

## **CIRCLE OF SEASONS CS**

8380 Mohr Lane

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

Circle of Seasons Mission Statement: Circle of Seasons Charter School ignites a love of learning, kindles excitement and discovery, and instills a deep sense of community and service to the greater world. We foster each individual's creativity, imagination, humanity, and scholarship by cultivating integrated experiences that support students along their developmental journeys, awakening HEARTS, HANDS, and MINDS.

### **VISION STATEMENT**

Circle of Seasons Vision Statement: Circle of Seasons Charter School inspires change in public education by equally valuing intellectual and physical growth, social-emotional learning, connection to the creative, and the freedom, time, and space to do meaningful work. We awaken and empower each individual to find purpose, honor the diversity of humanity, and foster respect and stewardship of the natural world as actively engaged, globally-minded citizens. Our entire community invests in the betterment of the whole by nurturing a sense of belonging, creating a space for listening with the intent to understand, and enjoying continual study and self-growth.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Circle of Seasons students are expected to come to each experience ready to learn and discover. We hope they eagerly join in building their classroom communities and engage enthusiastically in service to their school and community. We believe each child comes to our school with unique gifts and competencies to share that include creativity and imagination, which will be fostered by their participation in hands-on, authentic learning experiences. We expect our children to engage in their own learning with their whole hearts, hands, and minds.

### **STAFF**

Staff at Circle of seasons ignites a love for learning and kindles excitement and discovery by imbedding authentic learning experiences inside the classroom in addition to the outdoors. The staff facilitates and plans for artistic, movement-based, hands-on experiences that allow students the opportunity to give back to their school communities and the greater world. Additionally, the staff constructs and develops plans and experiences appropriate for the age of each child, furthermore developing each individuals creativity, imagination, humanity, and scholarship.

### **ADMINISTRATION**

Leadership at Circle of Seasons is expected to work hard to inspire change in public education by valuing their own intellectual growth and they professional development of the entire staff and faculty. We trust that administration moves our school forward by attending to the social-emotional needs of our students and our staff and assuring that supports are in place for the diverse needs of our school community. Administration makes decisions that support educational experiences that connect to the creative and assure that ample resources, time, space, and freedom are available for staff and students to do meaningful work.

### **PARENTS**

We acknowledge that our families invest their most precious resource in our school: their children. Each day our families are expected to deliver children who are awake, fed, and prepared for a day of purposeful schoolwork. We understand that families have diverse backgrounds,

experiences, resources, configurations, and beliefs. We count on all families to engage respectfully with school staff and with each other and to allow us to join us in the raising up of their child, as contributing teammates and partners in education.

## **COMMUNITY**

The entire community of Circle of Seasons Charter School invests in the development and betterment of the school and its mission and vision. Through collaboration with the Wildland's Conservancy, local farms, and organizations such as the Carbon Lehigh Intermediate Unit 21; Circle of Seasons continues to nurture, awaken, and honor the diversity within and among our community. Festivals celebrated throughout the year encourage community togetherness, fosters connection to creativity, and the opportunity to foster a sense of belonging and togetherness.

