Educator
Induction Plan (EIP)
2024-2027
Northern Tier Career Center

Induction Handbook

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Induction Plan (Chapter 49)

Overview

This is the Northern Tier Career Center high-quality Educator Induction Plan (EIP). Through the support of the EIP for new teachers retention rates increase and participants are more likely to use Vocational practices that improve student achievement, assign challenging work, use standards-based curriculum frameworks, and accomplish the goals of the curriculum.

The induction plan is submitted to the Pennsylvania Department of Education (PDE) for approval. The plan for induction includes first-year teachers, long-term substitute teachers (who are hired for a position for 45 days or more) and may include newly employed teachers with prior school teaching (as required by the NTCC).

Beginning in the 2024-2025 school year the length of the EIP is a minimum of two school years and plans are updated every six years. This plan will be approved 2024-2025, 2025-2026, 2026-2027.

Requirements for the Educator Induction Program (EIP)

The EIP must be prepared by an Educator Induction Committee which includes teachers and administrative representatives. 22 Pa. Code § 49.16(d) states that the induction plan must 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. According to 22 Pa. Code § 49.16(e), criteria for approval of the induction plan must include induction activities that focus on teaching diverse learners in inclusive settings. Diverse learners include English Learners and students with Individualized Education Programs (IEP).

Goals of the NTCC Educator Induction Program (EIP)

The goals of the Northern Tier Career Center Educator Induction Program (EIP) are to provide each inductee with a general orientation to the Northern Tier Career Center and to increase knowledge and improve teaching skills.

The objectives of the program are to:

1. Familiarize the inductee with school district policies and practices and to integrate them into the social system of the school and community.
2. To provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran teachers.
3. To support the development of the inductee's professional knowledge and skills.
4. To provide continued assistance to face the challenges of the new teacher.
5. To cultivate a professional attitude toward teaching and learning, and working with others such as students, parents and colleagues.

The general topics to be covered in our EIP can be classified into two categories:

1. Those designed as orientation activities to familiarize the inductee with the Northern Tier Career Center.
2. Those activities designed to develop and define the professional knowledge and skills of the inductee.

An orientation program will be presented by district staff prior to the beginning of each school year in August. A similar type program will be presented to any newly-hired inductee throughout the school year by the chairperson of the EIP program to ensure the continuity of the program. Some of the topics that will familiarize inductees with the Northern Tier Career Center will include:

The Framework for Teaching /Act 13	Homework policy
District calendar	Bell schedules
Salary and benefits	School handbooks
PA Public School Code	Lesson plans
NTCC Policy	First day routines
Courses of study and curriculum	Grouping of students
Central duplicating system	Supplies
Emergency closings	Grading procedures
Substitute teachers	Employee Assistance Program (EAP)
HIPAA, FERPA	Act 48, Vocational I, Vocational II, Tenure
Technology	
Emergency Plans	

Mentor Selection Criteria

Chapter 49 of the Pennsylvania Code requires a mentor relationship between the education induction team and first-year teachers, educational specialists, and long-term substitutes who are hired for a position for 45 days or more. The mentor relationship is required for the length of the induction program; however, the assigned mentor may vary. The educator induction committee should determine the criteria for mentor selection (see 22 Pa. Code § 49.16).

Recommended criteria are as follows:
a.   Similar certification and assignment, when possible
b.   Outstanding work performance
c.   Models continuous learning and reflection
d.   Knowledge of district/school policies, procedures, and resources
e.   Ability to work with students and adults
f.   Willingness to accept additional responsibility
g.   Mentor training or previous experience
        1.   Purpose of induction program
        2.   Role of mentor
        3.   Communication and listening skills
        4.   Coaching and conferencing skills
        5.   Problem-solving skills
        6.   Knowledge of adult learning and development
h.   Compatible schedules so the mentor and inductee can meet regularly, if possible

i.   Training in use and application of the Standards Aligned System
j.   Understanding the levels of Bloom's Taxonomy and Webb's Depth of Knowledge
k.   Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
l.   Differentiated learning that supports higher order thinking skills and the development of metacognitive skills.
m.   Developing assessments that are based on standards and eligible content.
n.   Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS)

Mentors are those educators recognized for Vocational leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors also gain from the experience that refines their skills and enhances professional growth. However, it is also a demanding responsibility and may include district incentives.

Roles and Responsibilities:

Inductee

All first- and second year- teachers and educational specialists are required to participate in the induction program. Inductee responsibilities should include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with mentors, meeting with other inductees to discuss experiences, and evaluating the program.

Inductees are expected to:
a.   Actively participate in mentoring activities and relationships;
b.   Seek out help from colleagues;
c.   Accept and act upon constructive feedback through open communication with the mentor;
d.   Schedule observation of experienced teachers at work;
e.   Schedule classroom observation by the mentor;
f.   Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) to be awarded an Induction Completion Letter; and
g.   Maintain a confidential relationship with the assigned mentor.

Mentor

Mentor documents the inductee's involvement in the program. Mentors provide the following types of support to inductees:

Vocational support such as:
a.   Classroom management
b.   Standards-based Vocational planning and implementation
c.   Standards-aligned teaching strategies
d.   Differentiated instruction and supports for struggling students
e.   Observations and conferencing with the beginning teacher
f.   Instruction for diverse learners in inclusive settings, including English Learners and students with IEPs

g.   Data-informed decision-making

Professional support such as:
a.   Information about school policies and procedures
b.   Student formative and summative assessments and evaluation
c.   Educator Effectiveness in accordance with Act 13 of 2020 and 22 Pa. Code § 19.1a et seq.
d.   Information about quality professional development opportunities

Personal support such as:
a.   Introductions to other faculty and administrators
b.   Personal encouragement within the context of a confidential relationship
c.   Liaison to referral to other key people and resources

Mentors of first-year teachers and supervisors of student teachers (does not include pre-student teachers) may earn Act 48 credit only if the LEA approves the professional development hours. Mentors/Supervisors may receive up to 15 hours per inductee or student teacher totaling no more than 45 hours in a compliance period.

Administration (Act 93)

A designated administrator receives, evaluates, and archives all mentor records. School principals and administrators provide support such as:
a.   Opportunities for professional development related to the Code of Professional Practice and Conduct for Educators (22 Pa. Code Chapter 235). The code is found in Appendix A and sets forth rules of conduct to which professional educators are legally bound. New employees should be informed of the code and given a copy.
b.   Creating a culture of teaching and learning that supports professional collaboration among both new and veteran teachers.
c.   Designing appropriate schedules to support new teachers as they develop professional skills.
d.   Acquiring and providing appropriate resources to support educator induction activities (time, scheduling, space, funding)
e.   Periodically evaluating (twice during the school year) temporary classroom and non teaching professionals using the Educator Effectiveness System in accordance with Act 13 of 2020.
f.   Facilitating activities to enhance the relationship between mentors and beginning teachers.
g.   Accepting the confidential relationship between each teacher and mentor
h.   Identifying and selecting highly qualified mentors

Administrative Assistant to the Executive Director

School / LEA maintains accurate records of program completion and provides a certificate or statement of completion to each inductee who has completed the program.

