Educator Induction Plan

August 30, 2022 – August 30, 2028

Introduction

Educator quality is the largest single factor influencing student learning. Therefore, a high-quality educator induction program is an essential first step to facilitate entry into the education profession and the teaching of Pennsylvania's high academic and career and technical education standards. Support for new teachers increases retention rates, and those who participate in intensive induction programs are more likely to:

- Use instructional practices that improve student achievement.
- Assign challenging work to diverse student populations.
- Use standards-based curriculum frameworks.
- Accomplish the goals of the curriculum.

Without the supports of a standards-based system, even the most talented educators are at risk of leaving the profession. High-quality induction programs can help to prevent new teachers from leaving the teaching profession.

Area career and technical centers in Pennsylvania are required by the Pennsylvania Code (22 Pa. Code §49.16 and §49.83) to have a state-approved teacher induction plan for educators.

This plan provides a 2-year induction experience for:

- first-year teachers
- first-year educational specialists
- long-term substitutes who are hired for a position for 45 days or more
- experienced teachers that ACTI administration assigns to the program.

The regulations require that induction plans be updated every six years.

The ACTI Educator Induction Plan has been prepared by an induction educator committee which consists of all ACTI professional staff – teachers and administrators.

Newly employed professional personnel with prior school teaching experience will be evaluated on an individual basis by the ACTI Administrative Director and assigned necessary portions of the induction program.

22 Pa. Code §49.16(c) states that 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.

According to 22 Pa. Code §49.16(d), criteria for approval of the induction plan must include induction activities that focus on teaching diverse learners in inclusive settings. Diverse learners include English Learners (EL) and students with Individualized Education Plans (IEP).

Personnel

Educator Induction Committee

The educator induction committee is responsible for the development and implementation of the ACTI Induction Plan. As a small school, ACTI has included all teachers and administrators on the educator induction committee. Educational specialists (counselors, special education professionals, coaches, etc.) will be added as we add them to our staff.

Members of the committee that produced the October 2022 version of this plan were:

Name	Title	Committee Role
Shawn Eckenrode	ACTI Administrative Director	Administrator/Chairperson
James Penton	ACTI Diesel Technology Teacher	Teacher
Chris Penton	ACTI Allied Health Teacher	Teacher
Donald Slimmer	ACTI Criminal Justice Teacher	Teacher
Jeremy Schaffner	ACTI Culinary Arts Teacher	Teacher
Stephen Kosman	ACTI Computer Networking Teacher	Teacher
David Snyder	ACTI Building Trades Teacher	Teacher
Erin Kehr	ACTI Early Learning Teacher	Teacher
Lori Munson	ACTI Career Connections Teacher	Teacher

The educator induction committee is responsible to perform the following:

- Ensure proper representation on the committee.
- Conduct meaningful needs assessment activities.
- Develop an appropriate educator induction program.
- Conduct an annual evaluation of educator induction program.

The ACTI Administrative Director will serve as the induction coordinator and shall perform the following duties:

- Schedule and implement an appropriate induction program, as designed, and directed by the educator induction committee.
- Chair the educator induction committee.
- Oversee the educator induction program.
- Maintain adequate record keeping of educator induction program activities and participating educators.
- Coordinate and oversee selection of mentors and assignment of inductees.
- Provide training for new mentors.
- Identify and provide appropriate resources to support educator induction activities (i.e., time, scheduling, space, and funding).

Mentors

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors also gain from the experience that refines their skills and enhances professional growth.

Being a mentor is a demanding responsibility. ACTI mentors in this program will receive release time to work with their inductee(s) and a stipend for each school year serving as a mentor.

ACTI mentors may also receive up to 15 Act 48 hours per inductee (no more than 45 hours in an Act 48 compliance period) for their work with new teachers. It is the mentor's responsibility to complete the required forms for ACTI to submit to PERMS.