## STEERING COMMITTEE

Name	Position	Building/Group
Kimberly Heiman	Board Member	Circle of Seasons Charter School
Alison Saeger	Administrator	Circle of Seasons Charter School
Pia Houseal	Administrator	Circle of Seasons Charter School
Kiely Ostfeld	Administrator	Circle of Seasons Charter School
Julie Harakal	Staff Member	Circle of Seasons Charter School
Claire Bakovsky	Staff Member	Circle of Seasons Charter School
Jeanette Sommons	Parent	Circle of Seasons Charter School
Tara Grather	Parent	Circle of Seasons Charter School
Taren Kobyra	Administrator	Circle of Seasons Charter School
Melissa Velardi	Staff Member	Circle of Seasons Charter School
Allison Sternat	Staff Member	Circle of Seasons Charter School
Kevin Loht	Staff Member	Circle of Seasons Charter School
Christina Smith	Community Member	Circle of Seasons Charter School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Adam Duke	Parent	Circle of Seasons Charter School
Casey Fauri	Staff Member	Circle of Seasons Charter School
Jordan Weagly	Staff Member	Circle of Seasons Charter School
Christyne Tran Valentine	Parent	Circle of Seasons Charter School
Katrina Keptner	Staff Member	Circle of Seasons Charter School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Continued consistent delivery of the mathematics curriculum, professional development opportunities, and intervention and support services for students will provide students with the knowledge and skills to experience success in mathematics. This will result in a greater percentage of seventh grade students demonstrating Early Indicators of Success.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Implementing developmentally appropriate early literacy curricula and instruction will provide students with the knowledge and skills necessary to improve their performance in ELA/Literature. This will result in a greater percentage of third grade students demonstrating Early Indicators of Success.	Early Literacy Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Mutli-Tiered Systems of Support	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	By the end of the 2024-25 school year, at least 75% of seventh grade students will demonstrate Early Indicators of Success in Mathematics.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Circle of Seasons Charter School will improve Mathematics achievement and instruction by hiring one MTSS teacher that will focus on Math. They will also work with teachers to improve implementation of Tier 1 interventions.	2022-08-08 - 2023-06-10	Kiely Ostfeld/Instructional Assistant Principal and Joseph Huber/CEO-Principal	Human Resources: 1 Full-Time Intervention Teacher Title I Funds: \$36,601
Circle of Seasons Charter School will communicate the credentials of the Math Intervention Teacher to the school community.	2022-08-25 - 2022-08-25	Joseph Huber/Principal & CEO	Board of Trustees Report Zoom Meeting
Circle of Seasons Math and Intervention Teachers will complete math professional development to improve instructional strategies and the use of scaffolding/accommodations in the classroom.	2022-08-01 - 2023-06-30	Kiely Ostfeld/Instructional Assistant Principal and Joseph Huber/CEO-Principal	Math Professional Development Opportunities Grant Funds (not Title I)

### Anticipated Outcome

Student achievement will in mathematics and ELA will improve over the course of the 2022-23 school year through the implementation of targeted interventions by the Intervention Teachers. Mathematics instruction will improve through the collaboration and support provided to regular classroom teachers by the Intervention Teachers.

### Monitoring/Evaluation

Student achievement data, including benchmark data, standardized testing scores, and class grades will be analyzed to note improvement.

Observations of teacher practices will provide evidence of improvement of mathematics instruction.

Evidence-based Strategy			
Multi-Tiered Systems of Support			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
ELA	By the end of the 2024-25 school year, at least 75% of third grade students will exhibit Early Indicators of Success in ELA/Literature.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Circle of Seasons Charter School will improve ELA achievement and instruction by hiring one MTSS teacher that will focus on ELA. They will also work with teachers to improve implementation of Tier 1 interventions.	2022-08-08 - 2023-06-10	Kiely Ostfeld/Instructional Assistant Principal and Joseph Huber/CEO-Principal	Human Resources: 1 Full-Time Intervention Teacher Title I Funds: \$35,535
Circle of Seasons Charter School will communicate the credentials of the ELA Intervention Teacher to the school community.	2022-08-25 - 2022-08-25	Joseph Huber/Principal & CEO	Board of Trustees Report Zoom Meeting



## Anticipated Outcome

## Monitoring/Evaluation

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-25 school year, at least 75% of seventh grade students will demonstrate Early Indicators of Success in Mathematics. (Math)	Mutli-Tiered Systems of Support	Circle of Seasons Math and Intervention Teachers will complete math professional development to improve instructional strategies and the use of scaffolding/accommodations in the classroom.	08/01/2022 - 06/30/2023

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.**

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School Board Minutes or Affirmation Statement

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**Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator	Joey Huber	2022-07-22
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School Improvement Facilitator Signature	Joey Huber	2022-07-22
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Building Principal Signature	Joey Huber	2022-07-22
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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Mathematics/Algebra All Student Group Growth

ELA/Literature All Student Group Growth

PVAAS ELA/Literature All Student Group - Academic Growth Score of 100

PVAAS Mathematics/Algebra All Student Group - Academic Growth Score of 100

PSSA Science/Biology - 87.2% of students scored Proficient or Advanced on State Assessment Measures

Circle of Seasons integrates Career-Readiness education into its curriculum.

All Student Groups received Academic Growth Scores of 100 in ELA/Literature and Mathematics/Algebra.

Identify professional learning needs through analysis of a variety of data.