Documentation: To document participation in the EIP a copy of the Induction Completion Document will be placed in each inductee's permanent file in the Executive Director's office. The original Induction Completion Document along with a Certificate of Completion will be given to each inductee for their records.

Executive Director

The Executive Director verifies that the program is completed on the Application for Vocational II Certification.

Requirements of EIP

- All induction documents must be completed and uploaded to the Google Classroom: Induction
- Attend district-Vocational Induction meeting August through May
- Attend Inductee / Mentor meetings
  - Weekly - First four months
  - Bi-Monthly - Last four months
- Inductee: Completion of Monthly Induction Reports (Addendum 3)
- Inductee: Completion of Needs Assessment for Inductees (Addendum 1) during the summer induction program.
- Inductee: Completion of checklist of induction discussions (Addendum 2) during the summer induction program.
- Inductee: Two peer classroom observations (Due May 1)
- Mentor: Two Inductee observations (Due May 1)
- Inductee: Completion of Induction Completion Document Y1 (Addendum 4)
- Inductee: Completion of Evaluation of EIP program (Addendum 5)
- Inductee: Completion of mandatory PD (Addendum 6) and Certificate of Completion

Act 48 for participation in Induction Mentor or Inductee

Mentors of first-year teachers and supervisors of student teachers (does not include pre-student teachers) may earn Act 48 credit if the LEA approves the professional development hours. Mentors & Supervisors may receive up to 15 hours per year or student teacher totaling no more than 45 hours in a three-year Act 48 compliance period. Mentors and Inductees may earn unlimited Act 48 hours with the professional development PDESAS courses (Addendum 6). The mandatory courses are indicated below.

Year 1 - New Teacher Induction 2023-2024 Program Schedule

Timeline of Activities and Requirements

Activity / Requirement:	Submit to:	Dates:
Mentor: Induction Training Self-Paced (Addendum 6) Mandated Certificates Due; Act 48 • Introduction to Structured Literacy • Culturally Relevant and Sustaining Education • Professional Ethics Program	Supervisor Permanent File	May 1
F2F Summer Induction Program Day 1 8:30-2:30 (6 hours)		August 18, 2023

F2F Summer Curriculum and Instruction (LFS) Program Day 2 8:30-2:30 (6 hours)		August 21, 2023
Inductee: Completion of Needs Assessment (Addendum 1)	Supervisor Google Folder	September 1, 2023
F2F New Teacher Induction Meeting 1 3:30-5:00 pm		September
F2F New Teacher Induction Meeting 2 3:30-5:00 pm		October
F2F New Teacher Induction Meeting 3 3:30-5:00 pm		November
F2F New Teacher Induction Meeting 4 3:30-5:00 pm		December
F2F New Teacher Induction Meeting 5 3:30-5:00 pm		January
F2F New Teacher Induction Meeting 6 3:30-5:00 pm		February
F2F New Teacher Induction Meeting 7 3:30-5:00 pm		March
F2F New Teacher Induction Meeting 8 3:30-5:00 pm		April
F2F Mentor / Inductee Monthly Meetings (August - April)		TBD
Weekly: Inductee Mentor Meeting Logs Due (September / October) Addendum 3	Supervisor Google Folder	November 1, 2023
Weekly: Inductee Mentor Meeting Logs Due (November / December) Addendum 3	Supervisor Google Folder	January 1, 2024
Bi-Monthly: Inductee Mentor Meeting Logs Due (January / February) Addendum 3	Supervisor Google Folder	March 1, 2024
Bi-Monthly: Inductee Mentor Meeting Logs Due (March / April) Addendum 3	Supervisor Google Folder	May 1, 2024
Inductee: Two Peer Classroom Observations	Supervisor	May 1, 2024
Mentor: Two Classroom Observations of Inductee	Supervisor Inductee	May 1, 2024
Mentor: Induction Completion Document (Addendum 4)	Executive Director Permanent File	May 1, 2024
Inductee: Checklist of Induction Discussions (Addendum 2) Monthly Teacher Induction Reports (Addendum 3) End of Year Reflection and Evaluation (Addendum 5)	Executive Director Permanent File	May 1, 2024

Certificates of Completion for mandatory PD (Addendum 6)		
Executive Director / Secretary to Executive Director: New Teacher and Mentor Recognition and Awards	Inductee Permanent File	June XX, 2024
Year II New Teacher Induction 2024-2025 Program Schedule		
Inductee: Completion of Needs Assessment (Addendum 7)		
F2F New Teacher Induction Meeting 1 3:30-5:00 pm		September
F2F New Teacher Induction Meeting 2 3:30-5:00 pm		October
F2F New Teacher Induction Meeting 3 3:30-5:00 pm		November
F2F New Teacher Induction Meeting 4 3:30-5:00 pm		December
F2F New Teacher Induction Meeting 5 3:30-5:00 pm		January
F2F New Teacher Induction Meeting 6 3:30-5:00 pm		February
F2F New Teacher Induction Meeting 7 3:30-5:00 pm		March
F2F New Teacher Induction Meeting 8 3:30-5:00 pm		April
Certificates of Completion for completion of the needs assessment (Addendum 6)		May 1

Agenda: F2F Summer Induction Program Day 1 8:30-2:30 (6 hours)

Sample Agenda: Year 1 Inductee and Year 1 Mentor - dates subject to change

Activity / Presenter	Date	Time / Location
District Orientation (Martell) Building Orientation (Administrators) Required Annual Notices	August 18, 2023	
School Safety (Executive Director)	August 18, 2023	
The Formal Evaluation Process (Danielson Framework) • 13-1, 13-2, 13-3 forms and PEERS • Act 13 - No formal goal this year; discussion of process		

Assessment Topic: Standardized student assessment data: PVAAS: What to expect? Classroom assessment data: Formative and Summative		
Future Ready Comprehensive Planning Process (FRCPP)		
Relationship Building with Students		
The Evaluation Process: Special Education (Warren) Progress Monitoring, differentiated instruction, accommodations, etc.		
Positive Behavior Intervention and Supports (PBIS)		
Statewide Assessments: What do I need to know?		
The Parent Teacher Conference: What to expect?	October	
Budgeting Process: What do I need to know?	January	
Reflections on my first year	May	

Year 1: Needs Assessment for Teacher Inductees (Addendum #1)

(To be completed by Inductee)

Inductee: _____   **Mentor:** _____

Building: _____   **Date:** _____

Some typical components of the Framework of Teaching are listed below. **Please circle three specific items from each of the Four Domains of Teaching.** The circled items should be addressed by you and your Mentor during the _____ school year.

