

UPPER BUCKS COUNTY TECHNICAL SCHOOL

3115 Ridge Road

Induction Plan (Chapter 49) | 2022 - 2025

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

Vocational Technical School - Part time CTC

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Michael	Herrera	Administrator	Administration Personnel
Marianne	Deose	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Morgan	Welding	Education Specialist	Education Specialist
Kim	Kucas	Teacher	Teacher
Karen	Freeeh	Education Specialist	Education Specialist
Craig	Guest	Teacher	Teacher
William	Young	Teacher	Teacher

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists identified and provided an induction experience? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	Yes

OTHER

Mentors positively contribute to the culture and climate of UBCTS.

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

We use and identify our cluster lead teachers as 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)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	Yes

OTHER

Use of other content area teachers in neighboring CTC'S.

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**

Induction Goals: The induction plan's ultimate objective is to improve the teaching staff's overall effectiveness, both individually and collectively. The induction program provides an orientation to school processes and procedures through formal and informal professional development opportunities, includes ongoing, job-embedded support for instructional practices, and encourages continuous teacher development. The content, goals, and objectives are based on the PDE teacher evaluation tool, encompassing four domains: planning and preparation, classroom environment, instructional delivery, and professionalism. Each inductee is provided with a mentor, a mastery-level practitioner who utilizes research-based best practices to assist teacher development. In addition, experienced teachers who may need remediation in one or more domains may participate in part of the induction process. Induction Format: Formal Induction Meetings: Monthly induction meetings provide an opportunity for new teachers to receive formal training in numerous areas, as outlined in this plan. This provides a forum for teacher sharing and dialogue. Mentor-Inductee Meetings: In addition to formal, whole-group meetings, inductees will receive job-embedded support from their mentors. This may include periodic meetings to discuss school processes or instructional issues. Mentors are encouraged to meet weekly with their inductees. Learning Walks: Each new teacher will participate in two learning walks scheduled in the fall and spring. The first learning walk will focus on classroom structure and routines; the second will focus on student engagement, formative assessment, and technology integration. Learning walks provide an opportunity for teachers to examine classroom

practices. When participating in a learning walk, teachers spend 10 minutes in a classroom and look for positive observations of best practices they may incorporate into their classrooms. Induction Topics: Must-Knows to Start the School Year: This topic includes classroom expectations, structures and routines, and record keeping. New teachers learn the importance of establishing and communicating classroom expectations with students. Systems and practices for minimizing downtime and implementing competency-based education are shared and discussed. Mentors train teachers on ordering supplies and using Powerschool and Canvas to take attendance, create assignments, and enter grades. Keeping it Legal: Teachers receive training to maintain a safe classroom and support special-needs learners. Classroom safety includes handling hazardous materials/SDS, emergency procedures, and safety routines. It also provides an orientation to the special education services offered school-wide and those the inductee is obligated by law to follow. In addition, this discusses IEPs, 504 plans, special education law, and special accommodations for identified students. Classroom Management 101: This session analyzes what makes a classroom function at its optimum level and how to deal with a low level to a high level and chronic discipline. This discusses various pro-active student discipline models and familiarizes inductees with multiple issues concerning school law, student rights, and responsibilities. There is a heavy emphasis on the student handbook and student code of conduct regulations. Job-Embedded Support: New teachers will participate in learning walks during the day, examining classroom structure and routines. This will provide them with the opportunity to work with instructional coaches to identify best practices occurring in the exemplar classroom. This meeting will focus on ways teachers can utilize coaches, mentors, and other staff members for job-embedded support. School Community Relations: Teachers play a critical role in promoting community relations; these include connections with students, parents, school staff members, and business and industry partners. This topic will cover building positive rapport with students and supporting student organizations like SkillsUSA. In addition, teachers will learn tips for communicating with parents, establishing and maintaining Occupational Advisory Committees, and effectively marketing their program area at evening functions such as Open House and Parent Information Night. Also included in this topic is an overview of cooperative education/job shadowing experiences for students. Assessment: Teachers will examine the role of formal and informal assessments in the classroom. Formal assessment strategies will include those helpful in assessing student performance, projects, and written assignments and tests. Teachers will learn to apply effective assessment design characteristics to create rubrics, checklists, and criteria for success. Also, some time will be allocated to highlight easy-to-implement formative assessment strategies for the classroom. Academic Standards: This session will focus on building an understanding of the relationships between standards, assessment anchors, eligible content, PSSAs, and Keystone Exams. In addition to understanding terminology, inductees will also learn about Chapter 4 and 339 regulations regarding academic integration. Research-Based Instructional Practices: Teachers will learn strategies to organize and structure programs for effective instruction. Focusing on RTII Tier One Intervention strategies, participants will examine student engagement, differentiated instruction, and academic integration. The inductee will be briefed on the theory

behind these initiatives and provided with tools and templates to incorporate into their programs. **Sharing Best Practices:** This induction meeting occurs when the second learning walk is scheduled. This learning walk will focus on student engagement, classroom structure and routines, formative assessment, and technology integration. In addition, the team will have the opportunity to reflect on and share best practices gained through observing other classrooms. **Observations and Evaluations:** This meeting will provide an opportunity to examine and discuss the evaluation process. Emphasis will be placed on understanding the four domains and criteria for success. In addition, inductees will be given a chance to perform a self-reflection on their strengths and weaknesses. **Programs of Study/Curriculum:** This meeting will provide an overview of the Programs of Study (SOAR) on the PDE website and manage the curriculum to make teaching less time-consuming and more effective. Experienced teachers will be provided with an opportunity to share how they organize instructional materials. **Reflection:** A teacher's ability to reflect on their practice is vital to improving practice. Inductees will be led through a reflection process to identify personal strengths and professional development goals. Teachers will be assisted with writing a professional development plan for the following school year. **A Timeline for Activities and Topics:** Activities include formal whole-group meetings in conjunction with job-embedded support provided by the administration, mentors, or instructional coaches. Formal induction meetings provide time for instruction and collegial sharing of best practices. Each mentor is encouraged to meet individually with their inductee to review items on the checklist and offer any additional support required. The inductee, mentor team, and the operational administrator must sign off about the inductee's proficiency in the activities and topics as listed. If either party decides that the inductee has not met the established criteria, a plan to help them meet those goals must be put in place.

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

4f: Showing Professionalism

Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction

Year 1 Fall

Selected Danielson Framework(s)

Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2e: Organizing Physical Space

Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of
Content and Pedagogy

Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning

Year 1 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of
Students

Year 1 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

Year 1 Winter

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior

Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Winter

OTHER

Selected Danielson Framework(s)

Timeline

Year 1 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

UBCTS uses both qualitative and quantitative data. For example, we survey the faculty. We also utilize our cluster meetings and input from our mentors to continually improve the process.

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.

Michael Herrera
Educator Induction Plan Coordinator

07/07/2022
Date

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](#).

Michael Herrera
Chief School Administrator

07/07/2022
Date