Use multiple professional learning designs to support the learning needs of staff.

### Challenges

Grade 3 Reading Early Indicators of Success All Student Group

Grade 7 Mathematics/Algebra Early Indicators of Success All Student Group

Student Group Breakdown for Mathematics/Algebra

Lower percentages of students identifying as 2 or more races, economically disadvantaged, and/or as having a disability scored proficient or advanced on ELA/Literature State Assessment Measures.

Less than half of 7th grade students demonstrated Early Indicators of Success in Mathematics.

Only 28.8% of students scored Proficient or Advanced on State Mathematics assessments. This is lower than the State average.

Lower percentages of students identifying as 2 or more races, economically disadvantaged, and/or as having a disability scored proficient or advanced on Mathematics State Assessment Measures.

The data collected on science test scores do not accurately

## Strengths

Implement a multi-tiered system of supports for academics and behavior

Identify and address individual student learning needs

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

## Challenges

reflect an accurate composition of the COS student body.

0.0% of the All Student Group met performance standards for Career Readiness and Education.

The data collected for Circle of Seasons does not accurately reflect the composition of the student body making it difficult to pinpoint which specific student groups need additional resources and/or support.

Monitor and evaluate the impact of professional learning on staff practices and student learning

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Implement evidence-based strategies to engage families to support learning

Collectively shape the vision for continuous improvement of teaching and learning

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### Most Notable Observations/Patterns

Although all student groups showed overall growth in ELA/Literature and Mathematics/Algebra, the demonstration of Early Indicators of Success in these areas is lower than the State average in both areas.

Challenges	Discussion Point	Priority for Planning
Grade 3 Reading Early Indicators of Success All Student Group	COS is increasing its capacity to support early literacy skills in a developmentally appropriate way.	
Grade 7 Mathematics/Algebra Early Indicators of Success All Student Group	The 2021-22 school year is the first year that COS has implemented a school-wide math curriculum (Illustrative Mathematics). With additional professional learning related to the curriculum and differentiating for student needs while the curriculum is executed with fidelity, students should demonstrate increases in the Early Indicators of Success.	

## ADDENDUM B: ACTION PLAN

### Action Plan: Mutli-Tiered Systems of Support

Action Steps	Anticipated Start/Completion Date	
Circle of Seasons Charter School will improve Mathematics achievement and instruction by hiring one MTSS teacher that will focus on Math. They will also work with teachers to improve implementation of Tier 1 interventions.	08/08/2022 - 06/10/2023	
Monitoring/Evaluation	Anticipated Output	
Student achievement data, including benchmark data, standardized testing scores, and class grades will be analyzed to note improvement. Observations of teacher practices will provide evidence of improvement of mathematics instruction.	Student achievement will in mathematics and ELA will improve over the course of the 2022-23 school year through the implementation of targeted interventions by the Intervention Teachers. Mathematics instruction will improve through the collaboration and support provided to regular classroom teachers by the Intervention Teachers.	
Material/Resources/Supports Needed	PD Step	Comm Step
Human Resources: 1 Full-Time Intervention Teacher Title I Funds: \$36,601	no	no

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Action Steps	Anticipated Start/Completion Date	
Circle of Seasons Charter School will communicate the credentials of the Math Intervention Teacher to the school community.	08/25/2022 - 08/25/2022	
Monitoring/Evaluation	Anticipated Output	
Student achievement data, including benchmark data, standardized testing scores, and class grades will be analyzed to note improvement. Observations of teacher practices will provide evidence of improvement of mathematics instruction.	Student achievement will in mathematics and ELA will improve over the course of the 2022-23 school year through the implementation of targeted interventions by the Intervention Teachers. Mathematics instruction will improve through the collaboration and support provided to regular classroom teachers by the Intervention Teachers.	
Material/Resources/Supports Needed	PD Step	Comm Step
Board of Trustees Report Zoom Meeting	no	yes
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Action Steps	Anticipated Start/Completion Date
Circle of Seasons Math and Intervention Teachers will complete math professional development to improve instructional strategies and the use of scaffolding/accommodations in the classroom.	08/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Student achievement data, including benchmark data, standardized testing scores, and class grades will be analyzed to note improvement. Observations of teacher practices will provide evidence of improvement of mathematics instruction.	Student achievement will in mathematics and ELA will improve over the course of the 2022-23 school year through the implementation of targeted interventions by the Intervention Teachers. Mathematics instruction will improve through the collaboration and support provided to regular classroom teachers by the Intervention Teachers.

