

STEEL CENTER FOR CAREER AND TECHNICAL EDUCATION

565 N. Lewis Run Road

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

Occupational 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
Shannon Hinkle	School, Counselor	Education Specialist	Education Specialist
Kevin Rice	Executive Director	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Ronin White	Assistant Director/Principal	Administrator	Administration Personnel
Patrick Canavan	Teacher	Teacher	Teacher
Ted Pavlack	Teacher	Teacher	Teacher
Nichole Zeigler	Teacher	Teacher	Teacher
Scott Kane	Teacher	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)	
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

Steel Center Mentor Teachers uses a blended approach to assigning Mentors. While each Mentee is assigned a primary Mentor, the team of

Mentors are also selected due to special traits that they have demonstrated proficiency in, for example excellent classroom management techniques or use of technology. We even select a Mentor based on their proficiency in navigating through the CTE teacher prep program at Indiana University of Pennsylvania, based on feedback from previous newer CTE teachers.

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

Mentors are selected based on proficient or distinguished performance based on their evaluations using the Teacher Effectiveness Model established by Act 82. Moving ahead, this will be determined by the new effectiveness model established by Act 13.

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 Steel Center Induction Plan provides a comprehensive process that includes regularly scheduled meetings with the Assistant Director/Principal as well as between Mentors and Inductees. It also includes formal and informal observations, submission or reflections, and assigned reading materials in support of the successful transition into teaching.

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.

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 3b: Using Questioning and Discussion Techniques 1f: Designing Student Assessments	Year 3 Fall, Year 2 Fall, Year 1 Fall

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally 4f: Showing Professionalism 4a: Reflecting on Teaching 1d: Demonstrating Knowledge of Resources	Year 3 Fall, Year 1 Fall, Year 2 Fall

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction
2c: Managing Classroom Procedures
3c: Engaging Students in Learning
3b: Using Questioning and Discussion Techniques
1c: Setting Instructional Outcomes
3e: Demonstrating Flexibility and Responsiveness

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2a: Creating and Environment of Respect and Rapport
1b: Demonstrating Knowledge of

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

Selected Danielson Framework(s)

Timeline

Students

2e: Organizing Physical Space

1d: Demonstrating Knowledge of
Resources

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Winter, Year 1 Spring, Year 1 Fall

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of
Content and Pedagogy

2b: Establishing a Culture for Learning

3a: Communicating with Students

4d: Participating in a Professional
Community

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

4b: Maintaining Accurate Records
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning
1d: Demonstrating Knowledge of Resources

Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning
3e: Demonstrating Flexibility and Responsiveness
1b: Demonstrating Knowledge of Students
1e: Designing Coherent Instruction
2a: Creating and Environment of Respect and Rapport

Year 1 Spring, Year 2 Fall, Year 1 Winter, Year 1 Fall, Year 3 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)**Timeline**

4a: Reflecting on Teaching

Year 2 Fall, Year 1 Spring, Year 1 Winter, Year 3 Fall, Year 2 Spring

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

1f: Designing Student Assessments

1b: Demonstrating Knowledge of

Students

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

2e: Organizing Physical Space

Year 1 Spring, Year 2 Fall, Year 1 Winter, Year 1 Fall, Year 3 Fall

4e: Growing and Developing
Professionally

1d: Demonstrating Knowledge of

Resources

4d: Participating in a Professional
Community

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2c: Managing Classroom Procedures

Year 2 Fall, Year 1 Fall, Year 3 Fall, Year 1 Winter, Year 1 Spring

2d: Managing Student Behavior

2a: Creating and Environment of
Respect and Rapport

1b: Demonstrating Knowledge of
Students

2b: Establishing a Culture for Learning

4c: Communicating with Families

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4d: Participating in a Professional
Community

Year 1 Spring

4a: Reflecting on Teaching

4c: Communicating with Families

4e: Growing and Developing
Professionally

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)**Timeline**

1b: Demonstrating Knowledge of Students
4c: Communicating with Families
2a: Creating and Environment of Respect and Rapport
3a: Communicating with Students

Year 1 Spring, Year 1 Winter, Year 2 Fall, Year 1 Fall, Year 3 Fall

OTHER

Selected Danielson Framework(s)**Timeline**

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

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

Documentation of the Steel Center Induction Program occurs through a portfolio of artifacts that Inductees maintain. Once they have completed the activities, they are presented with a certificate of completion. Additionally, data collected from feedback/wrap-up sessions are used to inform modifications and improvements to the process. Finally, we have added a NEW checklist to ensure that Induction activities occur in the most timely manner possible.

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.

Educator Induction Plan Coordinator

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](#).

Superintendent/Chief Executive Officer

Date