

Infinity CS

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
Charter School		115220001
Address 1		
5405 Locust Lane		
Address 2		
City	State	Zip Code
Harrisburg	PA	17109
Chief School Administrator		
Mrs Tamala S Geiger		
Chief School Administrator Email		
tgeiger@infinityschool.org		
Educator Induction Plan Coordinator Name		
Tamala S. Geiger		
Educator Induction Plan Coordinator Name Email		
tgeiger@infinityschool.org		
Educator Induction Plan Coordinator Phone Number	Extension	
717-238-1880		

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Tammy Geiger	Director/CEO	Administrator	School Board of Directors
Julia Isherwood	Dir. of Curriculum & Instruction	Administrator	Administration Personnel
Erin Confer	Teacher	Teacher	Administration Personnel
Melissa Kohr	Teacher	Teacher	Administration Personnel
Erin Doyle	Teacher	Teacher	Administration Personnel

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.

Director observation data is used to screen for qualified candidates such as: matching placements, continuous learning, levels of reflection, understanding of school's policies and procedures. New Mentors participate in Mentor Training which covers: roles, communication/listening skills, coaching strategies, adult learning theory, and resources for supporting teachers. Mentors and inductees are provided release time to meet and observe one another.

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--Participants: The Board of Trustees and Director/CEO will oversee the program operation and evaluate the program for needed adjustments. The Induction Program is organized by an induction committee made up of Director, Director of Curriculum and Instruction, and veteran classroom teachers. The committee has been trained in the coaching model, Danielson Framework, will serve as Mentors, and will provide support for Mentors as they work with new teachers. Mentors are selected based on agreed-upon criteria (3+ years successful experience at Infinity Charter School, a recommendation from Director, and appropriate dispositions for mentoring. Inductees will include all teachers new to Infinity Charter School, prioritizing novice teachers. Content Included-- 1. Building Level Management Functions: This category covers school activities and the supervisory process, parent conference procedures, parent/teacher communication, expectations of staff. 2. Instructional Improvement and Classroom Management: Based on observation data, and Inductee needs, planning, instructional, and classroom management strategies are shared with the Inductee. Mentors observe and provide feedback to Inductee to enhance teacher practices. 3. Support Services: This category includes knowing when and how to use the various services of psychologists, nurses, and counselors. Once assured that Inductee has a solid grasp on this content, support needs to be offered by a readily available colleague who can answer questions and provide guidance. Meeting Frequency--Mentors and Inductees will observe each other's teaching weekly. Mentors will provide feedback to Inductees after each observation. As schedules permit, these meetings will occur weekly during the first 3 months of school, bi-weekly during the second 3 months of school, and monthly thereafter. Delivery Format--Induction content will be shared through embedded professional development that takes place during the observation and feedback cycles

conducted by the Mentor.

Educator Induction Plan Topic Areas

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

TEACHER INDUCTION PROGRAM 2024.docx

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Timeline

Year 1 Winter

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

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):

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Winter

Selected Observation and Practice Framework(s):

4b: Maintaining Accurate Records

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):

1f: Designing Student Assessments

4a: Reflecting on Teaching

Timeline

Year 2 Fall

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

Timeline

Year 2 Winter

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

Timeline

Year 2 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Winter

Evaluation and Monitoring

Evaluation and Monitoring

All participants are surveyed during and at the end of the induction program. Mentors meet with the Director to analyze the activities and resources included in the program. Impact of the induction program is also assessed through inductees' formal evaluations.

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
Tamala S. Geiger	2024-02-12

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
Tamala S. Geiger	2024-02-12