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
1. Individual Differences 2. Lesson Plans 3. Materials Acquisitions 4. Special Education 5. Pupil Support Services 6. IU Resources 7. Teaming Collaboration 8. Other:_____	1. Classroom Management 2. Discipline 3. School Facilities 4. School Procedures 5. Custodia / Clerical Relations 6. Nurse / First Aide 7. CPR / AED 8. Other:_____
Domain 3: Instruction	**Domain 4: Professional Responsibilities**
1. Student Learning Maps 2. Understanding the Curriculum 3. Learning Focused School Practices 4. Communicating Clearly and Concisely 5. Demonstrating Flexibility/Responsiveness 6. Professional Learning 7. Differentiation 8. Other:_____	1. Professionalism 2. Record Keeping / Data Collection 3. Teacher Evaluation 4. Relations with Students and Parents 5. Parent / Teacher Conference 6. Budget 7. Contributing to Community / District 8. Other:_____

Year 1: Checklist of Induction Discussions (Addendum #2)

(To be completed by Inductee)

Inductee: _____   **Mentor:** _____

Building: _____   **Date:** _____

Topics preceded by the mentor's initials indicate the areas addressed by the above Inductee and Mentor during the _____ school year.

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
1. _____ Individual Differences 2. _____ Lesson Plans 3. _____ Materials Acquisitions 4. _____ Special Education 5. _____ Pupil Support Services 6. _____ IU Resources 7. _____ Pupil Grading 8. _____ Teaming Collaboration 9. _____ Other:_____	1. _____ Classroom Management 2. _____ Discipline 3. _____ School Facilities 4. _____ School Procedures 5. _____ Custodial / Clerical Relations 6. _____ Nurse / First Aide 7. _____ CPR / AED 8. _____ Other:_____
Domain 3: Instruction	**Domain 4: Professional Responsibilities**
1. _____ Student Learning Maps 2. _____ Understanding the Curriculum 3. _____ Learning Focused Schools Practices 4. _____ Communicating Clearly and Concisely 5. _____ Demonstrating Flexibility/Responsiveness 6. _____ Professional Learning 7. _____ Differentiation 8. _____ Other:_____	1. _____ Professionalism 2. _____ Record Keeping / Data Collection 3. _____ Teacher Evaluation 4. _____ Relations with Students / Parents 5. _____ Parent / Teacher Conference 6. _____ Budget 7. _____ Contributing to Community / District 8. _____ Other:_____

Monthly Teacher Induction Report (Addendum #3)

(To be completed by Inductee)

Inductee: _____   **Mentor:** _____

Building: _____   **Date:** _____

Topic(s) Discussed:	Action(s) Planned:

Principal Signature: _____   **Date:**_____

Comments:

Induction Completion Document (Addendum #4)
(To be completed by Mentor)

Inductee: _____   **Mentor:** _____

Activities	Date of Participation
1. District Orientation Session	
2. Formal Evaluation / PVAAS	
3. Parent / Teacher Conference	
4. Curriculum and Instruction	
5. Relationship Building	
6. Evaluation Process: Special Education	
7. Positive Behavior Intervention Supports	
8. Statewide Assessments	

9.	Reflection	
10.	Two Peer Observations	
11.	Two Mentor Observations	

Monthly Report to Principal:

_____ (August / September / October)

_____ (November / December / January)

_____ (February / March / April)

This certifies that the above-named inductee participated in and successfully completed the requirements of the Year 1 Educator Induction Program (EIP) during the _____ School Year.

Mentor Signature: _____   Date: _____

Principal Signature: _____   Date: _____

Executive Director Signature: _____   Date: _____
_____

Induction Classroom Visit Recording Form (Addendum #5)
(To be completed by Inductee, To be completed by Mentor)

Classroom:_____   Visitor: _____
(mentor teacher, inductee, or special education teacher name)   (mentor teacher or inductee name)

Date: _____   Subject / Period: _____

Before: Prior to the classroom visit, the inductee and teacher identify an area of focus for the visit. They will complete Domain 1 conversations prior to the classroom visit.

During: Highlight and describe two components that were observed in each of the Domains of Professional Practice (Domains 2-3). Reference PDE Educator Effectiveness Observation and Practice: Framework for Evaluation - Classroom Teacher for a full description of each domain and component.

After: Use the identified area of focus and highlighted components to guide the discussion about the visit.

Off Stage - This is reviewed to completion in the BEFORE step.

Domain 1: Planning and preparation

Components:
1A: Knowledge of Content and Pedagogy
1B: Demonstrating Knowledge of Students
1C: Setting Vocational Outcomes
1D: Demonstrating Knowledge of Resources
1E: Designing Coherent Instruction
1F: Designing Student Assessments

Component: _____

Description:

Component: _____

Description:

On Stage - The component is selected in the BEFORE step. Observed in the classroom visit and reviewed in the After step.

Domain 2: Classroom Environment

Components:
2A: Creating an Environment of Respect and Rapport
2B: Establishing a Culture for Learning
2C: Managing Classroom Procedures
2D: Managing Student Behavior Expectations
2E: Organizing Physical and Digital Space

Component: _____

Description:

Component: _____

Description:

On Stage - The component is selected in the BEFORE step. Observed in the classroom visit and reviewed in the After step.

Domain 3: Instruction	
Components: 3A: Communicating with Students 3B: Questioning and Discussion Techniques 3C: Engaging Students in Learning Activities and Assignments 3D: Using Assessment in Instruction 3E: Demonstrating Flexibility and Responsiveness	Component: _____ Description:
	Component: _____ Description:

Evaluation of Program (Addendum #6)
(To be completed by Inductee)

Located: https://forms.gle/a53QzcCLatt4iey76

Evaluation of Induction Program (Addendum #5)

This is the online version of the paper version of the evaluation. Please take the google form.

This form is automatically collecting emails from all respondents. Change settings

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Please indicate your induction year. *

◯ I have completed Induction Year I

◯ I have completed Induction Year II

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1. Did this induction program provide the support that you needed to make the transition to the Canton School District? Explain.

Long answer text

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2. What things would you suggest be added to aid an incoming teacher?

Long answer text

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3. What changes in the program would you recommend?

Induction Program Act 48 2024-2027 (Addendum #7)

Located here: https://docs.google.com/document/d/1mgT5bZEh1j0BKVJEOU77qkVbRl2C1CfA/copy

Directions: The following courses are available free of charge from the sites listed below. PDESAS.org will require a login name and password. If you sign up and take courses with PDESAS.org the Act 48 will be automatically uploaded to PERMS. Mentors may choose to use the materials and scenarios provided in the coursework with inductees. Inductees may take the courses chosen and add for discussion with their mentors at the mentor - inductee meetings.

Mentors of first-year teachers and supervisors of student teachers (does not include pre-student teachers) may earn Act 48 credit if the LEA approves the professional development hours. Mentors/Supervisors may receive up to 15 hours per inductee or student teacher totaling no more than 45 hours in a compliance period.

- Induction – add a letter for anyone who is subbing 45 days or more – use from this content.