Material/Resources/Supports Needed	PD Step	Comm Step
Math Professional Development Opportunities Grant Funds (not Title I)	yes	no

**Action Plan: Multi-Tiered Systems of Support**

**Action Steps****Anticipated Start/Completion Date**

Circle of Seasons Charter School will improve ELA achievement and instruction by hiring one MTSS teacher that will focus on ELA. They will also work with teachers to improve implementation of Tier 1 interventions.

08/08/2022 - 06/10/2023

**Monitoring/Evaluation****Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

Human Resources: 1 Full-Time Intervention Teacher Title I Funds: \$35,535

no

no

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Action Steps	Anticipated Start/Completion Date
Circle of Seasons Charter School will communicate the credentials of the ELA Intervention Teacher to the school community.	08/25/2022 - 08/25/2022

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step	Comm Step
Board of Trustees Report Zoom Meeting	no	yes

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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-25 school year, at least 75% of seventh grade students will demonstrate Early Indicators of Success in Mathematics. (Math)	Mutli-Tiered Systems of Support	Circle of Seasons Math and Intervention Teachers will complete math professional development to improve instructional strategies and the use of scaffolding/accommodations in the classroom.	08/01/2022 - 06/30/2023

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# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math Professional Development	All COS staff members that teach math or provide mathematics support through intervention or special education will participate in this professional development.	Differentiating for Diverse Learners; Mathematics Instructions with a Waldorf Perspective
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evidence of learning will be demonstrated through information and formal observations conducted by administrators.	08/01/2022 - 06/30/2023	Kiely Ostfeld, Instructional Assistant Principal and Joseph Huber, Principal and CEO
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in an Inclusive Setting Teaching Diverse Learners in an Inclusive Setting	

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ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024-25 school year, at least 75% of seventh grade students will demonstrate Early Indicators of Success in Mathematics. (Math)	Mutli-Tiered Systems of Support	Circle of Seasons Charter School will communicate the credentials of the Math Intervention Teacher to the school community.	2022-08-25 - 2022-08-25
By the end of the 2024-25 school year, at least 75% of third grade students will exhibit Early Indicators of Success in ELA/Literature. (ELA)	Multi-Tiered Systems of Support	Circle of Seasons Charter School will communicate the credentials of the ELA Intervention Teacher to the school community.	2022-08-25 - 2022-08-25

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# COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Professional Development Communication	Circle of Seasons Board of Trustees; Circle of Seasons families	Credentials of Math and ELA Intervention Teachers
Anticipated Timeframe	Frequency	Delivery Method
08/25/2022 - 08/25/2022	Once	Brief Brief
Lead Person/Position		
Joseph Huber/Principal & CEO		

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The COS Title I Comprehensive Plan will be available for public viewing for 28 days and then will presented to the Board of Trustees for approval at the August 25, 2022 meeting.	Title I Comprehensive Plan	Print; Online	COS Community	July 25 - August 25
The credentials of the Math and ELA Intervention teachers will be communicated to the COS community.	Credentials of ELA and Math Intervention teachers	Verbal and written report	COS community	August 2022

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## **CIRCLE OF SEASONS CS**

8380 Mohr Lane

Professional Development Plan (Act 48) | 2022 - 2025

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### **ACT 48**

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education 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 Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

## PROFILE AND PLAN ESSENTIALS

Circle of Seasons Charter School

121394017

8380 Mohr Lane, Fogelsville, PA 18051

Joseph Huber

jhuber@circleofseasons.org

610-285-6267

Joseph Huber

jhuber@circleofseasons.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Kiely Ostfeld	Instructional Assistant Principal	Kiely Ostfeld	Administration Personnel
Joey Huber	Principal/CEO	Joey Huber	School Board of Directors
Pia Housel	Director of Student Services	Pia Housel	Administration Personnel
Claire Bakovsky	Grade 4 Teacher	Claire Bakovsky	Teacher
TBD	Organizational Assistant Principal	TBD	Administration Personnel
Casey West	MTSS Coordinator	Casey West	Administration Personnel

Name	Title	Committee Role	Appointed By
Jeanette Sommons	General Music Teacher	Jeanette Sommons	Teacher
Tara Grather	Grade 3 Teacher	Tara Grather	Teacher

**DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.**

This committee will meet this year on a monthly basis. More frequent meetings will occur if needed.

## PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? ( <a href="#">22 Pa Code, Chapter 4</a> )	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka ( <a href="#">22 Pa Code, 19</a> )	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? ( <a href="#">Act 48, Section 1205.1</a> )	No
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? ( <a href="#">Act 48, Section 1205.1</a> )	No
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

## **ACTION PLANS STEPS FROM COMPREHENSIVE PLAN**

## MATH PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Circle of Seasons Math and Intervention Teachers will complete math professional development to improve instructional strategies and the use of scaffolding/accommodations in the classroom.	All COS staff members that teach math or provide mathematics support through intervention or special education will participate in this professional development.	Differentiating for Diverse Learners; Mathematics Instructions with a Waldorf Perspective	Evidence of learning will be demonstrated through information and formal observations conducted by administrators.
Lead Person/Position		Anticipated Timeline	
Kiely Ostfeld, Instructional Assistant Principal and Joseph Huber, Principal and CEO		08/01/2022 - 06/30/2023	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once during August 2022 Professional Development		Teaching Diverse Learners in an Inclusive Setting
Independent study	Once during October Professional Development		Teaching Diverse Learners in an Inclusive Setting





# OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

## SAFETY CARE TRAINING

Audience	Topics to be Included	Evidence of Learning
Teachers, Paraeducators, Administrators, Support Staff	Antecedents to Dangerous Behavior, Safety Stance, Calling for Assistance, Leadership & Teamwork, De-escalation, Supportive Guide, Management of Dangerous Objects	Role Play
Lead Person/Position		Anticipated Timeline
Trained Safety Care staff members Pia Houseal Allison Sternat		09/13/2021 - 06/30/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Offered annually- new certification for staff, re-certification for staff	3c: Engaging Students in Learning  3e: Demonstrating Flexibility and Responsiveness  2d: Managing Student	School Safety including Trauma-informed Education Awareness (Act 44)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Behavior	
		3a: Communicating with Students	
		2b: Establishing a Culture for Learning	
		2c: Managing Classroom Procedures	
		4c: Communicating with Families	

## SAFETY CARE RE-CERTIFICATION FOR TRAINERS

Audience	Topics to be Included	Evidence of Learning
Trainer for COS	Supportive Environment, Safe Environment, Elbow Check, Safety Habits, Staff Behavior, Therapeutic Use of Reinforcement, Differential Reinforcement	Role plays
Lead Person/Position	Anticipated Timeline	
Pia Houseal, Director of Student Support Services; Ally Sternat, Special Education Teacher	09/13/2021 - 06/30/2025	

# LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	3a: Communicating with Students  3e: Demonstrating Flexibility and Responsiveness  2d: Managing Student Behavior  4d: Participating in a Professional Community  4c: Communicating with Families	School Safety including Trauma-informed Education Awareness (Act 44)

# LANGUAGE & LITERACY FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Grades K-8 teachers Intervention teachers Special Education teachers	Roadmap to Literacy Continuing the Journey to Literacy Hegerty Foundations Use of Guided Reading Library Intervention strategies for differentiated language and literacy instruction PDE SAS	Formal and informal classroom observation Benchmarking data PSSA data

**Lead Person/Position****Anticipated Timeline**

Kiely Ostfeld, Instructional Assistant Principal Katrina Keptner, Curriculum & Coaching Coordinator Alison Saeger,  
Principal & CEO

09/13/2021 -  
06/30/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly consultation Weekly/monthly informal observation 1-2 formal classroom observations per school year	1d: Demonstrating Knowledge of Resources  4e: Growing and Developing Professionally  1c: Setting Instructional Outcomes  4b: Maintaining Accurate Records  1e: Designing Coherent Instruction  1a: Demonstrating	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Knowledge of Content and Pedagogy	
		4a: Reflecting on Teaching	
		3c: Engaging Students in Learning	
		3d: Using Assessment in Instruction	

