

Achievement House

CYBER CHARTER SCHOOL

102 Pickering Way, 2nd Floor
Exton, PA 19341

TEACHER INDUCTION PLAN

2023 - 2024

CEO- Don Asplen
Principal – Neal Thomas

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Authority

Chapter 49, Title 22 of the Pennsylvania Code, Section 49.16, mandates that each school district develop an induction program for first-year teachers. The Bureau of Teacher Preparation and Certification, PDE, will require evidence of completion of an induction year prior to the issuance of the Instructional II Permanent Certification of Professional Personnel. The induction program for Achievement House Cyber Charter School has been developed to comply with the guidelines established by the Pennsylvania Department of Education (PDE). It is, however, anticipated that this plan will be modified periodically as recommended by its evaluation process.

Purpose

The Achievement House Cyber Charter School (AHCCS) believes the classroom teacher is the most important element of any successful education program. It also recognizes that teachers new to the school have special needs that must be met to ensure professional competence. In addition to traditional teaching competencies, new cyber schoolteachers must also attain competency in many areas of technology. This plan has been designed to provide experiences and activities for these teachers to become self-directed, self-motivated, and fully effective members of the professional staff. The Achievement House Cyber Charter School Teacher Induction Program is a process to help beginning teachers and teachers new to Achievement House Cyber Charter School to function more effectively and grow professionally during their first and second years in the teaching profession.

Goal and Objectives

Increase/promote student growth and academic achievement through the development of quality on-line educators through:

- Development of effective classroom techniques and procedures in line with strategic planning and student outcome goals.
- Development of an in-depth understanding of the relationship among curriculum, instruction, and assessment.
- Development of an in-depth understanding of the Quality Online Teacher Effectiveness System (QuOTES), which is an approved evaluative tool in alignment with the Danielson framework; the International Association for K-12 Online Learning (iNACOL) standards for online instruction; and PDE's Educator Effectiveness Rating System.
- Training in utilizing educational technology tools, the specific technology of the AHCCS portal, and the omnibus technology needs of constructing and/or using rapidly evolving cyber curriculum.
- Promoting the personal and professional well-being of beginning teachers.
- Developing a spirit of mutual collaboration and collegiality through monthly peer observations.
- Transmitting the culture of the school to teachers new to AHCCS.

- Building a knowledge base of essential school resources.
- Understanding the specific AHCCS policies and procedures and the AHCCS charter.
- Fostering professional relationships between the inductee and the induction team, administration, professional staff, support staff, school directors, students and community.

1. Teacher Induction Participants

Achievement House Cyber Charter School Induction Plan Advisory Council

The Induction Plan has been developed through the efforts of the Induction Plan Advisory Council. The Achievement House Cyber Charter School Induction Plan Advisory Council was selected through a cooperative effort between staff and administration. The committee is presently made up of representatives consisting of teachers, specialists, and administrators.

Name	Position
Donald Asplen	CEO
Neal Thomas	Principal
Angela Alderfer	Assistant Principal
Trina Knauff	Director of Special Education
Anna Berzins	Induction Coordinator
Nicole Longenecker	English Teacher
Chelsea Hoynak	Math Teacher
Jason Heme	Science Teacher
Steve Sweder	Social Studies Teacher
Katherine Bonesteel	Special Subjects Teacher

Induction Program Organizational Structure

Induction Advisory Council: The Achievement House Cyber Charter School Induction Advisory Council currently consists of the CEO, the Principal, Special Education Coordinator, Induction Coordinator, and a teacher representative from each academic department.

Induction Council: The Induction Council is made up of the Principal and the Induction Coordinator. This council will establish a pool of mentor teachers each August for the following school year.

Achievement House Cyber Charter School Induction Team: The Achievement House Cyber Charter School Induction Team currently consists of the CEO, Principal, Induction Coordinator and mentors with Instructional II certification.

Roles of Induction Team Members

Achievement House Cyber Charter School Induction Advisory Council: The Achievement House Cyber Charter School Induction Advisory Council will develop and oversee long-term implementation of the school's Induction Program to ensure that school and teacher needs are addressed, and the school's Induction Program is implemented consistently. The Achievement House Cyber Charter School Induction Advisory Council is also responsible for the development and execution of the teacher mentor training plan prior to each school year.

Achievement House Cyber Charter School Induction Council: The role of the Induction Council is to monitor the implementation of the Teacher Induction Plan, stay current with trends in research relative to Teacher Induction and Professional Development to make recommendations for on-going reflection and enhancement of the Achievement House Cyber Charter School Induction Plan on an annual basis.

Achievement House Cyber Charter School Induction Team: The role of the Induction Team is to provide leadership and coaching on an individualized and group basis to develop new teachers within the profession and organization. This team will reflect the qualities of proficient and distinguished educators. Lastly, the team will review mentee progress, analyze program implementation and evaluate program effectiveness during the year.