Educator Induction Plan Topic Areas	Selected Danielson Framework	Timeline
Code of Professional Practice and Conduct for Educators	4f: Showing Professionalism;	Y1 Fall, Y2 Fall
Assessments and Progress Monitoring	1f: Designing Student Assessments; 3d: Using Assessment in Instruction; 4c: Communicating with Families	Y1 Fall
Vocational Practices	3b: Using Questioning and Discussion Techniques; 3c: Engaging Students in Learning; 2b: Establishing a Culture for Learning; le: Designing Coherent Instruction; 3a: Communicating with Students; 3d: Using Assessment in Instruction; 3e: Demonstrating Flexibility and Responsiveness	Y1 Fall
Safe and Supportive Schools	3c: Engaging Students in Learning; 2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 2a: Creating and Environment of Respect and Rapport	Y1 Fall
Standards and Curriculum	1a: Demonstrating Knowledge of Content and Pedagogy; ld: Demonstrating Knowledge of Resources le: Designing Coherent Instruction	Y1 Fall, Y2 Fall
Technology Instruction	2b: Establishing a Culture for Learning; 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness	Y1 Fall
Progress Reports and Parent - Teaching Conferencing	1f: Designing Student Assessments; 3c: Engaging Students in Learning 4b: Maintaining Accurate Records 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 4a: Reflecting on Teaching	Y1 Fall, Y1 Winter
Accommodations and Adaptations for Diverse Learners	1b: Demonstrating Knowledge of Students; 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness; 1d: Demonstrating Knowledge of Resources 3b: Using Questioning and Discussion Techniques 1a: Demonstrating Knowledge of Content and	Y1 Fall

	Pedagogy 2a: Creating and Environment of Respect and Rapport 3d: Using Assessment in Instruction 1f: Designing Student Assessments 3c: Engaging Students in Learning	
Data Informed Decision-Making	1e: Designing Coherent Instruction; 3b Using Questioning and Discussion Techniques 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 1f: Designing Student Assessments 4a: Reflecting on Teaching; 2b: Establishing a Culture for Learning 4b: Maintaining Accurate Records	Y1 Winter
Materials and Resources for Instruction	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	Y1 Fall, Y2 Fall
Classroom and Student Management	2a: Creating an Environment of Respect and Rapport 2e: Organizing Physical Space le: Designing Coherent Instruction 2d: Managing Student Behavior lc: Setting Vocational Outcomes; 2c: Managing Classroom Procedures lb: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning	Y1 Fall, Y1 Winter, Y1 Spring
Parental and/or Community Involvement	4c: Communicating with Families 3a: Communicating with Students 4f: Showing Professionalism	Y1 Fall, Y2 Fall
Professional Ethics Program Framework	4f: Showing Professionalism;	Y2 Fall, Y2 Winter, Y3 Spring
Culturally Relevant and Sustaining Education Program Framework	1b: demonstrating knowledge of students; 3c engaging students in learning	Y2 Fall
Educator Effectiveness	1d demonstrating knowledge of resources	Y2 Fall
Structured Literacy	2b: establishing a culture for learning; 1a: demonstrating knowledge of content and pedagogy	Y2 Fall
Social Emotional Learning	2b: establishing a culture for learning; 1a: demonstrating knowledge of content and pedagogy	Y2 Fall
Career Technical Education	2b: establishing a culture for learning; 1a: demonstrating knowledge of content and pedagogy	Y2 Fall
Other		

Code of Professional Practice and Conduct for Educators: (Year II)

FACILITATED BY NTCC ADMINISTRATION: Educator Ethics and Conduct Toolkit pspc.education.pa.gov (Ethics Toolkit) Act 48 will be granted by NTCC for participation. This is planned at 15 hours of Act 48 credit.

- August - Unit 1 The Ethical Teacher
- September - Unit 2 Private and Professional Lives
- October - Unit 3 Relationships with Teachers
- November - Unit 4 The Connected Teacher
- December - Catch Up / Extra Time on Topics 1-4
- January - Unit 5 Teaching in a Diverse Society
- February - Unit 6 Improper Personal or Financial Gain
- March - Unit 7 the Ethical Colleague
- April - Unit 8 Fostering an Ethical School Climate

Assessments and Progress Monitoring

Instruction and Assessment accommodation to meet individual needs (5 hours) PDESAS.org

- Explore the definition and general purpose of accommodations for instruction and assessment.
- Examine the proper selection and use of accommodations for instruction and assessment.
- Evaluate and revise the accommodation for instruction/assessment after implementation.

Fundamentals of Assessment (10 hours) PDESAS.org

- Identify the various purposes for assessment.
- Differentiate between different types of assessments.
- Design assessments that are aligned with learning outcomes and the PA Core Standards.
- Determine appropriate tools for scoring and evaluation.

Creating Meaningful Assessments (10 hours) PDESAS.org

- Describe benchmark, diagnostic, formative, and summative assessments.
- Explain how fair assessments foster learning and hold teachers and students accountable for learning.
- Develop formative assessment strategies using the SAS methodology.
- Demonstrate the use of engaging formative assessment strategies to measure students' depth of knowledge.
- Create an authentic assessment in your area of expertise.

Instruction in Assessment (10 hours)

- Analyze methods for monitoring student progress toward intended Vocational outcomes.
- Identify strategies for providing high quality feedback on student progress.

- Determine ways in which different forms of assessment can be used to inform and differentiate instruction.
- Develop student self-assessment tools that are aligned with learning outcomes.
- Explain how students can utilize assessment data and feedback in their learning.

Expectations for Learning and Achievement (5 hours)

- Analyze the concepts of bias and mindset as they relate to student expectations for learning.
- Identify teacher behaviors and attitudes associated with high or low expectations for student learning and achievement.
- Explain the influence that family and school community have on student expectations for learning and achievement.

Vocational Practices

Grouping

Advanced Grouping Strategies (5 hours) PDESAS.org

- Identify grouping activities that address classroom situations and strategies that align with the desired curriculum outcome.
- Develop questioning and discussion strategies that encourage student participation within Vocational groups.
- Apply, assess, and reflect on learning group procedures in order to achieve desired results for all students in grouping activities.

Communication

Facilitating Classroom Discussions (5 hours) PDESAS.org

- Analyze how effective classroom discussions deepen and extend understanding.
  - Differentiate between explanations of content and effective classroom discussions.
  - Identify verbal and nonverbal communication techniques that support effective classroom discussions.
- Devise strategies for supporting focused and engaging discussions.
- Implement strategies for increasing and sustaining student participation in whole-class and small-group discussions.

Classroom Communication (5 hours) PDESAS.org

- Explain how communicating clear expectations supports student achievement of learning goals.
- Identify ways to provide clear directions that facilitate students' meaningful work without direct teacher supervision.
- Discuss how vivid oral and written language can be used to explain content, clarify limits, and facilitate student choice.

Communicating Directions and Procedures (5 hours) PDESAS.org

- Define rules, directions, and procedures.

- Develop a student-friendly rationale for adhering to established procedures.
- Determine how to practice and reinforce classroom procedures.
- Analyze strategies for communicating directions and ensuring clarity for all students.

Discussion Techniques (7 hours) PDESAS.org

- Discuss how effective discussion techniques promote student engagement with content.
- Discuss how to create opportunities during discussions for student reflection.
- Identify strategies that promote and encourage student consideration and reflection.
- Identify methods that evaluate student participation in classroom discussions that support student efforts to take responsibility for their own learning.