## COLLABORATIVE COS CURRICULUM FRAMEWORK DEVELOPMENT

Audience	Topics to be Included	Evidence of Learning
Teachers Grades K-8 Special Education Teachers Intervention Teachers	COS Curriculum Frameworks PDE SAS	Development of COS Curriculum Frameworks at each grade level - completed parts

  

Lead Person/Position	Anticipated Timeline
Kiely Ostfeld, Instructional Assistant Principal Katrina Keptner, Curriculum & Coaching Coordinator Alison Saeger, Principal & CEO	09/13/2021 - 06/30/2025

# LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Ongoing 2-3 formal workshops per school year	1f: Designing Student Assessments 4e: Growing and Developing Professionally 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 4a: Reflecting on Teaching 3b: Using Questioning and Discussion Techniques 4d: Participating in a Professional Community 1e: Designing Coherent Instruction 4b: Maintaining Accurate Records 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3c: Engaging Students in Learning	

## SPECIAL EDUCATION CONFERENCES & WORKSHOPS - UNDERSTANDING STUDENT NEEDS

Audience	Topics to be Included	Evidence of Learning
Special Education Teachers Director of Student Support Services Principal & CEO	Autism supports Writing IEPs Indicator 13 Science of Literacy Executive Functioning	Completed conference Completed workshop w/any assignments Certificates/hours earned Formal & informal classroom observation IEP design & completion
Lead Person/Position	Anticipated Timeline	
Pia Houseal, Director of Student Support Services	09/13/2021 - 06/30/2025	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Annual Special Education Conference Annual Special Education component of Public Waldorf Conference Monthly/Season workshop offerings by	1b: Demonstrating Knowledge of	Teaching Diverse Learners in an



Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	PATTAN, CLIU-21, other approved Act 48 vendors	Students	Inclusive Setting
		2b: Establishing a Culture for Learning	
		3c: Engaging Students in Learning	
		1f: Designing Student Assessments	
		3a: Communicating with Students	
		1e: Designing Coherent Instruction	
		2e: Organizing Physical Space	
		4e: Growing and Developing	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Professionally	
		1d: Demonstrating Knowledge of Resources	
		2d: Managing Student Behavior	
		4d: Participating in a Professional Community	
		2a: Creating an Environment of Respect and Rapport	
		3b: Using Questioning and Discussion Techniques	
		1c: Setting Instructional Outcomes	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2c: Managing Classroom Procedures	
		3d: Using Assessment in Instruction	

## INCLUSIVE PRACTICES

Audience	Topics to be Included	Evidence of Learning
Teachers Grades K-8 Special Education Teachers Intervention Teachers Paraeducators	Student achievement, differentiation, supporting diverse learners, co-teaching	Participation in inclusive practices training with CLIU #21 to further develop our COS community and individual approach in the classroom to inclusive practices.
Lead Person/Position	Anticipated Timeline	
Pia Houseal, Director of Student Support Services Kiely Ostfeld, Instructional Assistant Principal	08/04/2021 - 06/30/2025	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly for school year 2021-2022 as formal training/coaching support occurs, to be determined for subsequent years	1b: Demonstrating Knowledge of Students  2c: Managing Classroom Procedures  4c: Communicating with Families  3c: Engaging Students in Learning  2b: Establishing a Culture for Learning  4b: Maintaining Accurate Records  1e: Designing Coherent Instruction  3e: Demonstrating Flexibility and Responsiveness  4f: Showing	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Professionalism	
		1c: Setting Instructional Outcomes	
		3b: Using Questioning and Discussion Techniques	
		4d: Participating in a Professional Community	
		2a: Creating an Environment of Respect and Rapport	
		4a: Reflecting on Teaching	
		1d: Demonstrating Knowledge of Resources	
		3a: Communicating with Students	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4e: Growing and Developing Professionally	

## TRAUMA INFORMED TRAINING

Audience	Topics to be Included	Evidence of Learning
Grades K-8 teachers Intervention teachers Special Education teachers Paraeducators Specialist Teachers	Trauma informed training that includes resilience, regulation and collaborative problem solving and rules and expectations, routines, and physical arrangement to best support students and their needs. Additional topics include staff self-care.	Continued adaptation of trauma informed practices and supports for the COS community in conjunction with the CLIU #21 training of trauma informed approaches (training 101, 102 and 103).
Lead Person/Position	Anticipated Timeline	
Pia Houseal, Director of Student Support Services Jill Jenkins, School Counselor	09/01/2021 - 06/30/2021	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	annually	3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 2c: Managing Classroom Procedures 4e: Growing and Developing Professionally 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 3c: Engaging Students in Learning	Trauma Informed Training (Act 18)