Principal(s)

The Principal, Assistant Principal, Director of Special Education, and Induction Coordinator will oversee the implementation and coordination of the teacher induction program at the school level and will provide leadership for the induction program. He/she will do this by:

- Taking into consideration the needs of the inductee and the mentor teacher.
- Promoting a positive rapport between the inductee, the mentor teacher, and other members of the faculty.
- Disseminating information regarding policies and procedures to the inductee.
- Providing school time for meetings between the inductee and mentor teacher.
- Attending teacher induction meetings and activities.
- Verifying completion of the Induction Process.
- Completing tasks and activities designated by the Induction Plan.
- Participating in the evaluation of the Teacher Induction Program.
- Providing training on the Code of Professional Practices and Conduct for Educators, prepared by the Pennsylvania Department of Education, during New Teacher Orientation or at the time of employment of the teacher.
- Recommending mentor teachers for appointment to the Board of Directors.
- Maintaining funding in the budget for Induction Program expenses.
- Issuing certificates to the CEO for signature: one for the personnel file, one for Induction documentation and one for the teacher.
- Holding an Induction Advisory Council meeting annually to review procedures.

Induction Coordinator

The Induction Coordinator will collaborate with the Principal to ensure successful implementation of the Teacher Induction Plan. He/she will do this by:

- Providing oversight of the Point of Contacts and Teacher Mentors.
- Making sure that each teacher is hired, he or she is assigned a point of contact and teacher mentor.
- Ensuring the quality and effectiveness of the two-year teacher induction program.
- Develop, monitor and revise the Teacher Induction Plan annually.
- Track attendance of the monthly meetings and arrange for a moderator for each meeting.
- Work with the teacher mentors to make sure monthly topics are discussed with the mentees.
- Having successfully served as a Point of Contact and Mentor Teacher.
- Collecting and keeping track of all forms.

Teacher Mentor

To be considered for this role, candidates will ideally have the following qualifications:

- Three or more years of successful teaching experience.
- Holds an Instructional II Certificate.
- Is selected by the AHCCS Principal from a voluntary pool of experienced teachers.
- Teaches in the same location as the inductee. *Assessable in person or on-line.
- Where practical, relevant experience in the same teaching field as the inductee.
- Is an active member of the teaching profession, as defined by active participation in a professional organization within their content area, engages in on-going professional development through workshops, graduate courses or post-graduate work.
- Shows a deep commitment to continuous learning and professional growth.
- An effective problem solver.
- Communicates effectively with peers, parents and students.
- Serves as a role model and has respect for colleagues.
- Shows ability to provide constructive criticism and coach while being non-judgmental.
- Shows sensitivity to the concerns of beginning teachers.
- Able to build trusting relationships.
- Is enthusiastic and positive.
- Is supportive – “The mentor is a helper, not a supervisor.”
- Demonstrates flexibility.
- Has the knowledge to assist with curricular areas and instructional strategies.
- To provide time to support the new teacher.

The teacher mentor will collaborate with the teacher induction team and work closely with the inductee. He/she will do this by:

- Participating in training programs related to the Induction Program.
- Helping inductees identify their most immediate and pressing needs.
- Meeting with inductee on a regular basis to provide feedback (approximately 60 mins per month) and record each meeting on the Teacher Induction Plan Contact Log (See appendix).
- Completing tasks and activities designated by the Induction Plan.
- Promoting professionalism and involvement in appropriate professional organizations.
- Establishing a supportive, non-judgmental relationship.
- Participating in the annual evaluation of the Induction Program.
- Aiding with school policies and procedures.

Compensation: Individuals who agree to serve as a mentor and meet the specified qualifications may be compensated \$500 per inductee as assigned by Achievement House Cyber Charter School as determined by the school budget.

Point of Contact

To be considered for this role, candidates will ideally have the following qualifications:

- Has successful cyber teaching experience.
- Selected by the Principal from a voluntary pool of successful cyber teachers.
- Teaches in the same location as the new inductee.
- Where practical, relevant experience in the same teaching field as the inductee.

The Point of Contact will teach with the new teacher, assist the new teacher and role model for the inductee starting with his or first day of employment. He/she will:

- Work near the inductee during his or her first 10-weeks of instruction while teaching their own classes, using this instruction as a way of demonstrating the details of cyber teaching.
- Work with the inductee in preparing their lessons.
- Co-teach with and coach the new inductee in varying proportions according to the pace of adaptation to cyber teaching.
- Monitor the cyber teaching of the new inductee through the end of his or her first month of cyber teaching.

Compensation: Individuals who agree to serve as a Point of Contact Cyber Teaching Guide may be compensated \$250 per assigned inductee by Achievement House Cyber Charter School as determined by the school budget.

Inductee

To be enrolled in this program, candidates will have the following qualifications:

- The inductee shall be the newly hired employees. Employees hired at the beginning of the year will begin the Induction Process in August. Employees hired at mid-year will begin the Induction Process immediately.

- The induction period will last up to two years.
- If the newly hired employee is an experienced teacher, the Induction Council will determine which aspects of the Induction Process are appropriate to the employee based on the teacher's prior knowledge and experience.

For the process to be a success, the inductee must also take an active role in the Induction Process. He/she will do this for a period determined by the Induction Council:

- Completing the 10- week Point of Contact process.
- Meeting with the mentor teacher on a regular basis.
- Participating in induction workshops, seminars or classroom observation.
- Completing tasks and activities designated by the Induction Program.
- Cooperating with mentor teacher and other team members.
- Participating in the annual evaluation of the Induction Program.

