Demonstrating Knowledge of Resources
- 3c: Engaging Students in Learning

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 2 Winter

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

- 2a: Creating an Environment of Respect and Rapport
- 3a: Communicating with Students
- 1b: Demonstrating Knowledge of Students
- 4f: Showing Professionalism
- 4c: Communicating with Families
- 3d: Using Assessment in Instruction
- 4b: Maintaining Accurate Records

Timeline

- Year 1 Fall
- Year 2 Fall
- Year 2 Spring

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

- 1b: Demonstrating Knowledge of Students
- 3d: Using Assessment in Instruction
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 1f: Designing Student Assessments
- 1e: Designing Coherent Instruction
- 1d: Demonstrating Knowledge of Resources

Timeline

- Year 1 Fall

Year 2 Fall

Year 2 Winter

Data Informed decision making

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3e: Demonstrating Flexibility and Responsiveness

1d: Demonstrating Knowledge of Resources

4a: Reflecting on Teaching

3a: Communicating with Students

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Spring

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of Resources

2b: Establishing a Culture for Learning

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Classroom and student management

Selected Observation and Practice Framework(s):

- 2a: Creating an Environment of Respect and Rapport
- 4a: Reflecting on Teaching
- 2e: Organizing Physical Space
- 3a: Communicating with Students
- 2c: Managing Classroom Procedures
- 4c: Communicating with Families
- 2d: Managing Student Behavior
- 2b: Establishing a Culture for Learning
- 4f: Showing Professionalism

Timeline

- Year 1 Fall
- Year 2 Fall
- Year 2 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

- 4b: Maintaining Accurate Records
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism
- 4a: Reflecting on Teaching

Timeline

- Year 1 Fall
- Year 2 Fall

Culturally Relevant and Sustaining Education Program Framework Guidelines

Selected Observation and Practice Framework(s):

- 2b: Establishing a Culture for Learning

- 2a: Creating an Environment of Respect and Rapport
- 4a: Reflecting on Teaching
- 1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Educator Effectiveness

Selected Observation and Practice Framework(s):

- 4a: Reflecting on Teaching
- 4f: Showing Professionalism
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Evaluation and Monitoring

Evaluation of Educator Induction Program: -In order to ensure that the desired outcomes of the Teacher Induction Program are continuously met, the staff members participating in the program. The Induction Committee and participants will complete a yearly review of the program components and products to ensure alignment to the desired outcomes. Feedback will be sought both after each workshop and collectively at the end of the school year to make future improvements to the Program. Data collection of program effectiveness may include the following: -Surveying participants (new teachers, mentors, principals and other members of the Induction Committee) -Analysis of activities and resources used in the program -Aligned program evaluation instruments that provide qualitative and quantitative data (surveys, questionnaires, individual and group interviews, and observation tools)

Documentation of Participation and 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.

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
Jen Weaver	2024-02-27

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