The ACTI Administrative Director will assign mentors in this program based on the following criteria:

- Outstanding work performance
- Similar certification and assignment
- Models continuous learning and reflection
- Knowledge of ACTI policies, procedures, and resources
- Demonstrated ability to work with students and adults
- Willingness to accept additional responsibility
- Mentor training or previous 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).
- Compatible schedules so the mentor and inductee can meet regularly
- Training in use and application of the Standards-Based Career and Technical Education Curriculum Model
- Understanding the levels of Bloom's Taxonomy and Webb's Depth of Knowledge
- Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
- Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
- Developing assessments that are aligned with course objectives and tasks
- Data analysis training (e.g., NOCTI data analysis)

Mentors provide the following types of support to inductees:

Instructional support such as:

- Classroom management
- Standards-based instructional planning and implementation
- Standards-aligned teaching strategies
- Differentiated instruction and supports for struggling students
- Observations and conferencing with the beginning teacher
- Instruction for diverse learners in inclusive settings, including English Learners and students with IEPs
- Data-informed decision making
- Student formative and summative assessments and evaluation

Professional support such as:

- Information about school policies and procedures
- Educator Effectiveness in accordance with Act 13 of 2020 (22 Pa. Code §19.1)
- Information about quality professional development opportunities

Personal support such as:

- Introductions to other faculty and administrators
- Personal encouragement within the context of a confidential relationship

- Liaison to referral to other key people and resources

Inductees

Inductee responsibilities include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with mentors, meeting with other inductees to discuss experiences, and evaluating the program. Inductees are expected to:

- Actively participate in mentoring activities and relationships
- Seek out help from colleagues
- Accept and act upon constructive feedback through open communication with the mentor
- Schedule observation of experienced teachers at work
- Schedule classroom observation by the mentor
- Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) in order to be awarded an Induction Completion Letter
- Maintain a confidential relationship with the assigned mentor

ACTI Administrative Director

The ACTI Administrative Director will provide support such as:

- Opportunities for professional development related to the Code of Professional Practice and Conduct for Educators (22 Pa. Code Chapter 235). This code sets forth rules of conduct to which professional educators are legally bound. New employees will be informed of the code and given a copy.
- Creating a culture of teaching and learning that supports professional collaboration among both new and veteran teachers
- Designing appropriate schedules to support new teachers as they develop professional skills
- Acquiring and providing appropriate resources to support educator induction activities (time, scheduling, space, funding)
- Periodically evaluating (twice during the school year) non-tenured teachers using the Educator Effectiveness System in accordance with Act 13 of 2020.
- Facilitating activities to enhance the relationship between mentors and beginning teachers
- Accepting the confidential relationship between each teacher and mentor
- Identifying and selecting highly qualified mentors

Needs Assessment

The Educator Induction Committee conducted a needs assessment during the fall of 2022 to develop this program. The committee reviewed data and information from the following sources:

- NOCTI scores for the previous three years including use of statewide data analysis from MAX Teaching.
- The BCTE Standards-Based Career and Technical Education Curriculum Model
- Information from the Comprehensive Plan Steering Committee.
- Participating district Comprehensive Plans and Educator Induction Plans.
- MAX Teaching strategies for use in career and technical education.
- Research-based instructional models such as those found on PDE's SAS web portal.
- Information in the PDE Educator Induction Plan Guidelines dated February 2019.

- Information from other Career and Technical Center's induction plans.

Inductee Self-Assessment

An Inductee Self-Assessment will be completed at the beginning of each quarter. This self-assessment will be used throughout the two-year program to focus ongoing training and discussions between the inductee and their mentor. The Inductee will self-evaluate their ability to learn and perform each of the tasks in the ACTI Teacher Skill Set (see Appendix A).

Goals

The overarching goal of the educator induction plan is to provide support for new educators to ensure an orderly and successful experience during the first two years of employment. Broad goals include but are not limited to the following:

- Provide new educators with basic information and knowledge about the school, participating districts, and resident students in order to increase their effectiveness in fulfilling their duties.
- Provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching.
- Provide specific training in data informed decision making, the Standards-Based Career and Technical Education Curriculum Model, curriculum design, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students.
- Provide new educators with staff development experiences to achieve a successful transition into ACTI's educational program.
- Provide experience, professional insights, and encouragement to achieve success as new employees.

ACTI Teacher Skill Set

Most careers can be defined by a skill set necessary to be successful in that career; teaching is no exception.