2. Goals and Competencies

Goals

- To provide support for new educators to ensure an orderly and successful experience during the first year of teaching.
- To increase satisfaction and competence of promising beginning teachers through the development of their professional skills and personal qualities.
- To assure student achievement in a positive classroom environment during the induction process.
- To utilize and recognize the expertise and experience of current teachers in supporting and planning for new teachers.
- To increase the retention of promising beginning teachers in the profession.
- To allow new teachers to become proficient with cyber instructional practices and in understanding a cyber school community in alignment with the Danielson framework for teacher evaluation.
- To allow new teachers to utilize support structures for skill development, problem solving, information sharing, and formation of critical thinking skills for college and career readiness.
- To allow new teachers to develop confidence in an effective teaching style which builds upon individual strengths and commitments as an educator
- To provide educators with an overview of professional practice within the context of the QuOTES.
- To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students.

Competencies

Teachers will create a portfolio of artifacts that are in alignment with SAS practices and display evidence of understanding regarding the Standards Aligned System, curricular alignment, assessments which display alignment between the curriculum, instruction, critical thinking, and the values espoused by Achievement House Cyber Charter School. The portfolio will also display evidence of differentiation, creation of formative and summative assessments of learning and for learning, as well as systems thinking relative to diverse student needs and individualized student growth. Evidence of data driven decision making, progress monitoring, and value-added growth on summative assessments will be demonstrated.

3. Needs Assessment

- Inductees will complete the Teacher Induction Needs Assessment (Appendix A).
- Needs assessment data will also be collected using valid indicators of student knowledge and skills such as:
 - Standardized tests.
 - Locally developed assessments.
 - Data on instructional models that will provide new teachers with information on educational initiatives at the local, state, and national level.
 - Knowledge of successful research-based instructional models (such as those found on PDE's SAS web portal under "Instruction") and in alignment with Understanding by Design.

4. Professional Development Activities, Topics, and Reflections by Month

***As referenced under the Goals and Objectives AHCCS utilizes the QuOTES, which is an approved evaluative tool in alignment with the Danielson framework; the INACOL standards for online instruction; and PDE's Educator Effectiveness Rating System.**

- Code of Professional Practice and Conduct for Educators
- Assessments and Progress Monitoring
- Instructional Practices
- Safe and Supportive Schools
- Standards/Curriculum
- Technology Instruction
- Progress Reports and Parent-Teacher Conferencing
- Accommodations and Adaptations for diverse learners
- Data informed decision making
- Materials and Resources for Instruction
- Classroom and student management
- Parental and/or community involvement
- Professional Ethics Program Framework Guidelines
- Culturally Relevant and Sustaining Education Program Framework Guidelines

- Educator Effectiveness

August/September (month 1)

Activity: Introduce QuOTES: Development of an in-depth understanding of the QuOTES, which is an approved evaluative tool in alignment with the Danielson framework; the INACOL standards for online instruction; and PDE's Educator Effectiveness Rating System.

- **Review Quadrant 1 – Online Design:** Producing evidence related to the 6 characteristics within the Domain that would be a part of the evaluation process and portfolio.
 - **1.1 Knowing Subject Area and Online Pedagogy**
 - 1.1a Subject Area Knowledge
 - 1.1b Online Pedagogy
 - **1.2 Knowing Student Needs in the Online Setting**
 - 1.2a Developmental Range
 - 1.2b Diversity
 - 1.2c Learning Styles
 - **1.3 Knowing Online Resources**
 - 1.3a Multimedia and Visual
 - 1.3b Software
 - 1.3c Web
 - **1.4 Determining Learning Goals**
 - 1.4a Alignment
 - 1.4b Range of Abilities
 - **1.5 Designing Formative and Summative Online Assessments**
 - 1.5a Alternative Instruments
 - 1.5b Verification and Validity
 - 1.5c Authentic Instruments
 - **1.6 Designing Online Delivery**
 - 1.6a Create and Modify LMS Content
 - 1.6b Design of Live Sessions
 - 1.6c Alignment to the Online Environment

Topics to be discussed include:

- Review Induction Program and explain what the inductee can expect from their mentor.
- Payroll and Benefits training.
- Overview of the curriculum and Instructional Resources.
- Overview of the Standards Aligned System (SAS).
- Distribute curriculum guides and discuss instructional placement.
- Review grading procedures and systems.
- Discuss classroom organization and assist the inductee in developing their system.
- Explain procedures for attendance, e-mail, voice mail.
- Ensure Inductee has the most up to date school calendar.

- Review this calendar with the Inductee and identify important dates.
- Review confidentiality regarding students and families.
- Discuss how to build relationships with students in the cyber environment.
- Review IEP and 504 information.
- Discuss role of Team Captains and School Counselors.
- Make sure that inductee is on all e-mail lists and has all pertinent meetings on the calendar.
- Ensure that the Schoology classroom is set up according to guidelines.
- Ensure that the Teacher Launch Pad Training is complete.
- Review Schoology, Blackboard Collaborate, and TEAMS – conduct a practice session.
- Clearly define the “chain of command”.
- Review communication strategies with parents, students and family members.
- Organizational tips for getting a new student.
- Measures of Academic Progress (MAP) testing techniques, procedures, and strategies.
- AHCCS SIS for note taking.
- Utilizing the student mentor to reach students.
- Observe and be observed by at least one colleague; meet to discuss feedback.

October (month 2)

Activity: Introduce QUOTES: Development of an in-depth understanding of the Quality Online Teacher Effectiveness System (QuOTES) and PDE’s Educator Effectiveness Rating System.

