

## **MARIANA BRACETTI ACADEMY CS**

1840 Torresdale Ave

Induction Plan (Chapter 49) | 2022 - 2025

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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

Mariana Bracetti Academy Charter School  
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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
Jana Somma	Principal	Administrator	School Board of Directors
Kristen Craig	Assistant Principal, K-2	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Adrienne Davids	Assistant Principal, 3-5	Administrator	Administration Personnel
Andrew Boglioli	Assistant Principal, 6-8	Administrator	Administration Personnel
Marcia DeSalvo	Assistant Principal, 9-12	Administrator	Administration Personnel
Carla Keyser	Director of Student Achievement and Data	Education Specialist	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	No

## OTHER

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

## **CHARACTERISTICS.**

MBA has a K-12 school leadership team who assists our new teachers (those both new to the professional and MBA) through our induction program. These leadership members either oversee a grade-level or content-area department and are proficient teachers in the building. They regularly lead and coach other teachers, and work one-on-one with our new teacher inductees. They attend a leadership training and retreat yearly, and participate in regular professional development related to teaching and learning, as well as, adult learning.

## 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	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	No
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**

Below is a summary of MBA's Induction program. To begin, our new instructional staff members (regardless of years of service) are required to attend a week-long teacher induction week induction where they learn about MBA and participate in professional learning sessions on topics such as: formative and summative assessment, cooperative learning, classroom management, creating an achievement-focused classroom, data analysis, and information about specific programs utilized at MBA. From there, our new instructional staff meeting monthly for an hour from October to June as part of our Induction program. Our director of teaching and learning oversees this program and is assisted by our principal, assistant principals, reading specialists, math specialists, director of student data and assessment, and teacher leaders. These meetings take place in person, by academy (elementary, middle and high school academy), and include the following topics: - Professional learning self-assessment - Classroom management - Building relationships with students - Data analysis - Backwards design planning - Creating objective-driven lesson plans - Universal design for learning - Evaluation models - Educational technology - Literacy-based strategies for all content areas - Differentiating instruction for EL and SPED students - Parent teacher conference preparation - Progress monitoring

## 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
4a: Reflecting on Teaching 2b: Establishing a Culture for Learning 4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport 3a: Communicating with Students	Year 1 Winter, Year 1 Summer, Year 1 Fall, Year 1 Spring

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## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction	Year 1 Spring, Year 1 Summer, Year 1 Fall, Year 1 Winter

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## INSTRUCTIONAL PRACTICES

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Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	Year 1 Fall, Year 1 Summer

## SAFE AND SUPPORTIVE SCHOOLS

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Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 2e: Organizing Physical Space	Year 1 Fall, Year 1 Summer

## STANDARDS/CURRICULUM

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**Selected Danielson Framework(s)**

**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy  
1f: Designing Student Assessments  
1c: Setting Instructional Outcomes

Year 1 Winter, Year 1 Fall

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## **TECHNOLOGY INSTRUCTION**

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**Selected Danielson Framework(s)**

**Timeline**

3c: Engaging Students in Learning  
4e: Growing and Developing Professionally

Year 1 Summer, Year 1 Fall

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## **PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

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**Selected Danielson Framework(s)**

**Timeline**

4b: Maintaining Accurate Records  
4c: Communicating with Families

Year 1 Fall, Year 1 Summer

## ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

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### Selected Danielson Framework(s)

### Timeline

1f: Designing Student Assessments

Year 1 Fall, Year 1 Summer

1c: Setting Instructional Outcomes

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## DATA INFORMED DECISION MAKING

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### Selected Danielson Framework(s)

### Timeline

1a: Demonstrating Knowledge of  
Content and Pedagogy

Year 1 Fall, Year 1 Winter

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of  
Students

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## MATERIALS AND RESOURCES FOR INSTRUCTION

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### Selected Danielson Framework(s)

### Timeline

1f: Designing Student Assessments

Year 1 Winter, Year 1 Spring, Year 1 Fall

**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction  
1a: Demonstrating Knowledge of  
Content and Pedagogy

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## **CLASSROOM AND STUDENT MANAGEMENT**

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**Selected Danielson Framework(s)**

**Timeline**

2a: Creating an Environment of Respect  
and Rapport      Year 1 Fall, Year 1 Summer  
2d: Managing Student Behavior  
2c: Managing Classroom Procedures  
2e: Organizing Physical Space  
2b: Establishing a Culture for Learning  
3a: Communicating with Students

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

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**Selected Danielson Framework(s)**

**Timeline**

4d: Participating in a Professional  
Community      Year 1 Winter, Year 1 Spring

**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**

Administrators facilitate mid-year and end-of-year meetings with all teachers to collect feedback on the effectiveness of professional learning, team, and administrator support. For teachers new to MBA, this feedback includes questions about the induction program. Administrators share this feedback with the school's achievement team so it can be incorporated into the following year's professional learning program. As a part of this program planning, the achievement team also reviews induction program format, topics, activities, and resources for points of potential adjustment and/or refinement.



## 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.

Marcia DeSalvo

Date

Educator Induction Plan Coordinator

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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](#).

Chief School Administrator

Date