Student Participation (5 hours) PDESAS.org

- Identify questioning strategies that promote deep engagement and participation in classroom discussions.
- Apply methods for teaching students to frame questions of high cognitive challenge and use them to extend learning.
- Identify opportunities for engaging with content to ensure that all students play an active role in small-group and whole-class discussions.

Questions that Facilitate Taking Action (5 hours) PDESAS.org

- Refine approaches to teaching students how to ask and identify questions and reflect on peer comments.
- Develop scaffolded questions for a unit of study that facilitate higher-order thinking and taking action based on new understanding.
- Reflect on the implementation of student inquiry and questioning strategies.

Questions that Gather Information (5 hours) PDESAS.org

- Develop questions that encourage students to analyze information.
- Implement questioning techniques and reflect on their effectiveness in fostering students' higher-order thinking skills.
- Examine and apply strategies that facilitate student questioning, reflection, and peer support.

Questions that Work With Information (5 hours) PDESAS.org

- Analyze close reading and text-dependent analysis.
- Identify strategies for scaffolding and creating opportunities for conceptualizing reading to engage students.
- Develop text-dependent questions.
- Evaluate TDA prompts taking into consideration text complexity and literary elements.
- Explore TDA Learning Progressions to analyze student responses.

Effective Strategies for Instruction (15 hours) PDESAS.org

- Develop a lesson supporting the Cycle of Effective Instruction using the curriculum framework, Dr. Marzano's ten design questions, and the thirteen effective Vocational strategies.
- Incorporate effective Vocational strategies into lessons to deepen students' understanding of concepts and help students develop competencies.
- Apply assessment for learning techniques to monitor student progress and inform instruction.
- Increase student engagement by creating compelling concept presentations and encouraging peer learning through student learning teams.

Student Engagement and Exploration (5 hours) PDESAS.org

- Validate the use of discretionary time in Vocational activities that enhance student engagement.
- Investigate and implement hands-on/minds-on activities that engage students in exploration of content.
- Evaluate the relevance and rigor of Vocational content to ensure appropriate levels of challenge and engagement designed to increase the learning performance of all students.

Explaining Content: Student to Student (5 hours) PDESAS.org

- Identify strategies for implementing student-centered learning.
- Analyze strategies for facilitating peer-to-peer learning.
- Develop approaches that integrate 21st Century skills into explanations of content.
- Evaluate web-based and other technology tools for engaging students in collaborative learning activities.

Explaining Content: Teacher to Student (5 hours) PDESAS.org

- Investigate imaginative ways to present and explain content, including using technology tools.
- Develop strategies for making connections between new content and students' interests, experiences, backgrounds, and prior knowledge.
- Design Vocational activities that implement strategies and approaches for engaging students' interests that build upon prior knowledge.

Preparing to Participate Student-Led Discussions (5 hours) PDESAS.org

- Identify strategies to support student engagement and participation of all students throughout classroom discussions.
- Implement techniques that foster high-level questions and reasoning skills while simultaneously maintaining the momentum of student-led discussions.
- Analyze methods for focusing, re-directing, and encouraging student contributions.

Vocational Practices

Setting Vocational Outcomes (8 hours) PDESAS.org

- Identify key elements of appropriate Vocational outcomes.

- Compose Vocational outcomes that are rigorous, sequentially appropriate, clear, viably assessed, and reflective of student needs.
- Analyze how different types of learning can be integrated into Vocational outcomes.
- Examine how Vocational outcomes can be aligned to the PA Core Standards.

Student-to-Student Interactions (5 hours) PDESAS.org

- Explain the importance of positive student-to-student relationships.
- Implement strategies that encourage respectful verbal and nonverbal student interactions.
- Identify how team building can foster a caring classroom culture that clearly prioritizes social-emotional well-being.

Teacher-to-Student Interactions (5 hours) PDESAS.org

- Explain how interacting with students in an environment of respect and rapport enhances student learning.
- Identify effective verbal and nonverbal strategies that develop relationships with students.
- Describe ways to prevent and reduce teacher and student frustration and stress.

Text-Dependent Analysis – Digging Deeper (Grades 4-8) (10 hours) PDESAS.org

- Analyze close reading and text-dependent analysis.
- Identify strategies for scaffolding and creating opportunities for conceptualizing reading to engage students.
- Develop text-dependent questions.
- Evaluate TDA prompts taking into consideration text complexity and literary elements.
- Explore TDA Learning Progressions to analyze student responses.

Safe and Supportive Schools

Promoting Safe and Supportive Schools (5 hours) PDESAS.org

- Analyze student needs for safe and supportive schools.
- Explore how to create safe school environments in which all students can experience classroom success.
- Examine how safe school environments promote student achievement.
- Discover how engagement advances students' own learning.

Comprehensive Mental Health for Teachers (5 hours) PDESAS.org

- Describe how mental health literacy knowledge can improve the classroom environment.
- Identify key components of a safe, supportive learning environment.
- Evaluate how you will integrate Pennsylvania-prioritized initiatives into your daily practice.

Organizing Physical Space (5 hours) PDESAS.org

- Analyze student needs for a safe physical classroom environment.
- Describe how to create a safe physical environment in which all students can experience classroom events.
- Explain how physical resources can be used to support learning activities.
- Describe how students can use physical resources to advance their own learning.

Student Pride in Work (5 hours) PDESAS.org

- Describe ways students can support and encourage one another.
- Describe ways to support students in taking pride in their accomplishments.
- Identify how risk-taking within a safe environment promotes student reflection, encouragement, peer review, and goal setting.

Creating a Culture of Respect and Rapport (5 hours) PDESAS.org

- Identify ways to establish a positive culture.
- Discuss the qualities that promote a supportive and positive teacher-student relationship, with a focus on social-emotional competencies.
- Describe how to create a learning environment that promotes a culture of respect and rapport.

Standards/Curriculum

Getting Started: The Standards Aligned System (10 hours) PDESAS.org

- Discuss the intent of a Standards Aligned System and explain how the elements of a Standards Aligned System can improve student achievement.
- Navigate the Standards, Assessments, and Curriculum Framework tabs for a variety of subject areas and grade levels and identify ways to use these systems to inform instruction.
- Identify the different types of resources contained in the SAS Instruction, Materials & Resources, and Safe & Supportive Schools sections.
- Identify the ways to address the needs of all learners.

Deconstructing Standards (5 hours) PDESAS.org

- discover why standards are important and why they impact both students and teachers,
- examine standards and analyze their components,
- create learning targets for use in teaching and student assessment, and
- explore ways standards can be assessed in the classroom.

Types of Learning Activities (5 hours) PDESAS.org

- Reflect upon current learning activities and levels of student choice.
- Identify types of learning activities that align with lesson outcomes and promote deep learning.
- Analyze learning activities that emphasize depth over breadth.

- Implement strategies for students to exercise choice, make modifications, and serve as resources for other students.
- Evaluate the effectiveness of different learning activities and opportunities for student choice in achieving Vocational outcomes that promote deep learning.

Designing Lessons, Units, and Learning Activities (5 hours) PDESAS.org

- Explain how to design clear, goal-focused lessons and units.
- Describe how to connect learning goals with other content areas to facilitate the transfer of concept learning among other disciplines.
- Describe how assessment choices check for understanding of the goal.
- Develop learning activities that are aligned to Vocational outcomes and appropriate for all students.