- **Review Quadrant 2 – Online Environment:** Producing evidence related to the 4 characteristics within the Domain that would be a part of the evaluation process and portfolio.
 - **2.1 Fostering Respectful Online Interaction**
 - 2.1a Teacher-to-student
 - 2.1b Student-to-student
 - **2.2 Creating an Online Community of Learning**
 - 2.2a Expectations
 - 2.2b Student Ability
 - 2.2c Value of Content
 - **2.3 Managing Online Processes**
 - 2.3a Troubleshooting
 - 2.3b Time Management
 - 2.3c Communication Protocols
 - 2.3d LMS Review
 - **2.4 Managing Online Behavior**
 - 2.4a Expectations
 - 2.4b Legal and Ethical Issues
 - 2.4c Plagiarism
 - 2.4d Acceptable Use

Topics to be discussed include:

- Observe a lesson and give feedback.
- Walk through assessment creation and alignment to standards.
- Review guidelines for accepting assignments.
- Making sure that assignments show mastery.
- Encouraging reluctant writers; incorporating writing across the curriculum.
- Using rubrics to grade assignments.
- Using data from MAP testing and Pre-Assessment to drive instruction.
- Reviewing the essential elements of a lesson: Anticipatory set, direct instruction, check for understanding, closure, and extension activity/formative assessment of learning and for learning.
- Creating a culture of data-driven decision making.
- Differentiated instruction.
- Making the most of your co-teacher.
- Record keeping tips and tricks.
- Grade book updates.
- Proper notes for AHCCS SIS.
- Observe and be observed by at least one colleague; meet to discuss feedback.

Reflection questions:

Based on the Danielson Framework as well as the relevant literature produced by the Danielson Group the following Cluster questions have been adopted as part of our reflection and development process.

Cluster 1: Clarity of Instructional Purpose and Accuracy of Content

To what extent do you demonstrate depth of important content knowledge and conduct your class with a clear and ambitious purpose, reflecting the standards for discipline, and appropriate to students' levels of knowledge and skill?

To what degree are the elements of a lesson (the sequence of topics, instructional strategies, and materials and resources) well designed and executed and aligned with the purposes of the lesson? To what extent are they designed to engage students in high-level learning in the discipline? (Danielson, 2015)

November (month 3)

Activity: Introduce QUOTES: Development of an in-depth understanding of the Quality Online Teacher Effectiveness System (QuOTES) and PDE's Educator Effectiveness Rating System.

- **Review Quadrant 3 – Online Delivery:** Producing evidence related to the 5 characteristics within the Domain that would be a part of the evaluation process and portfolio.

- **3.1 Communicating Online**
 - 3.1a Clarity
 - 3.1b Regularity
 - 3.1c Responsiveness
 - 3.1d Professionalism

- **3.2 Creating an Electronic Dialogue**
 - 3.2a Modalities
 - 3.2b Group Dialogue
 - 3.2c Student Participation

- **3.3 Engaging the Online Learner**
 - 3.3a Course Modifications
 - 3.3b Monitoring Engagement Levels
 - 3.3c Live Sessions

- **3.4 Using Formative and Summative Assessments**
 - 3.4a Criteria
 - 3.4b Goal Adjustment
 - 3.4c Alternative Assessment
 - 3.4d Self-Assessment
 - 3.4e Feedback

- **3.5 Demonstrating Flexibility**
 - 3.5a Student Ability
 - 3.5b Student Interest
 - 3.5c Online Differentiation

Topics to be discussed include:

- Fostering a relationship with the student mentor.
- How to modify lessons to better meet the needs of student learning styles and needs.
- Understanding the relationship between the Special Ed and the Regular Education Teacher
- Understanding the teacher's role in a Multi-Tiered System of Supports (MTSS) and diversification of instructional strategies.
- Understanding of the teacher's role in Child Find and Special Education Processes.
- Discuss sensitivity to confidentiality (Family Educational Rights and Privacy Act, FERPA).
- Discuss several kinds of lessons and the teaching methods that work best with various groups of students; explain the rationale for using various approaches.
- Talk about barriers to learning that groups or all students encounter and share your strategies for helping students move forward.

- Talk about the most difficult management problems you have encountered and various ways to address them.
- Describe techniques that were tried that didn't work; analyze why they were unsuccessful.
- Review procedures for entering grades and report card comments.
- Discuss best practices in conferencing with parents.
- Discuss availability and flexibility when meeting with students one-to-one and in small groups.
- Revisit the co-teaching relationship.
- Observed and be observed by at least one colleague; meet to discuss feedback.

Reflection questions:

Cluster 2: A Safe, Respectful, Supportive, and Challenging Learning Environment

To what extent do the interactions between you and your students, and among students, demonstrate genuine caring and a safe, respectful, supportive, and challenging learning environment? Is the environment safe for risk taking?

Do you convey high expectations for student learning and encourage hard work and perseverance? Do students take pride in their work and commit to mastering challenging content? (Danielson, 2015)

December (month 4)

Activity: Introduce QUOTES: Development of an in-depth understanding of the Quality Online Teacher Effectiveness System (QuOTES) and PDE's Educator Effectiveness Rating System.

