

Upper Bucks County Technical School

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type	AUN	
Career and Technical Center	122099007	
Address 1		
3115 Ridge Road		
Address 2		
City	State	Zip Code
Perkasie	PA	18944
Chief School Administrator		
Dr Michael Herrera		
Chief School Administrator Email		
mherrera@ubtech.org		
Educator Induction Plan Coordinator Name		
Stacy Pakula		
Educator Induction Plan Coordinator Name Email		
spakula@ubtech.org		
Educator Induction Plan Coordinator Phone Number	Extension	
215-795-2911	217	

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Michael Herrera	Executive Director	Administrator	School Board of Directors
William Young	Teacher	Teacher	Administration Personnel
Cindy Dobbins	Field Resource Associate	Other	Administration Personnel
Marianne Deose	Teacher	Teacher	Administration Personnel
Matthew McClung	Teacher	Teacher	Administration Personnel
Lisa Walck	Teacher	Teacher	Administration Personnel
Karen Freeh	Special Education Specialist	Education Specialist	Administration Personnel
Morgan Welding	Guidance Counselor	Education Specialist	Administration Personnel
Stacy Pakula	Assistant Director	Administrator	Administration Personnel
Kim Kucas	Teacher	Teacher	Administration Personnel
Caleb Miller	Teacher	Teacher	Administration Personnel

Educator Induction Plan

Will 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 be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (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 for the duration of the induction program? (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?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	No
List the Pre-K Counts Program and address	

Mentors

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 our school.	

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

We recruit our cluster lead teachers as mentors as well as pairing new teachers with seasoned teachers of similar teaching programs.

Needs Assessment

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	
Collaborate with other neighboring CTC teachers in the same content area.	

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 Danielson teacher evaluation tool, encompassing four domains: planning and preparation, classroom environment, instructional delivery, and professionalism. Each inductee is provided with a mentor, a master's-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: The 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 the 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 low-level to 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 exemplary classroom. This meeting will focus on how 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 an Occupational Advisory Committee, 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, 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 MTSS 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 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

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Induction PlanTemplate 2024-25 JOC Approved 9-19-24.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Summer

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Summer

Instructional Practices

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Summer

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Standards/Curriculum

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer

Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring
Year 3 Summer

Data informed decision making

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer

Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Classroom and student management

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Parental and/or community involvement

Selected Observation and Practice Framework(s):

Timeline

Year 1 Summer

Year 2 Summer

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Common Ground

Selected Observation and Practice Framework(s):

Timeline

Year 1 Summer

Year 2 Summer

Year 3 Summer

Educator Effectiveness

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Summer

Evaluation and Monitoring

Evaluation and Monitoring

1. Define Evaluation Goals and Metrics Effectiveness of Support: Are new teachers receiving the mentorship, training, and resources they need? Teacher Retention: What percentage of teachers stay beyond the first few years? Professional Growth: Are teachers improving their instructional skills and classroom management? Student Outcomes: Is there evidence of improved student performance linked to teacher development? Satisfaction Levels: Are new teachers, mentors, and administrators satisfied with the program?

2. Data Collection Methods Use multiple sources to get a comprehensive view: Surveys & Questionnaires (for new teachers, mentors, and administrators) Interviews & Focus Groups (qualitative insights on strengths and weaknesses) Classroom Observations (assess teaching practices and progress) Teacher Portfolios & Self-Reflections (track professional growth) Student Performance Data (analyze trends in learning outcomes) Mentor Reports (track support effectiveness) Retention & Exit Interviews (understand why teachers stay or leave)

3. Ongoing Monitoring Strategies Regular Check-ins: Monthly or quarterly meetings between mentors, administrators, and new teachers. Mentor-Mentee Logs: Document interactions, challenges, and progress. Professional Development Tracking: Ensure participation in workshops and training. Lesson Plan & Teaching Assessments: Provide feedback on instructional practices.

4. Stakeholder Involvement New Teachers: Provide continuous feedback on what works and what doesn't. Mentors & Coaches: Ensure they have proper training and resources. Administrators: Monitor program implementation and provide necessary support. Students & Parents: Gather indirect feedback on teaching effectiveness.

5. Data Analysis and Reporting Identify patterns and trends in teacher progress, satisfaction, and retention. Compare program outcomes against initial goals. Generate reports with actionable recommendations for improvement.

6. Continuous Improvement Use findings to adjust program structure, mentor selection, training content, and support systems. Implement pilot changes and re-evaluate their effectiveness. Foster a culture of feedback and adaptation.

Documentation of Participation and 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.

Signatures and Quality 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.

Educator Induction Plan Coordinator	Date
Stacy C. Pakula	2025-02-03

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date