The ACTI Educator Induction Committee has defined the skills necessary to begin a career as an educator at ACTI. This skill set can be found in Appendix A.

Evaluation and Monitoring

ACTI will evaluate the educator induction program annually and revise as needed. Achievement of the program goals and competencies is directly related to how well the program served inductees; therefore, acquisition and evaluation of participant feedback data is essential and provides the basis for program revisions and continuous improvement.

Systematic data collection on the educator induction program design, implementation, and outcomes may include but is not limited to:

- Survey of participants – new teachers, mentors, principals, and other members of the educator induction committee – to determine levels of satisfaction and to understand the strengths and weakness of the program.
- Analysis of activities and resources used in the program.
- 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.

The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new teachers form the basis for adjustments and improvements in program design for future years.

Documentation of Participation and Completion

Documentation of Participation

Inductees will be required to retain evidence of their completion of the activities of this program and submit them for evaluation in the form of a portfolio by the completion of their second year at ACTI.

ACTI will maintain accurate records of completion of the program and provide a copy of a certificate of completion to the inductee. Appendix D has a sample certificate of completion.

Evidence of successful participation and completion of the educator induction program will be maintained by ACTI for each inductee, including any long-term substitutes.

All pertinent records will be available to support completion of Instructional I – Instructional II Certification as set forth by the PDE.

Appendix A: ACTI New Teacher Induction Task List

Category ID	Category Name
Task ID	Task Name
100	**ACTI Policies, Procedures, and Guidelines**
101	Tour ACTI facilities and meet key personnel.
102	Discuss ACTI Mission, Vision, and Values.
103	Discuss ACTI administrative structure including JOC Policies, Administrative Regulations, Handbooks, etc.
104	Discuss the importance of safety and safety testing.
105	Discuss Occupational Advisory Committees.
106	Access information on the CSIU Staff Portal including payroll, sick and personal day balances, etc.
107	Discuss procedure for requesting time off using the CSIU Staff Portal and substitute coordinator.
108	Discuss ACTI forms and procedures for field trips, attending conferences, absences, etc.
109	Review ACTI Emergency Operations Plan.
200	**PDE Policies and Guidelines**
201	Discuss Pennsylvania's Code of Professional Practice and Conduct for Educators.
202	Discuss mandated reporter requirements.
203	Discuss use of Program of Study task list as the basis for curriculum including local tasks.
203	Discuss the BCTE Standards-based curriculum model.
204	Discuss your path to an Instructional II certification including required PSU coursework and testing.
205	Discuss NOCTI testing - requirements, timing, data analysis, etc.
206	Discuss basic Chapter 339 requirements and required documents for Approved Program Technical Evaluations.
207	Integrate academic standards into your curriculum to the extent practicable.
208	Assist students in completion of the ACTI version of their annual Career Objective Form.
300	**Educator Effectiveness Framework - ACTI Guidelines**
301	Discuss the Act 13 and the Charlotte Danielson Educator Effectiveness Framework.
302	Discuss the ACTI Teacher Evaluation system.
303	Write and follow through with a Student Performance Measure (SPM).
304	Demonstrate knowledge of the PDE 13-1 Classroom Teacher Rating Form including the document "Possible examples of how the Framework for Teaching could apply to Career and Technical Education Teachers".

400	**Educator Effectiveness Framework - Domain 1 - Planning and Preparation**
401	Demonstrate knowledge of content and pedagogy.
402	Demonstrate knowledge of students.
403	Set instructional outcomes.
404	Demonstrate knowledge of resources.
405	Design coherent instruction.
406	Design student assessments.
500	**Educator Effectiveness Framework - Domain 2 - The Classroom Environment**
501	Create an environment of respect and rapport.
502	Establish a culture for learning.
503	Manage classroom procedures - classroom management.
504	Manage student behavior.
505	Organize physical space.
600	**Educator Effectiveness Framework - Domain 3 - Instruction**
601	Communicate with students.
602	Use questioning and discussion techniques.
603	Engage students in learning.
604	Use assessment in instruction.
605	Demonstrate flexibility and responsiveness.
700	**Educator Effectiveness Framework - Domain 4 - Professional Responsibilities**
701	Reflect on teaching.
702	Maintain accurate records.
703	Communicate with families.
704	Participate in a professional community.
705	Grow and develop professionally.
706	Show professionalism.
800	**CSIU eSchoolData Student Information System (SIS)**
801	Setup your eSchoolData Gradebook including assignment categories, assignments, and assignments that link to Learning Standards (tasks).