- **Review Quadrant 4 – Professional Responsibilities:** Producing evidence related to the 5 characteristics within the Domain that would be a part of the evaluation process and portfolio.
 - **4.1 Reflecting on Practice**
 - 4.1a Purposeful Reflection
 - 4.1b Modifications to Practice
 - **4.2 Maintaining Student Data**
 - 4.2a Student Progress
 - 4.2b Student Information
 - 4.2c Security
 - **4.3 Communicating with Onsite Mentors and Families**

- 4.3a Learning Team
- 4.3b Special Needs
- **4.4 Pursuing Continuous Professional Development**
 - 4.4a Current Online Best Practices
 - 4.4b Online Student Perspective
- **4.5 Online Professionalism**
 - 4.5a Collaboration with Colleagues
 - 4.5b Student Advocacy
 - 4.5c FERPA

Topics to be discussed include:

- Importance of holding students and families to high academic and behavioral standards and expectations.
- Importance of collaborating with members of teaching teams and other school colleagues to increase individual student success.
- Make sure that the curriculum map is being followed.
- Understanding and applying strategies and solutions to problems in virtual education that differ from brick-and-mortar problems and solutions.
- Demonstrate an understanding of the key attributes of the student & family population they serve.
- Demonstrate the ability to ensure students are mastering the curriculum.
- Demonstrate how to provide meaningful feedback to students' work assignments on a consistent basis.
- Demonstrate competency in the use of Microsoft Showcase School products.
- Discuss personal goals for the year or semester.
- Describe strategies you use to increase student attention, motivation or participation.
- How do you reach the un-reachable student?
- Observe and be observed by at least one colleague; meet to discuss feedback.

Reflection activity:

- This will be in the form of a PowerPoint presentation that will be presented at the monthly induction meeting.

January (month 5)

Activity: Introduce QUOTES: Development of an in-depth understanding of the Quality Online Teacher Effectiveness System (QuOTES) and PDE's Educator Effectiveness Rating System.

- **Review Quadrant 1 – Online Design:** Producing evidence related to the 6 characteristics within the Domain that would be a part of the evaluation process and portfolio.
 - **1.1 Knowing Subject Area and Online Pedagogy**
 - 1.1a Subject Area Knowledge
 - 1.1b Online Pedagogy

- **1.2 Knowing Student Needs in the Online Setting**
 - 1.2a Developmental Range
 - 1.2b Diversity
 - 1.2c Learning Styles
- **1.3 Knowing Online Resources**
 - 1.3a Multimedia and Visual
 - 1.3b Software
 - 1.3c Web
- **1.4 Determining Learning Goals**
 - 1.4a Alignment
 - 1.4b Range of Abilities
- **1.5 Designing Formative and Summative Online Assessments**
 - 1.5a Alternative Instruments
 - 1.5b Verification and Validity
 - 1.5c Authentic Instruments
- **1.6 Designing Online Delivery**
 - 1.6a Create and Modify LMS Content
 - 1.6b Design of Live Sessions
 - 1.6c Alignment to the Online Environment

Topics to be discussed include:

- Observe a lesson and give feedback – compared to initial observation.
- Half of the year has passed; what would you do the same, what would you do differently?
- Review administration of MAP testing.
- Revisit how to enter grades.
- Review how to use data to make instructional decisions.
- Review Schoology checklist0
- Have the new teacher rank students in class and have him/her discuss how they would differentiate instruction for the students.
- Share engagement strategies that work.
- How have you collaborated with your peers?
- What are your goals for the end of the year?
- Observe and be observed by at least one colleague; meet to discuss feedback.

Reflection:

Cluster 3: Classroom Management

Is the classroom well run and organized? Are classroom routines and procedures clear and carried out efficiently by both you and your students with little loss of instructional time?

To what extent do students themselves take an active role in the classroom's smooth operation? Are directions for activities clearly explained so there is no confusion? Do students not only understand and comply with standards of conduct, but also play an active part in setting the tone for maintaining those standards?

February (month 6)

Activity: Introduce QUOTES: Development of an in-depth understanding of the Quality Online Teacher Effectiveness System (QuOTES) and PDE's Educator Effectiveness Rating System.

- **Review Quadrant 2 – Online Environment:** Producing evidence related to the 4 characteristics within the Domain that would be a part of the evaluation process and portfolio.
 - **2.1 Fostering Respectful Online Interaction**
 - 2.1a Teacher-to-student
 - 2.1b Student-to-student
 - **2.2 Creating an Online Community of Learning**
 - 2.2a Expectations
 - 2.2b Student Ability
 - 2.2c Value of Content
 - **2.3 Managing Online Processes**
 - 2.3a Troubleshooting
 - 2.3b Time Management
 - 2.3c Communication Protocols
 - 2.3d LMS Review
 - **2.4 Managing Online Behavior**
 - 2.4a Expectations
 - 2.4b Legal and Ethical Issues
 - 2.4c Plagiarism
 - 2.4d Acceptable Use

Topics to be discussed include:

- Listen to the inductee's concerns about observations and share ideas about the overall purposes of evaluation in the classroom and the school.
- Talk about the variety of ways (formal and informal, verbal and nonverbal) that one can evaluate student learning and attitudes in specific subjects or at specific grade levels.
- Collaborate and share best practices regarding time management strategies.
- Review procedures regarding onboarding new students' mid-year.

- Explore various approaches for sharing evaluation results with students, site administrators and parents.
- Discuss PSSA/Keystone Prep/PASA activities.
- Ensure that the PSSA training is completed.
- Discuss and compare various techniques for evaluation of one's own teaching effectiveness.
- Help the new teacher to prepare for the review and evaluation of his or her first year of teaching.
- Begin to look at making end of year decisions regarding the mastery of content.
- Observe and be observed by at least one colleague; meet to discuss feedback.