Engaging Students in Learning (8 hours) PDESAS.org

- Select activities and assignments that promote deep learning.
- Analyze grouping activities that engage all students and can be adjusted to enhance understanding.
- Develop criteria for selecting a range of Vocational materials and resources that engage students while also providing student choice.
- Analyze lesson structures to understand appropriate techniques for scaffolding.
- Evaluate the significance of lesson pacing with emphasis on time provided for student reflection and closure.

Effective and Engaging Standards-based Instruction (10 hours) PDESAS.org

- Use standards to establish quality and consistency in teaching and learning.
- Develop or modify instruction to include the relevant PA standards, anchors, and eligible content.
- Develop a new classroom activity that fully aligns with the Pennsylvania Standards.

Meaningful Instruction to Improve Student Achievement (10 hours) PDESAS.org

- Discuss strategies for developing critical thinking skills to prepare students for their future.
- Identify Vocational strategies that are best suited to help students achieve the expected performance.
- Describe how to provide explicit instruction that directs student attention toward specific learning outcomes.
- Examine Vocational strategies aligned to standards that address key concepts, skills, essential questions, and enduring understandings to improve student achievement.

Setting Expectations for Learning (5 hours)

- Explain when and how to clarify the purpose of a lesson or unit.
- Identify ways to link lessons to key concepts and student interests.
- Discuss ways to communicate learning goals with students clearly.

SAS Assessment Center (5 hours) PDESAS.org

- discover how the SAS Assessment Center can help you create and share assessments from a library of standards-aligned items,
- apply the tools in the SAS Assessment Center to create new assessments,
- explore how to access, organize, and edit assessments in the SAS Assessment Center, and
- examine how to use data from the SAS Assessment Center's Check for Understanding.

Developing Life-Long Learners (10 hours) PDESAS.org

- Evaluate the Standards Aligned System and propose how you could use it to bridge the gap between what many current graduating seniors know, and the qualities that higher educational institutions and employers look for in candidates.
- Develop strategies to enhance the critical thinking skills of all learners.
- Explain how the SAS methodology aligns the six common elements that support student achievement to ensure students have the resources to be academically successful.
- Describe the goal of the Standards Aligned System and how you could use SAS to provide students with a foundation to become lifelong learners.

Curriculum Audit: Introduction (5 hours) PDESAS.org

- explore what the term curriculum means and why it is important,
- examine what an equitable and culturally responsive curriculum entails, and
- discover ways to audit and evaluate your curriculum in order to increase student achievement.

Conducting a Curriculum Audit (5 hours) PDESAS.org

- examine curriculum design types and models popular in the development of curriculum,
- explore tools and resources available for conducting a curriculum audit/evaluation, and
- conduct a curriculum audit/evaluation while identifying areas of improvement and measures of success.

Developing Aligned Curriculum (10 hours) PDESAS.org

- Discuss the important processes and elements of curriculum design.
- Recognize the structure of Pennsylvania's Curriculum Framework and how it delineates what students must know, understand, and be able to do.
- Align lesson plans with Pennsylvania's Curriculum Framework and PA Core and Academic Standards.
- Develop key concepts, skills, essential questions, and enduring understandings aligned to the PA Core and Academic Standards to be used in curriculum development.
- Utilize the SAS portal to construct aligned instruction.

Enhancing Content and Pedagogical Knowledge (8 hours) PDESAS.org

- Identify resources for improving knowledge of your content area/discipline and connecting that knowledge to related concepts.
- Investigate methods for improving and enhancing pedagogy in your content area.
- Identify professional development opportunities beyond the classroom that make a difference in the field of teaching and learning in your content area.

Technology Instruction

Technologies and Tools to Promote a Successful eLearning Environment (5 hours) PDESAS.org

- Discover pedagogical strategies and applications that leverage the technology and tools accessible in an eLearning classroom.
- Examine tools available to educators, as well as ways in which you can use those tools to support an engaging eLearning environment.
- Develop a solid understanding of how to design an engaging eLearning experience that takes the knowledge of students into account.

Teaching in the 21st Century: The Need for Change (30 hours) PDESAS.org

- Identify the needs and preferences of 21st Century learners.
- Assess the gap between current Vocational practices and the skill set students need for success in the 21st Century workplace.
- Develop an action plan for incorporating technology and establishing a 21st Century classroom.

Using PBS LearningMedia in the Classroom (5 hours) PDESAS.org

- Identify why motivation is a key to learning.
- Explain the value learning media brings to teaching and learning, versus traditional Vocational methods.
- Describe the features of PBS LearningMedia.
- Explain how to integrate PBS LearningMedia into teaching and learning.
- Design a PBS LearningMedia experience to integrate into instruction and learning.

Cultivating and eLearning Community (5 hours) PDESAS.org

- Discover how to empower, engage, and motivate each student in the eLearning environment.
- Examine methods to create a sense of community and foster self-efficacy in the eLearning environment.
- Discover ways to ensure that social-emotional learning needs are addressed or accommodated in the online community.

Teaching and Communicating in the eLearning (5 hours) PDESAS.org

- Discover pedagogical strategies to foster online participation of all students in your eLearning environment.

- Examine effective strategies in order to determine when it is best to use synchronous or asynchronous sessions.
- Develop a solid understanding of how to implement feedback protocols between you and your students.
- Develop strategies to correspond with parents and caregivers through an eLearning environment.

Progress Reports and Parent-Teacher Conferencing

Maintaining Accurate Records (5 hours) PDESAS.org

- Identify methods for maintaining accurate records of student assignments.
- Identify effective systems for tracking student progress toward intended learning outcomes.
- Discuss the ways in which maintaining records of non-Vocational activities can enhance overall knowledge of students as well as their individual needs and interests.
- Identify strategies for structuring student participation in maintaining records of their own assignments, progress, and non-Vocational activities.

Accommodations and Adaptations for diverse learners

Addressing Learning Gaps (5 hours) PDESAS.org

- explore the basics of learning gaps, including what they are, factors that contribute to learning gaps, and types of learning gaps,
- discover ways to identify learning gaps in students, as well as strategies to address those learning gaps, and
- explore strategies to assist students in preventing learning gaps and accelerate learning.

Instruction and Assessment Accommodations to Meet Individual Student Needs (5 hours) PDESAS.org

- Explore the definition and general purpose of accommodations for instruction and assessment.
- Examine the proper selection and use of accommodations for instruction and assessment.
- Evaluate and revise the accommodation for instruction/assessment after implementation.

Data informed decision-making

- PA Data Powershots – PVAAS.SAS.org
- PVAAS Videos and Recorded Webinars
- PVAAS Professional Learning Opportunities
- [Improving Reading outcomes through Goal Setting and Progress Monitoring](1 hour)

Materials and Resources for Instruction

Demonstrating Knowledge of Resources (5 hours) PDESAS.org

- Describe how teachers search for and evaluate resources for classroom use.
- Discuss how teachers find and use resources to extend pedagogical and content knowledge.
- Discuss how teachers search for and evaluate non Vocational resources for students.

