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.

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
Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for Yes 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)	
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	Yes
Plan requirements	Yes/No

specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	
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: 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

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

Mentors will be recommended and assigned by the administration at Forbes Road Career and Technology Center. The mentorship position will be based on the following criteria:
- The mentor must be tenured.
- The mentor must have received proficient teacher evaluations.
- The mentor must be willing to accept additional responsibilities.
- The mentor must have participated in professional development.
- The mentor must have previous training experience with their peers.

The mentor should also possess strong communication, coaching, and problem-solving skills, as well as a willingness to commit time to developing a positive relationship with the inductee.

New teachers will have weekly on-site contact with a mentor, both during and after school hours. The mentor will be an exemplary veteran teacher who provides guidance, emotional support, assistance with short- and long-term planning, classroom management strategies, curriculum resources, and communication facilitation with the principal. Additionally, mentors and new teachers will maintain an interactive journal to enhance communication, problem-solving, and reflection.

The mentor assumes primary responsibility for ensuring that the Induction Plan is implemented as intended. This includes maintaining documentation of meetings with the inductee and providing feedback for evaluating the Induction Plan. Mentors should meet regularly with inductees to ensure that all activities are completed and properly documented.

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)	No
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).	No
Other, please specify below	No

Needs Assessment

The Forbes Road CTC Induction Program is designed to:
- Support new professional staff and promote a successful transition.- Foster a culture of learning.
- Develop collaboration and professional rapport between established and newly hired employees.

Forbes Road CTC follows a three-year Teacher Induction Plan. Each new teacher will be assigned a mentor who will work with them throughout their first three years of teaching. Both the mentor teacher and the administrative team must observe and verify that each specified learning activity outlined in the teacher induction plan is successfully completed. This process is facilitated through classroom observations, meetings, and peer teaching activities. The administration monitors these activities through the mentor teacher, addressing any concerns or problems via interactive meetings involving the administration, mentor teacher, and new inductee.

Induction meetings are held monthly for teachers at all levels.

Program Content

- Policies & Procedures: Attendance policy, calling-off procedures, required documents/forms.
- Teacher Certification: TIMS, Voc I, Voc II, Bachelor's degree, industry certifications (program and personal), student industry certifications.
- Professional Development & Growth: Curriculum development/renewal, PowerSchool (grading, task tracking), lesson planning, integration of academic and technical skills.
- Student Evaluation & Assessment: Pupil grading/evaluation, NOCTI preparation, standardized testing data analysis.
- Technology & Resources: IT systems (electronic requisitions, AV equipment), facilities management.
- School Governance & Operations: School philosophy, procedures, budgets, PA Teacher Effectiveness Model (PAETEP), goal setting.
- Classroom Management & Teaching Strategies: Classroom structure, organization, discipline scenarios, assessments.
- Mentorship & Teacher Support: FRCTC New Teacher/Mentor Toolkit, counseling services (IEPs, parental involvement), PDE/BCTE programs of study.
- Career & Industry Readiness: Occupational Advisory Committee (OAC), Career & Technology Student Organizations (CTSO), business and industry liaisons.
- Student Services & Engagement: Student handbook, student portfolios, work-based learning (apprenticeships, co-op programs), SOAR articulation agreements.
- Emergency & Administrative Procedures: Emergency preparedness plan, security, end-of-year check-out procedures, three-day emergency lesson plans.
- Professional Associations: PA State Education Association (PSEA).

Objectives of the Educator Induction Program

- Provide educators with a working knowledge of FRCTC's curriculum and resources.
- Introduce educators to professional practice within the Danielson Framework for Teaching.
- Familiarize educators with the school community, school operations, and student demographics to increase effectiveness.
- Offer professional development experiences to support a smooth transition into the school's educational program.

- Encourage professional growth and collaboration among new teachers.
- Enhance teaching effectiveness by developing instructional strategies aligned with state and school standards.
- Improve student learning outcomes through best practices in classroom management, lesson planning, and assessment.
- Establish strong mentor-mentee relationships to guide new educators in their professional journey.

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
	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1f: Designing Student Assessments	Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3a: Communicating with Students	3c: Engaging Students in Learning Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year
3d: Using Assessment in Instruction	1 Fall, Year 2 Spring, Year 1
3b: Using Questioning and Discussion Techniques	Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect Rapport	Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 and Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter
2b: Establishing a Culture for Learning	
2c: Managing Classroom Procedures	
2d: Managing Student Behavior	

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes	Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 1

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy	Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students	Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records	Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 1 Fall,

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students	Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer
3d: Using Assessment in Instruction 4c: Communicating with Families	

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 3b: Using Questioning and Discussion Techniques 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning	Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction	Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring
1e: Designing Coherent Instruction 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes	

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction	Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning	Year 2 Fall, Year 3 Fall, Year 1 Fall
2a: Creating an Environment of Respect and Rapport	

Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space	
2c: Managing Classroom Procedures	
2d: Managing Student Behavior	

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community	Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall
4c: Communicating with Families	

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)   Timeline

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1f: Designing Student Assessments	Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3a: Communicating with Students	Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures	Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 2 Winter,

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect	Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer

and Rapport
2d: Managing Student Behavior 2b:
Establishing a Culture for Learning

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of	Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall

Resources

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students 4c: Communicating with Families	Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1f: Designing Student Assessments 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes	Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter
3b: Using Questioning and Discussion Techniques	

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction	Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of	Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring

Selected Danielson Framework(s)	Timeline

Resources

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 2e: Organizing Physical Space	Year 3 Fall, Year 1 Fall, Year 2 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4d: Participating in a Professional Community	Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer, Year 2 Winter, 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:

EVALUATION AND MONITORING

Evaluation and Monitoring

Forbes Road CTC instructors participate in a three-year induction program with monthly meetings to review various aspects of teaching. The administration leads these meetings, discusses flexible topics, and monitors participation in the induction plan. Records are maintained on the completion of discussion topics.

Additionally, new teachers are assigned a mentor instructor during their first three years to help them develop into model educators. The success of the induction program is assessed throughout the school year via professional evaluations, mentor feedback, and meetings with school administration.

Data Sources for Evaluation

- Program & Resource Analysis: Review of instructional models, assessment data, and past induction evaluations.
- Teacher & Mentor Feedback: Surveys, interviews, and observations of both new teachers and mentors.- Implementation Data: Mentor logs, new teacher portfolios, and mentoring documentation. - Outcome Data: Student achievement and attendance data, teacher retention rates, and teacher effectiveness metrics.

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