Reflection: Cluster 4: Student Intellectual Engagement

To what extent are students engaged in a classroom of high intellectual energy? What is the nature of what students are doing? Are they being challenged to think and make connections through both the instructional activities and the questions explored?

Do your explanations of content correctly model academic language and invite intellectual work by students? Are students asked to explain their thinking by constructing logical arguments and citing evidence, and are they encouraged to question the thinking of others? Are the instructional strategies and learning activities you use suitable for the discipline? To what extent do those strategies and activities promote student agencies in their learning of challenging content?

March (month 7)

Activity: Introduce QUOTES: Development of an in-depth understanding of the Quality Online Teacher Effectiveness System (QuOTES) and PDE's Educator Effectiveness Rating System.

- **Review Quadrant 3 – Online Delivery:** Producing evidence related to the 5 characteristics within the Domain that would be a part of the evaluation process and portfolio.
 - **3.1 Communicating Online**
 - 3.1a Clarity
 - 3.1b Regularity
 - 3.1c Responsiveness
 - 3.1d Professionalism
 - **3.2 Creating an Electronic Dialogue**
 - 3.2a Modalities

- 3.2b Group Dialogue
- 3.2c Student Participation
- **3.3 Engaging the Online Learner**
 - 3.3a Course Modifications
 - 3.3b Monitoring Engagement Levels
 - 3.3c Live Sessions
- **3.4 Using Formative and Summative Assessments**
 - 3.4a Criteria
 - 3.4b Goal Adjustment
 - 3.4c Alternative Assessment
 - 3.4d Self-Assessment
 - 3.4e Feedback
- **3.5 Demonstrating Flexibility**
 - 3.5a Student Ability
 - 3.5b Student Interest
 - 3.5x Online Differentiation

Topics to be discussed include:

- Make sure the teacher is ready to administer the PSSA/Keystone/PASA exams.
- Describe the labor saving steps you use in planning to pay off later in reduced workload.
- What is the difference between something that is urgent and something that is important? Identify some activities that you do that are neither of both or some combination of the two.
- How do you use Outlook to stay organized? What tools do you use to stay organized?
- Identification of students by characteristics. How well do you know your class? Ask the teacher to provide a summary for you.
- Observe and be observed by at least one colleague; meet to discuss feedback.

Reflection questions:

Cluster 5: Successful Learning by All Students

To what extent do you ensure the learning of all students? Do you monitor student understanding through specifically designed questions or instructional techniques (such as exit tickets)? To what extent do students monitor their own learning and provide respectful feedback to classmates?

Do you make modifications in presentations or learning activities, where necessary, based on the degree of student learning? Have you sought other resources (including parents) to support students' learning? In reflection, are you aware of the success of the lesson in reaching students?

April (month 8)

Activity: Introduce QUOTES: Development of an in-depth understanding of the Quality Online Teacher Effectiveness System (QuOTES) and PDE's Educator Effectiveness Rating System.

- **Review Quadrant 4 – Professional Responsibilities:** Producing evidence related to the 5 characteristics within the Domain that would be a part of the evaluation process and portfolio.
 - **4.1 Reflecting on Practice**
 - 4.1a Purposeful Reflection
 - 4.1b Modifications to Practice
 - **4.2 Maintaining Student Data**
 - 4.2a Student Progress
 - 4.2b Student Information
 - 4.2c Security
 - **4.3 Communicating with Onsite Mentors and Families**
 - 4.3a Learning Team
 - 4.3b Special Needs
 - **4.4 Pursuing Continuous Professional Development**
 - 4.4a Current Online Best Practices
 - 4.4b Online Student Perspective
 - **4.5 Online Professionalism**
 - 4.5a Collaboration with Colleagues
 - 4.5b Student Advocacy
 - 4.5c FERPA

Topics to be discussed include:

- Revisit curriculum maps to ensure pacing.
- Formulate list of failing students and create communication plan.
- Communicate list of failures to mentor for additional support.
- Gather best practices for sharing with the team.
- Discuss PSSA test administration experience.
- **Observed and be observed by at least one colleague; meet to discuss feedback.**

Reflection questions:

Cluster 6: Professionalism

To what extent do you engage with the professional community (within the school and beyond)? Do you collaborate productively with colleagues and contribute to the life of the school?

To what extent do you demonstrate a commitment to ongoing professional learning?

To what degree do you take a leadership role in the school to promote the welfare of students?

May (month 9)

Activity: Assign a 5-10 slide PowerPoint presentation where the inductee will discuss their feelings at the beginning, middle and end of year as well as list all accomplishments.

Topics to be discussed include:

- Have a dialogue with the inductee regarding the school year.
- Observe and be observed by at least one colleague; meet to discuss feedback.

Reflection activity:

- This will be in the form of a PowerPoint presentation that will be presented at the final monthly induction meeting.

5. Evaluation of Induction Program

The Achievement House Cyber Charter School Induction Council shall conduct an evaluation of the Induction Program annually. The end-of-the-year evaluation must be completed and returned to the Achievement House Cyber Charter School Induction Advisory Council in the spring of each school year. Data collected via the evaluation process will be used to enhance the program for the next school year.

6. Maintenance of Records

Inductees, mentors, points of contact, and the Principals will enter all information and logs of activity on an intranet site. Inductees will complete all aspects of the program with documentation to be viewable by mentors, point of contact, and administration.