Depth of Knowledge (1 hour) PDESAS.org

- This Depth of Knowledge refresher course is designed to emphasize the relationship between DOK of the content standards and the DOK of the test items. This module provides 1 Act 48 hour upon successful completion of the quiz at the end of the content.

Enhancing Content and Pedagogical Knowledge (8 hours) PDESAS.org

- Identify resources for improving knowledge of your content area/discipline and connecting that knowledge to related concepts.
- Investigate methods for improving and enhancing pedagogy in your content area.
- Identify professional development opportunities beyond the classroom that make a difference in the field of teaching and learning in your content area.

Classroom and Student Management

Supervising Volunteers and Paraprofessionals (5 hours) PDESAS.org

- Describe roles, standards, and guidelines for paraprofessionals.
- Explain the steps necessary to support and supervise volunteers and paraprofessionals.
- Describe training opportunities for teachers and the paraprofessionals they supervise.

Monitoring Student Behavior (5 hours) PDESAS.org

- Identify various causes of student misbehavior.
- Identify how individual student needs shape classroom behavior.
- Explain how clear and appropriate expectations for learning and behavior support effective classroom management.
- Analyze strategies for developing, implementing, and revising appropriate standards for student conduct.

Responding to Student Misbehavior (5 hours) PDESAS.org

- Identify appropriate external resources for responding to student misbehavior.
- Develop strategies and tools for behavior intervention and family involvement in interventions.
- Develop responses to misbehavior that are sensitive to student's individual needs.

- Implement preventative strategies that promote appropriate classroom behaviors.

Foundations for Managing Student Behavior (7 hours) PDESAS.org

- Identify various causes of student misbehavior.
- Identify how individual student needs shape classroom behavior.
- Explain how clear and appropriate expectations for learning and behavior support effective classroom management.
- Analyze strategies for developing, implementing, and revising appropriate standards for student conduct.

Fundamentals of Flexible and Responsive Teaching (15 hours) PDESAS.org

- Reflect upon current levels of responsiveness and flexibility, recognizing situations where additional modifications and/or adaptations should be made to increase student learning and engagement.
- Explore the basics of lesson adjustment and identify opportunities for teachable moments.
- Analyze the relationships between flexibility and responsiveness that contribute to student engagement and learning.
- Develop approaches to lesson adjustment and implement them into classroom practice.

Flexible and Responsive Teaching (10 hours) PDESAS.org

- Appraise the role of the teacher as a collaborator and facilitator of learning.
- Inventory and further develop a repertoire of activities and strategies for lesson adjustment that capitalize on students' interests and spontaneous events.
- Evaluate strategies for effectively and persistently responding to student misunderstandings that may arise within an Vocational activity.
- Analyze the relationship between flexible and responsive teaching and self-directed student learning.

Advanced Flexible and Responsive Teaching (10 hours) PDESAS.org

- Identify appropriate moments to make midcourse adjustments that capitalize on teachable moments, student interests, or relevant events.
- Explain the use of alternative approaches or responses for students who are struggling or need to be challenged.
- Analyze strategies for soliciting, reflecting upon, and adjusting instruction based on formal and informal student feedback.
- Evaluate avenues/pathways for forming effective partnerships with educational community stakeholders.

Managing Classroom Procedures (8 hours) PDESAS.org

- Identify a variety of transition methods that efficiently and effectively connect activities.
- Explain how to manage nonVocational duties such as handling materials and supplies.

- Identify facilitation strategies that foster student-led routines and enhance procedures for classroom management.

Engaging Vocational Groups (5 hours) PDESAS.org

- Apply research-based and evidence-based practices that engage Vocational groups.
- Design instruction that utilizes managed Vocational groups to best promote learning for all students.
- Design lesson and unit structures that employ Vocational groups.

Productive Student Grouping (5 hours) PDESAS.org

- Identify activities focusing on student-managed groupings.
- Develop lesson activities that foster an environment of respect and rapport.
- Provide evidence of establishing a culture for learning in your classroom.

Student Grouping and Supportive Resources (5 hours) PDESAS.org

- Explain how Vocational grouping can enhance student learning while providing student choice.
- Explain how supportive materials and resources suitable for all students can enhance learning.
- Discuss appropriate uses of technology that further improve the quality of lesson activities and check for understanding.

Sparking Student Engagement (5 hours) PDESAS.org

- Identify the importance of rigor and relevance within your content and as it transfers/applies to a practical classroom setting.
- Plan Vocational strategies that actively engage students in the learning process.
- Describe the impact student engagement has on student learning.

Advanced Grouping Strategies (5 hours) PDESAS.org

- Identify grouping activities that address classroom situations and strategies that align with the desired curriculum outcome.
- Develop questioning and discussion strategies that encourage student participation within Vocational groups.
- Apply, assess, and reflect on learning group procedures in order to achieve desired results for all students in grouping activities.

Parental and/or community involvement

Expectations for Learning and Achievement (5 hours) PDESAS.org

- Analyze the concepts of bias and mindset as they relate to student expectations for learning.
- Identify teacher behaviors and attitudes associated with high or low expectations for student learning and achievement.
- Explain the influence that family and school community have on student expectations for learning and achievement.

Communicating with Families (5 hours) PDESAS.org

- Identify culturally responsive approaches designed to engage families in the Vocational program.
- Analyze strategies for responding to family concerns and inviting family participation.
- Design informational materials for families that integrate student contributions.

Professional Ethics Program Framework Guidelines

(Staff Track or Teacher Track) – Professional Ethics and the Educator Discipline Act (3 hours) PDESAS.org

- This course consists of four modules, which are designed respectively to: (1) review the laws and regulations that govern the standards of conduct for educators in Pennsylvania and the legal processes for addressing misconduct by educators; (2) discuss the student-teacher relationship with an emphasis on establishing and maintaining appropriate boundaries; (3) examine the concept of sexual misconduct by educators; and (4) address the legal and ethical responsibilities to report educator misconduct, including sexual misconduct. Successful completion of this course will satisfy, in part, the training requirements of Act 126 of 2013, Child Abuse Recognition and Reporting Act.

Exploring Professionalism (8 hours) PDESAS.org

- Identify the benefits of professional learning and teaching communities.
- Describe collegial collaboration strategies that increase personal and professional teaching development.
- Determine appropriate professionalism strategies which encompass a culture of respect and rapport.
- Explain how volunteer service strategies strengthen content knowledge and pedagogy skills for the school, district, and community.
- Define the purpose and benefits of a Professional Growth Plan. (PGP).

Developing Professionalism (8 hours) PDESAS.org

- Discuss the benefits that professional learning and teaching communities have on your practice.
- Initiate and reflect on collegial collaboration, focusing on inquiry to increase personal and professional development.
- Analyze strategies for maintaining professionalism and consider their relationship to fostering a classroom culture of respect and rapport.
- Identify school event opportunities available at the building, district, and/or community levels.
- Develop a personal professional growth plan (PGP).

