

VENANGO TECHNOLOGY CENTER

One Vo Tech Drive

Induction Plan (Chapter 49) | 2021 - 2024

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

Career and Technical Center

106619107

1 Vo Tech Dr , Oil City, PA 16301-3501

Mario S. Fontanazza Jr.

mfontanazza@vtc1.org

8144936550 Ext.

Mario S. Fontanazza Jr.

mfontanazza@vtc1.org

INDUCTION PLAN COMMITTEE PARTICIPANTS

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

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

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Mario S. Fontanazza Jr.	Director	Administrator	Administration Personnel
Jena Seidle	Special Populations Coordinator	Other	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Peter Lindey	Teacher	Teacher	Teacher
Sarah Campbell	Coordinator od Student Services	Other	Teacher
Robert Moore	Cooperative Education Coordinator	Other	Administration Personnel

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

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

Plan requirements	Yes/No
Are all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists identified and provided an induction experience? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16)	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	No

OTHER

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

CHARACTERISTICS.

Mentors are educators who have demonstrated instructional leadership and their ability to collaborate with others. Mentor selection is based on the following criteria: tenured, demonstrates outstanding work performance, recognized as an outstanding professional by peers and the administration, demonstrates knowledge of the VTC's policies, procedures, and resources, demonstrates a positive attitude toward the teaching profession, and a willingness to accept additional responsibilities.

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	No

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

The new teacher and mentor will meet on a weekly basis and discuss a checklist of developed topics. A log of the meetings dates are kept along with the topics discussed/reviewed. There are 36 separate discussion topics which include: School Philosophy, School calendar, Staff introductions, Professional Organizations, Code of Professional Practice for Educators in School and Community, Governing and Advisory Committees, Written Curriculum, Area Content and State Standards, Competency Based Instruction, Grading and Record Keeping, Daily Procedures and duties, School Policies/Handbook, Emergency and First Aide procedures, Classroom Management, Organization & Techniques, Instructional Techniques, Student Differences and Learning Styles, Classroom Technology, Every Students Succeeds Act (ESSA), Chapter 4 Standards and Assessments, Chapter 339, Curriculum Writing, Integration of Academic Standards in the curriculum, Integration of Pennsylvania Career and Work Standards, PSSA Assessment Strategies, Professional Development Activities, Act 48 Requirements, Parent involvement/conferences, Special Education/IEP Implementation/Adaptations and Modifications, CPR training, Level II Certification, and finally, several Instructor Observations.

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.

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	Year 1 Winter, Year 1 Fall, Year 1 Spring

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
2a: Creating and Environment of Respect and Rapport 4f: Showing Professionalism	Year 1 Winter, Year 1 Spring, Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

4b: Maintaining Accurate Records

Year 1 Winter, Year 1 Spring, Year 1 Fall

1f: Designing Student Assessments

3d: Using Assessment in Instruction

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2e: Organizing Physical Space

Year 1 Winter, Year 1 Spring, Year 1 Fall

2d: Managing Student Behavior

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of

Year 1 Winter, Year 1 Spring, Year 1 Fall

Selected Danielson Framework(s)

Timeline

Content and Pedagogy
1d: Demonstrating Knowledge of
Resources

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction
1d: Demonstrating Knowledge of
Resources

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism
3d: Using Assessment in Instruction
1f: Designing Student Assessments
4c: Communicating with Families

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students
3a: Communicating with Students

Year 1 Spring, Year 1 Fall, Year 1 Winter

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

4a: Reflecting on Teaching
1f: Designing Student Assessments

Year 1 Spring, Year 1 Fall, Year 1 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources
2e: Organizing Physical Space

Year 1 Spring, Year 1 Fall, Year 1 Winter

Selected Danielson Framework(s)

Timeline

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior	Year 1 Fall, Year 1 Winter, Year 1 Spring
2c: Managing Classroom Procedures	
2b: Establishing a Culture for Learning	
2a: Creating and Environment of Respect and Rapport	
1e: Designing Coherent Instruction	

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families	Year 1 Winter, Year 1 Spring, Year 1 Fall
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OTHER

Selected Danielson Framework(s)**Timeline**

4e: Growing and Developing
Professionally

Year 1 Fall, Year 1 Winter, 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

The Venango Technology Center Director meets with the new teacher and the mentor. The Induction Plan is given to each person. The Director will check in with the new teacher and the mentor separately one time per week to check on the progress of the induction plan. At the end of the year, the Director will meet with the new teacher and the mentor together and review the induction plan packet. The basis for evaluation includes: the achievement of goals and competencies, participant feedback, mentor feedback, and analysis of activities, The results will determine the revisions and adjustments to the plan.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Mario S. Fontanazza Jr.
Educator Induction Plan Coordinator

11/01/2021
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](#).

Mario S. Fontanazza Jr.
Superintendent/Chief Executive Officer

11/01/2021
Date