Each mentor is to hold a meeting(s) with his/her inductee by the end of the month to discuss all monthly assignments and answer any questions posed by the inductee. To keep the validity and consistency of the program, meetings may include all inductees, mentors and administration.

The CEO shall keep on file the names of those individuals who have completed the Induction Program and provide written verification to the inductee.

TEACHER INDUCTION NEEDS ASSESMENT
Achievement House Cyber Charter School

Teacher Name: _____ Position: _____ Date: _____

<i>As a new employee, we want to support and help you develop your professional skills as an educator. Based on the scale to the right, indicate which categories are most important to you, as you begin your new assignment. Please, write your rating on the line beside each item.</i>	1	I know this information.
	2	I needed this information yesterday.
	3	I am ready for this information today.
	4	I will need this information next week.
	5	I will need this information in the first quarter.

AHCCS Culture

- ___ Vision & Mission
- ___ Characteristics of a professional teacher
 - ___ Confidentiality
 - ___ Support of school
 - ___ Support/relationships with colleagues/staff
 - ___ Professional demeanor
 - ___ Academic freedom/responsibility
- ___ School policies and procedures
 - ___ Handbook
 - ___ Schedule for the year
- ___ Discipline policies
- ___ Contractual procedures
 - ___ Teacher evaluation
- ___ Professional obligations

- ___ In-service
- ___ Professional organizations
- ___ Certification

AHCCS Community

- ___ Information about the community
 - ___ MAP testing
 - ___ Housing
 - ___ Economics
- ___ Characteristics of the community
 - ___ Student Demographics
 - ___ Social structure
 - ___ Interests
- ___ Student support services/Guidance
 - ___ Health services
 - ___ Psychological services
 - ___ Child Find
 - ___ Enrichment

- ___ Intermediate Unit services
- ___ Home-School communication
 - ___ PTO
 - ___ Handling parent complaints

AHCCS Activities

- ___ Administrative routines
 - ___ Attendance procedures
 - ___ Record keeping
 - ___ Office routines

AHCCS Activities (continued)

- ___ Extra duty assignments
- ___ Emergency procedures
- ___ Budget procedures
- ___ Field Trips/Virtual tours/Guest speakers
- ___ Management Tasks
 - ___ Time management
 - ___ Classroom management
 - ___ Stress

AHCCS Educational Practices

- ___ Curriculum
 - ___ Goals
 - ___ Guides/courses of study
 - ___ Textbooks/resource material
 - ___ Lesson plans
 - ___ Media center
 - ___ SAS resources
- ___ Organization for instruction
 - ___ Whole group instruction
 - ___ Grouping
 - ___ Individual instruction
 - ___ Special Educational needs
- ___ planning for the first week
- ___ Grading/report cards
- ___ Parent-Teacher conferences
 - ___ Procedures
 - ___ Techniques
- ___ Promotion/retention
- ___ Standardized testing
- ___ Meeting Student Needs
 - ___ Variety of teaching methods
 - ___ Motivating students
 - ___ Individual differences

END OF SCHOOL YEAR

- ___ Year-end procedures
- ___ Planning for next year
- ___ Material acquisition
- ___ Evaluation

INTERVIEW QUESTIONS FOR MENTOR-TEACHER APPLICANTS

Achievement House Cyber Charter School

APPLICANT NAME _____

POSITION _____ INTERVIEW DATE _____

If you could plan a program for new teachers, what would you include?

As a mentor, what would you emphasize to a new teacher in the following areas (Relative to classroom instruction and management)?

A. Preparation

B. Technique

C. Personal attributes

D. Pupil reaction (Interaction)

What do you feel are some positive teaching techniques/methods that improve pupil achievement?

Additional items a new teacher needs to know:

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL TEACHER MENTOR APPLICATION

APPLICANT NAME _____ DATE _____

POSITION _____ TOTAL YEARS TEACHING EXPERIENCE _____

Degree(s) and Certification(s)

Current assignment(s) (Grades/Subjects)

Past assignment(s) (Grades/Subjects)

Current additional duties or responsibilities (Outside Classroom Teaching)

What subject or grade levels/areas do you feel most comfortable working with?

Have you ever been in a supervisory capacity? _____ If so, explain _____

What do you find most challenging about teaching?

What strengths do you have to offer in being a mentor teacher?

From your experience, what do you anticipate being the most frequent problems of beginning teachers?

TEACHER INDUCTION PLAN EVALUATION – INDUCTEE RESPONSE

Achievement House Cyber Charter School

*You have completed a year as an inductee. Please take a few minutes and think about your experiences. Your comments will help improve the induction program and help new teachers become better educators. PLEASE RETURN THIS FORM **BY Month/day** DATE TO THE PRINCIPAL OR DESIGNEE.*

Indicate your rating by circling one of the number choices to the right. Then answer the response questions below each rating.

A. To what extent did the orientation program meet your needs at the school? Not Helpful 1 2 3 4 5 Very Helpful

A-1 What did you like about the orientation program?

A-2 How would you change the orientation program for future teachers coming new to the school?

B. Did the mentor to whom you were assigned meet your needs? Unsatisfied 1 2 3 4 5 Outstanding

Did you feel comfortable talking to your mentor about day-to-day concerns related to teaching? Uncomfortable 1 2 3 4 5 Very Comfortable

Did your mentor offer helpful suggestions on how to improve teaching methods? Not Helpful 1 2 3 4 5 Very Helpful

B-1 Did your mentor observe you in your classroom at least once each quarter? Yes ___ No ___

B-2 What would you like to see your mentor do differently with the next inductee?