802	Access IEPs and 504s in eSchoolData.
803	Access student and family information.
804	Record regular attendance in eSchoolData.
805	Enter/edit grades in the Gradebook.
806	Enter/edit grades in the Learning Standards (Task Tracking/Standards-Based) gradebook.
807	Finalize grades for Progress Reports.
808	Finalize Grades for Report Cards.
809	Enter discipline referrals.
810	Enter student industry certifications in Learning Standards gradebook.
900	**Peer-to-Peer Observations, Learning Walks, Conferences, and Other School Visits**
901	Observe another ACTI teacher for a session using the Framework for Observation and Practice as a guide.
902	Be observed by your mentor or another ACTI teacher using the Framework for Observation and Practice as a guide.
903	Participate in a Learning Walk early in the first semester.
904	Participate in a Learning Walk early in the second semester.
905	Attend the Integrated Learning Conference, schedules permitting.
1000	**Other ACTI-Specific Requirements**
1001	Google Classroom: Establish your classes in Google Classroom and invite students to participate.
1002	Classroom Management: Establish 3-5 non-negotiable rules with defined consequences.
1003	Classroom Management: Establish procedures for how your classroom operates.
1004	Working with Students: Demonstrate knowledge of IEPs including the Specially Designed Instruction and legal requirements.
1005	Working with Students: Diversify instruction to teach all learners in least restrictive environments (LRE).
1006	Working with Students: Discuss resources available and supports for students designated as English Learners.
1100	**Penn State Coursework Related Skills**
1101	Develop and use an instructional schedule.
1102	Develop and present lesson plans.
1103	Develop and use performance objectives.
1104	Develop and use instructional materials.
1105	Develop and use assessments.
1106	Manage the classroom and laboratory.
1107	Provide a safe learning environment.
1108	Use strategies to provide for a diverse student population.

Appendix B: Charlotte Danielson's Framework for Teaching Domain Quick Reference

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and behavior
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

Appendix C: New Teacher Induction Program Completion Checklist

Pre-Service/Summer	First Year Training (I Do / We Do)			Second Year Practice (We Do / You Do)		
Topic/Task	Inductee Needs Assess.	Date	Mentor/ Director Initial	Inductee Needs Assess.	Date	Mentor/ Director Initial
101: Tour ACTI facilities and meet key personnel.						
102: Discuss ACTI Mission, Vision, and Values.						
103: Discuss ACTI administrative structure including Joint Operating Committee Policies, Administrative Regulations, Staff and Student Handbooks, etc.						
104: Discuss the importance of safety and safety testing.						
106: Access information on the CSIU Staff Portal including payroll, sick and personal day balances, etc.						
801: Setup your eSchoolData Gradebook including assignment categories, assignments, and assignments that link to Learning Standards (tasks).						
107: Discuss procedure for requesting time off using the CSIU Staff Portal and substitute coordinator.						
109: Review ACTI Emergency Operations Plan.						
201: Discuss Pennsylvania's Code of Professional Practice and Conduct for Educators.						
202: Discuss mandated reporter requirements.						
203: Discuss use of Program of Study task list as the basis for curriculum including local tasks.						

203: Discuss the BCTE Standards-based curriculum model.						
802: Access IEPs and 504s in eSchoolData.						
803: Access student and family information.						
1002: Classroom Management: Establish 3-5 non-negotiable rules with defined consequences.						
1003: Classroom Management: Establish procedures for how your classroom operates.						

What additional needs do you have for this period?