## PASA ADMINISTRATIVE TRAINING

Audience	Topics to be Included	Evidence of Learning
Staff who administer the PASA to our students.	PASA Administrative Training	Ability to complete PASA testing with our students.
Lead Person/Position	Anticipated Timeline	
Julie Harakal, MTSS and Assessment Coordinator	08/09/2021 - 06/30/2025	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annually	3a: Communicating with Students 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes	PASA Administration Training

## ILLUSTRATIVE MATHEMATICS CURRICULUM TRAINING

Audience	Topics to be Included	Evidence of Learning
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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
Grades Teachers 1-8, Special Education Teachers, & Intervention Teachers	Illustrative Mathematics curriculum overview, implementation, pedagogy, collaboration and planning	Classroom/teacher formal and informal observations.
<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>	
Kiely Ostfeld- Instructional Assistant Principal Katrina Keptner - Curriculum and Coaching Coordinator	08/09/2021 - 06/10/2022	

## LEARNING FORMAT

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Workshop(s)	3-4 times in the first year of implementation	1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

## WALDORF TRAINING

Audience	Topics to be Included	Evidence of Learning
All staff members K-8, support staff, special education staff, specialists, and administrators	Approaching grades trainings and speciality trainings pertaining to subject area	Certificate of completion
Lead Person/Position	Anticipated Timeline	
Katrina Keptner- Curriculum & Coaching Coordinator	07/01/2021 - 06/30/2025	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually and as courses are developed and offered throughout the year.	1f: Designing Student Assessments 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3c: Engaging Students in Learning	
		1c: Setting Instructional Outcomes	
		1d: Demonstrating Knowledge of Resources	
		4a: Reflecting on Teaching	

## ABA (BEHAVIOR TRAINING)

Audience	Topics to be Included	Evidence of Learning
Special education teachers, paraeducators, Assistant Deans of Student, Counselor, Art Therapist, Classroom Teachers, Specialists	Module 1: Pairing Module 2: Reinforcing Behavior Module 3: Differential Reinforcement Module 4: Providing Choices Module 5: High Probability Behaviors/Behavioral Momentum/Positive Redirection Module 6: Graduated Guidance Using Prompt Hierarchy Module 7: Incidental Teaching Module 8: FBA's	Observation of implementation in classrooms and with students.

  

Lead Person/Position	Anticipated Timeline
Pia Houseal, Director of Student Support Services with CLIU staff	11/03/2021 - 06/01/2022

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	every the month from 2-4pm	3a: Communicating with Students 4e: Growing and Developing Professionally 2d: Managing Student Behavior 4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 2a: Creating an Environment of Respect and Rapport 4a: Reflecting on Teaching 2c: Managing Classroom Procedures 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 4f: Showing Professionalism	Teaching Diverse Learners in an Inclusive Setting

Type of  
Activities

Frequency

Danielson Framework Component Met in this  
Plan

This Step Meets the Requirements of State Required  
Trainings

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## EVALUATION AND REVIEW

### DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Annually, the COS team submits a professional development plan to the Board of Trustees for approval. This plan outlines initiatives and scheduled professional development activities planned for the staff over the course of the academic year. When this plan is developed, student data, both internal and external, are reviewed so that professional development focuses on staff areas of need. In addition, a review of the previous years' professional development plan and approach allows for reflection and adjustment to how we support our faculty and staff moving forward. Many of the professional development opportunities are workshops and experiences where teachers and staff can take their newly acquired skills and immediately integrate them into their classroom instruction. The experiences are delivered in a variety of ways, including: in-person interactive workshops, self-guided virtual experiences, and collaborative team work to explore and work with challenging concepts to name a few. Informal and formal observations allow administrators and colleagues to witness best practices and instructional techniques learned through the professional development experiences and provide immediate feedback when necessary. The current self-evaluation tool educators at COS are using also allows them to self-reflect on using best practices and invites them to acknowledge where they need additional support. Professional development surveys are sent to staff following all professional development experiences to get feedback in regards to the benefits of the professional development experiences and to get an idea of areas the teachers would also like additional support in. This approach allows us to constantly modify our professional development experiences to our faculty and staff to ensure that we are supporting teachers in every way possible in the planning and implementation of their instructional experiences. Additionally, it allows Circle of Seasons to address areas of concern on an annual basis and plan accordingly.

## PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Kiely Ostfeld

11/02/2021

Professional Education Committee Chairperson:

Date

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I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Joey Huber

07/22/2022

Superintendent or Chief Administrative Officer:

Date

## **CIRCLE OF SEASONS CS**

8380 Mohr Lane

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

Circle of Seasons Charter School  
121394017  
8380 Mohr Lane , Fogelsville, PA 18051

Joseph Huber  
jhuber@circleofseasons.org  
6102856267 Ext.

Joseph Huber  
jhuber@circleofseasons.org

## 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

Name	Title	Committee Role	Chosen/Appointed by
TBD	Organizational Asst Principal	Administrator	Administration Personnel
Joey Huber	CEO & Principal	Administrator	School Board of Directors

Name	Title	Committee Role	Chosen/Appointed by
Claire Bakovsky	Grade 4 Teacher	Teacher	Teacher
Jeanette Sommons	Music Teacher	Teacher	Education Specialist
Tara Grather	Grade 3 Teacher	Teacher	Teacher
Casey West	MTSS Coordinator	Administrator	Administration Personnel
Kiely Ostfeld	Instructional Asst Principal	Administrator	Administration Personnel
Pia Houseal	Director of Student Support Services	Administrator	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 )	No
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

Circle of Seasons created and is implementing a formal mentoring programming starting in SY 2022-2023.

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

Circle of Seasons Mentors are identified by administration, the guiding questions above are used as measures when identifying possible mentors.

## 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)	No
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	No
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	Yes

## **OTHER**

Administrators and leadership all take part in presenting topics for induction sessions. This provides all Inductees with the opportunity to work closely with everyone from the leadership team throughout the year.

### **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**

The COS Induction program is structured in monthly, in-person induction meetings held at the end of a school day. All COS staff members are invited to attend. Inductees are required to attend. Content includes: Introduction to Induction Code of Professional Practice and Conduct for Educators Charlotte Danielson Teacher Evaluation Framework Circle of Seasons Curriculum Frameworks Pennsylvania Standards-Aligned System Instructional Models – Public Waldorf Pedagogy & Curriculum Materials & Resources for Instruction Best Instructional Practices Accommodations and Adaptations for Diverse Learners Safe & Supportive Schools Assessment & Data-Informed Decision Making Social Emotional Learning School Mission, Vision, and Future



## 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

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally 4f: Showing Professionalism	Year 2 Fall, Year 1 Fall, Year 3 Fall

## ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments	Year 1 Spring, Year 3 Spring, Year 2 Spring

## INSTRUCTIONAL PRACTICES

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

1e: Designing Coherent Instruction

Year 3 Fall, Year 2 Fall, Year 1 Fall

## SAFE AND SUPPORTIVE SCHOOLS

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

2b: Establishing a Culture for Learning

Year 3 Winter, Year 1 Winter, Year 2 Winter

2a: Creating an Environment of Respect  
and Rapport

## STANDARDS/CURRICULUM

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

1c: Setting Instructional Outcomes

Year 3 Fall, Year 1 Fall, Year 2 Fall

## ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

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

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1b: Demonstrating Knowledge of  
Students

Year 1 Winter, Year 2 Winter, Year 3 Winter

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## DATA INFORMED DECISION MAKING

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**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments  
3d: Using Assessment in Instruction

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

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## OTHER

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**Selected Danielson Framework(s)**

**Timeline**

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

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

Year 1 Spring, Year 2 Spring, Year 3 Spring

## **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**

At this time the Educator Induction Program is not evaluated. Initiating and delivering an appropriate and consistent Educator Induction Program was a goal of our current comprehensive plan. This is an area we may explore in our next comprehensive plan.

## 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.

Kiely Ostfeld

Educator Induction Plan Coordinator

11/02/2021

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](#).

Joey Huber

Chief School Administrator

07/22/2022

Date