C. List your suggestions to improve the induction program to help new teachers get off to a good start.

Inductee Name: _____ *Position:* _____ *Date:* _____

TEACHER INDUCTION PLAN EVALUATION - INDUCTION TEAM RESPONSE
Achievement House Cyber Charter School

I. What feedback do you have regarding the success of this year's TIP program?

II. What changes would you suggest for improvement of the program?

III. Summarize the orientation and workshop activities carried out by the school Induction Team.

Signature of Team Representative

Date

Signature of Principal

Date

TEACHER INDUCTION PLAN CONTACT LOG
Achievement House Cyber Charter School

Mentor: _____ Inductee: _____ Position: _____

<i>Date</i>	<i>Time</i>	<i>Description of Activity/Topic Covered</i>	<i>Initials of Participants</i>
<i>Day of the week Mm/dd/yy</i>	<i>Range: 10-10:30am</i>	<i>Found 2 pieces of evidence for Sept. monthly activity. Discussed topics 1-5. Next meeting scheduled in one week.</i>	<i>JRF BW</i>

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. The responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though it may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of

December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators, and parents. They shall respect the civil rights of all and not discriminate based on race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students' principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects on the profession's practices, values, integrity, and reputation. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1) Discriminate based on race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employee.

- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce, or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violation of law, agency regulations or standards.

FORMATIVE PEER REVIEW

A. General comments

Dimensions of learning and teaching activity:	Quantity and quality of evidence			
1. Students are actively engaged in learning Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Students' prior knowledge and experience is built upon</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Some examples</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Many examples</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Extensive examples</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>3. Teaching accounts for student diversity (SE, ELL)</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Some examples</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Many examples</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Extensive examples</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>4. Students are encouraged to develop/expand their conceptual understanding</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Some examples</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Many examples</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Extensive examples</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>5. Students are made aware of key learning outcomes (Essential Learning; Standards)</p>	<p>No apparent evidence</p>	<p>Some evidence</p>	<p>Clear evidence</p>	<p>Extensive evidence</p>

<p>Your examples and comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6. Actively uses research-based and teaching best practices</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <input type="checkbox"/>	<p>Limited range of examples</p> <input type="checkbox"/>	<p>Good range of examples</p> <input type="checkbox"/>	<p>Extensive examples</p> <input type="checkbox"/>
<p>7. Uses educational resources and on-line techniques appropriately</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <input type="checkbox"/>	<p>Some examples</p> <input type="checkbox"/>	<p>Many examples</p> <input type="checkbox"/>	<p>Extensive examples</p> <input type="checkbox"/>
<p>8. Presents material logically</p> <p>Your examples and comments:</p>	<p>Logic not apparent</p> <input type="checkbox"/>	<p>Logic apparent</p> <input type="checkbox"/>	<p>Logic very clear</p> <input type="checkbox"/>	<p>Logic exceptionally clear</p> <input type="checkbox"/>
<p>Effectiveness not clear</p> <input type="checkbox"/>	<p>Effective</p> <input type="checkbox"/>	<p>Very effective</p> <input type="checkbox"/>	<p>Exceptionally effective</p> <input type="checkbox"/>	
<p>Effectiveness not clear</p> <input type="checkbox"/>	<p>Effective</p> <input type="checkbox"/>	<p>Very effective</p> <input type="checkbox"/>	<p>Exceptionally effective</p> <input type="checkbox"/>	

<p>9. Seeks feedback on students' understanding and acts on this accordingly</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <p><input type="checkbox"/></p>	<p>Some examples</p> <p><input type="checkbox"/></p>	<p>Many examples</p> <p><input type="checkbox"/></p>	<p>Extensive examples</p> <p><input type="checkbox"/></p>
<p>10. Uses data to drive/inform instruction</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <p><input type="checkbox"/></p>	<p>Some examples</p> <p><input type="checkbox"/></p>	<p>Many examples</p> <p><input type="checkbox"/></p>	<p>Extensive examples</p> <p><input type="checkbox"/></p>
	<p>Effectiveness not clear</p> <p><input type="checkbox"/></p>	<p>Effective</p> <p><input type="checkbox"/></p>	<p>Very effective</p> <p><input type="checkbox"/></p>	<p>Exceptionally effective</p> <p><input type="checkbox"/></p>
	<p>Effectiveness not clear</p> <p><input type="checkbox"/></p>	<p>Effective</p> <p><input type="checkbox"/></p>	<p>Very effective</p> <p><input type="checkbox"/></p>	<p>Exceptionally effective</p> <p><input type="checkbox"/></p>



**Teacher Induction Program
Verification of Completion**

This is to verify that _____, a professional employee at
Professional Employee Name

Achievement House Cyber Charter School, has completed the requirements
of the Teacher Induction Program, as outlined and approved
by the **Pennsylvania Department of Education**,
and under the supervision of the **Teacher Induction Team**
and the **Achievement House Cyber Charter School** administration.

Completed during the XXXX school year.

Signed:

School Principal

Date



**TEACHER INDUCTION PROGRAM
CERTIFICATE OF COMPLETION**

THIS CERTIFICATE IS AWARDED TO

PROFESSIONAL EMPLOYEE NAME

PRESENTED ON

JUNE XX, 20XX

CEO

DATE

PRINCIPAL

DATE