First Marking Period

Topic/Task	First Year Training (I Do / We Do)			Second Year Practice (We Do / You Do)		
	Inductee Needs Assess.	Date	Mentor/ Director Initial	Inductee Needs Assess.	Date	Mentor/ Director Initial
804: Record regular attendance in eSchoolData.						
208: Assist students in completion of the ACTI version of their annual Career Objective Form.						
1004: Working with Students: Demonstrate knowledge of IEPs including the Specially Designed Instruction and legal requirements.						
805: Enter/edit grades in the Gradebook.						
903: Participate in a Learning Walk early in the first semester.						
806: Enter/edit grades in the Learning Standards (Task Tracking/Standards-Based) gradebook.						
901: Observe another ACTI teacher for a session using the Framework for Observation and Practice as a guide.						
105: Discuss Occupational Advisory Committees.						
807: Finalize grades for Progress Reports.						
108: Discuss ACTI forms and procedures for field trips, attending conferences, absences, etc.						
808: Finalize Grades for Report Cards.						
303: Write and follow through with a Student Performance Measure (SPM).						

301: Discuss the Act 13 and the Charlotte Danielson Educator Effectiveness Framework.						
302: Discuss the ACTI Teacher Evaluation system.						

What additional needs do you have for this period?

Second Marking Period

Topic/Task	First Year Training (I Do / We Do)			Second Year Practice (We Do / You Do)		
	Inductee Needs Assess.	Date	Mentor/ Director Initial	Inductee Needs Assess.	Date	Mentor/ Director Initial
902: Be observed by your mentor or another ACTI teacher using the Framework for Observation and Practice as a guide.						
1001: Google Classroom: Establish your classes in Google Classroom and invite students to participate.						
905: Attend the Integrated Learning Conference, schedules permitting.						
809: Enter discipline referrals.						
207: Integrate academic standards into your curriculum to the extent practicable.						
206: Discuss basic Chapter 339 requirements and required documents for Approved Program Technical Evaluations.						
401: Demonstrate knowledge of content and pedagogy.						
402: Demonstrate knowledge of students.						
403: Set instructional outcomes.						
404: Demonstrate knowledge of resources.						
405: Design coherent instruction.						
406: Design student assessments.						

What additional needs do you have for this period?

Third Marking Period	First Year			Second Year		
	Training (I Do / We Do)			Practice (We Do / You Do)		
Topic/Task	Inductee Needs Assess.	Date	Mentor/ Director Initial	Inductee Needs Assess.	Date	Mentor/ Director Initial
904: Participate in a Learning Walk early in the second semester.						
1006: Working with Students: Discuss resources available and supports for students designated as English Learners.						
1005: Working with Students: Diversify instruction to teach all learners in least restrictive environments (LRE).						
204: Discuss your path to an Instructional II certification including required PSU coursework and testing.						
205: Discuss NOCTI testing - requirements, timing, data analysis, etc.						
810: Enter student industry certifications in Learning Standards gradebook.						
501: Create an environment of respect and rapport.						
502: Establish a culture for learning.						
503: Manage classroom procedures - classroom management.						
504: Manage student behavior.						
505: Organize physical space.						

What additional needs do you have for this period?

Fourth Marking Period

Topic/Task	First Year Training (I Do / We Do)			Second Year Practice (We Do / You Do)		
	Inductee Needs Assess.	Date	Mentor/ Director Initial	Inductee Needs Assess.	Date	Mentor/ Director Initial
601: Communicate with students.						
602: Use questioning and discussion techniques.						
603: Engage students in learning.						
604: Use assessment in instruction.						
605: Demonstrate flexibility and responsiveness.						
701: Reflect on teaching.						
702: Maintain accurate records.						
703: Communicate with families.						
704: Participate in a professional community.						
705: Grow and develop professionally.						
706: Show professionalism.						
304: Demonstrate knowledge of the PDE 13-1 Classroom Teacher Rating Form.						

What additional needs do you have for this period?

Appendix D: Sample Certificate of Completion

ACTI
Adams County Technical Institute

Certificate of Completion

presented to

(Teacher Name)

For successful completion of the required activities of the Pennsylvania Department of Education approved Adams County Technical Institute Educator Induction Program on **(Month, Day, Year)**.

Completion of this program satisfies a requirement to advance from an Instructional I to an Instructional II Pennsylvania Department of Education teacher certification.

ACTI Mentor		ACTI Administrative Director