Enhancing Professionalism (8 hours) PDESAS.org

- Develop a professional learning community at your school to enhance members' practice and leadership within the organization.
- Arrange collegial, reciprocal observations that include structures for sharing feedback, best practices, and support.

- Create a document for novice teachers that includes appropriate strategies for promoting professionalism and fostering a culture of respect and rapport.
- Reflect on previously developed professional growth plans (PGP) and re-design a long-term plan.

Culturally Relevant and Sustaining Education Program Framework Guidelines

Course I: Self-Awareness and Reflective Practices for Equitable Classrooms

- Create a definition for classroom equity.
- Examine implicit bias and the effects it may have on others.
- Recognize the impacts of socialization and how it contributes to bias.

Course II: Educators as Systems Change Agents

- Examine how to create a culturally responsive classroom through equitable teaching practices.
- Explore how Vulnerable Decision Points help mitigate implicit bias in classrooms and promote equitable practices.
- Create an action plan with three goals and steps to follow to become a better systems change agent to students and colleagues.

Course III: Addressing Implicit and Explicit Bias in the Classroom

- Identify your experiences with implicit and explicit bias and how they have affected your professional practice.
- Evaluate the role of cultural humility and how to foster cultural sustainability in your classroom environment/school.
- Examine how cultivating relationships and implementing neutralizing routines can decrease bias.

Educator Effectiveness

Training Requirements

The only training requirements delineated in Act 13 are as follows:

- **Local induction programs** must be updated to incorporate training on Educator Effectiveness inclusive of the consistent use of quality evaluation data. To satisfy this requirement:
  - Inductees may complete either a locally provided training or the appropriate 5-hour Act 48 course available via the SAS PD Center.
- **Temporary Professional Employees** (TPEs) serving as classroom teachers or as non-teaching professionals must participate in training on Educator Effectiveness **during their probationary period**. To satisfy this requirement:
  - TPEs may complete either a locally provided training or the appropriate 5-hour Act 48 course available via the SAS PD Center.

(Educator Effectiveness Toolkit, PDESAS, p. 17)

Educator Effectiveness: Supporting Student Achievement and Growth (10 hours) PDESAS.org

- explore resources relating to each initiative area: remote learning, career readiness, research-based strategies, social- emotional learning (SEL), inclusion, cultural competence, and equity,

- identify ways to improve instruction, the classroom environment, and student interactions within and outside of the classroom, and
- create or adjust a learning experience that requires students to demonstrate their understanding of at least three of these initiative areas: remote learning, career readiness, research-based strategies, SEL, inclusion, cultural competence, and equity.

Educator Effectiveness: Classroom Teachers or Non-Teaching Professionals (5 hours) PDESAS.org

- demonstrate your understanding of the Framework for the Evaluation of Classroom Teachers under Act 13 of 2020 as it applies to your role as a classroom teacher,
- examine how the Framework affects your role and performance evaluation as a teacher,
- explain the importance of collaboration, timelines, and communication between you and your evaluator as it relates to your performance as an effective classroom teacher,
- explore several state initiatives that are infused into the Framework domains, and
- summarize the importance of quality implementation of the Framework and its positive impact on teacher and student performance.

Act 13 Classroom Teacher or Act 14 Non-Teaching Professional (5 hours) PDESAS.org

- demonstrate your understanding of the Framework for the Evaluation of Classroom Teachers under Act 13 of 2020 as it applies to your role as a classroom teacher,
- examine how the Framework affects your role and performance evaluation as a teacher,
- explain the importance of collaboration, timelines, and communication between you and your evaluator as it relates to your performance as an effective classroom teacher,
- explore several state initiatives that are infused into the Framework domains, and
- summarize the importance of quality implementation of the Framework and its positive impact on teacher and student performance.

Structured Literacy

Effective Uses of Language (5 hours) PDESAS.org

- Describe how clear explanations behind a lesson's purpose, the content, and connections to student interest promote deep understanding.
- Explore strategies for writing clear and concise directions using age-appropriate vocabulary for classroom activities and assessments.
- Examine strategies that employ the use of vivid language that bring content to life.

Introduction to Structured Literacy (10 hours) PDESAS.org

- Define Structured Literacy and examine the research that supports this approach.
- Identify the key features and content of Structured Literacy.
- Examine/align current Vocational practices to the Structured Literacy approach.

Social Emotional Learning

Course 1: Social Emotional Learning and Career Ready Skills (CRS) (5 hours) PDESAS.org

- Identify and describe the qualities of social emotional learning (SEL) in specific reference to the Pennsylvania's Career Ready Skills (PA CRS).
- Assess the effects of PA CRS on student achievement, engagement, and employment readiness.
- Design strategies to incorporate career ready skills into a learning environment.

Course 2: Planning and Integrating the PA Career Ready Skills (CRS) into the School Environment (5 hours) PDESAS.org

- identify the 10 Key Indicators of Systemic Approaches to Integrating and Sustaining the PA Career Ready Skills (PA CRS) in the school environment,
- apply data analysis skills to identify strengths and needs related to the key indicators in the school environment, and
- develop an action plan for PA CRS integration in the classroom and school.

Course 3: Creating a Culture for PA CRS Sustainability (5 hours) PDESAS.org

- examine how teacher and school community wellness contribute to creating a culture for PA Career Ready Skills sustainability,
- discover how to integrate the competencies of an evidence-based plan into daily practice and academics as well as the school community, and
- conduct long-term planning and integration of a logic model based on the PA Career Ready Skills toolkit.

Career Technical Education

Classroom to Workforce Connections Part I (5 hours) PDESAS.org

- Interpret workforce analysis and statistics in relationship to regional job opportunities.
- Identify key employers within an economic region.
- Align job vacancy requirements to classroom content and instruction to support local workforce needs.
- Collaborate with a workforce stakeholder to develop a workplace experience action plan.

Classroom to Workforce Connections Part II (5 hours) PDESAS.org

- Plan the next steps from the action plan developed in the "Classroom to Workforce Connection Part I."
- Analyze the graphic developed from the action plan in "Classroom to Workforce Connection Part I" to extract the skills and related course content aligned to the job vacancies in a specific career within the industry sector employer.
- Develop a cross-curricular lesson plan for an authentic project-based learning experience within that industry sector.

Pathways to Graduation: Guiding Students (2 hours) PDESAS.org

- explore the pathways that illustrate student college, career, and community readiness and meet statewide high school graduation requirements.

Other

Confirmation of Educator Induction Program (Addendum #8)

We, the undersigned, agree that _____ has completed the requirement of the Northern Tier Career Center Induction Program.

Year 1 _____   School Year _____

Year 1 _____   School Year _____

Inductee Signature: _____   Date: _____

Mentor Signature: _____   Date: _____

Supervisor Signature: _____   Date: _____

Executive Director Signature: _____   Date: _____

Copy: Inductee Personnel File

References

National Staff Development Council. (2001). Standards for staff development (Revised edition). Oxford, OH. https://gtlcenter.org/sites/default/files/docs/pa/3_PDPartnershipsandStandards/NSDCStandards_No.pdf

PDESAS. (2022). Educator Effectiveness Toolkit.