



A.W. Beattie Career Center

Avonworth, Deer Lakes, Fox Chapel Area,
Hampton Township, North Allegheny, North Hills,
Northgate, Pine-Richland, and Shaler Area



“Creating NEXT STEPS to Your Future”



What’s the next step on your College and Career pathway? A.W. Beattie Career Center provides opportunities to earn advanced college credits and industry certifications that will enhance your college and career potential.

Students enrolled through Avonworth, Deer Lakes, Fox Chapel Area, Hampton Township, North Allegheny, North Hills, Northgate, Pine-Richland and Shaler Area learn to work in teams, develop concepts and problem solve using authentic applications that meet industry standards while attending A.W. Beattie Career Center.

Students have the opportunity to excel beyond the classroom through externships and observations with local employers and volunteering within non-profit organizations. Students will gain valuable industry recognized experience through a variety of options. A.W. Beattie Career Center is consistently rated by the PA Department of Education as one of the top performing Career Centers for high school students who are enrolled in post- secondary education, employed in their field of study or engaged in military services one year after graduation. A.W. Beattie students also exceed the state average in industry certifications earned in their chosen career while in high school.

It is with great pride that A.W. Beattie Career Center and its member school districts acknowledge the dedication and performance of our college and career ready students as they prepare for a successful future.

CTE
Comprehensive
Planning
2021-2024

JOC Approved: Sept. 22, 2022



U.S. DEPARTMENT OF EDUCATION
GreenRibbonSchool

A.W. Beattie Career Center does not discriminate on the basis of race, color, age, creed, religion, sex, sexual

Eric Heasley

From: do-not-reply@pa.gov
Sent: Wednesday, January 11, 2023 11:24 AM
To: Eric Heasley
Cc: RA-EDFRCPP@pa.gov; Eric Heasley
Subject: Your plan has been approved

[External] This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Pennsylvania Department of Education

Future Ready Comprehensive Planning

The Comprehensive Plan for A W Beattie Career Center meets the criteria outlined in Chapter 4 and is approved by the Pennsylvania Department of Education. To ensure effective implementation and attainment of the goals outlined in the comprehensive plan, ongoing monitoring is important. Resources for plan monitoring can be found by selecting Plan Monitoring from the Comprehensive Plan Tile, which is located to the right of the Ready, Set, Go button used to launch the plan.

If you have questions about the comprehensive plan review process, please contact the Future Ready Comprehensive Planning Portal (FRCPP) Support Team at RA-EDFRCPP@pa.gov.

Additional comments:

Best Wishes,

FRCPP Support Team

RA-EDFRCPP@pa.gov

A W BEATTIE CAREER CENTER

9600 Babcock Boulevard

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The Mission of the A.W. Beattie Career Center is to empower each student to become a successful professional in a continuously evolving regional and global economy through equitable access to the latest industry standards and technology education.

VISION STATEMENT

Vision The vision of A.W. Beattie Career Center is to be a progressive career center that fosters excellence in career and technical education for students. This vision includes students being well educated and skilled for their postsecondary education and career pathway.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

- All students want to learn and can learn when their social/emotional, physical, academic, and college/career needs are being met. • All students need nurturing, support and recognition to foster self-esteem. • Students must attend school regularly and actively engage in learning. • Student success requires organized leadership, shared expectations, collaboration with community partners, teamwork, and well managed resources.

STAFF

- Teachers must be passionate, caring and respectful. • Teachers must be student-centered. • Teachers must be knowledgeable about content and methodology. • Teaching is a craft that must be continually developed and reflected upon to promote growth. • Teachers must seek collaboration and innovation.

ADMINISTRATION

- We will pursue excellence for all those we serve in a safe, secure and inclusive learning environment.

PARENTS

- A. W. Beattie Career Center is a partnership among the nine consortium school districts, parents, staff and the community at large.

COMMUNITY

- Authentic learning experiences must be extended beyond the walls of the Career Center. • Recognizing and embracing diversity adds value to learning experiences for all students. • A.W. Beattie Career Center strives to best serve the surrounding communities by educating our students in fields adapted to meet the needs of area employers. • Collaboration with businesses, industry, post-secondary institutions, as well as community organizations enriches and strengthens the bond of the Career Center within the culture of the community.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Eric Heasley	Executive Director	A.W. Beattie Career Center
John Brown	Education Association President	A.W. Beattie Career Center
Jeff Swanson	Graduate	A.W. Beattie Career Center
Ami Steinmetz	Regional Employer	Assoc Builders and Contractors
Scott Kerr	Regional Employer- Giant Eagle	Giant Eagle
Jon Buhagier	Post Secondary College	Pittsburgh Technical College
Scott Scariot	Teacher/Parent	A.W. Beattie Career Center
Thea Holzworth	Asst. Principal/Parent	A.W. Beattie Career Center/AVSD
Caroline Curry	Student	A.W. Beattie Career Center
Roger Rech	Special Populations Rep	Shaler Area School District
Bradley Dietz	Student	A.W. Beattie Career Center
John Baxter	School Counselor	Fox Chapel Area School District
Sara Goodyear	School Counselor	A.W. Beattie Career Center

Name	Position	Building/Group
Bill Esterly	Local Employer	Anderson Equipment Company
Tina Swanson	Parent	Parent
Greg Stein	JOC Member	A.W. Beattie Career Center
James Fisher	JOC Member	A.W. Beattie Career Center
Stephen Coperich	Out of School Youth Rep	Dept of L&I - OVR
Jamie Baxter	At Risk Youth Rep	Allies for Children
Joanne Vano	CO-OP Coordinator	A.W. Beattie Career Center

ESTABLISHED PRIORITIES

Priority Statement

The career center needs to seek ways to become involved in more overall community activities across the nine district service area

Outcome Category

Community Engagement
Industry-Based Learning

With a growing student population and a continued struggle of available space in the building the need for additional funding is needed to grow and expand programs

Essential Practices 1: Focus on
Continuous Improvement of Instruction

The career center needs to focus on the enrollment of students that have a career pathway frame of mind

Post-secondary transition to school,
military, or work

Regular Attendance

The career center and member districts need to increase the development of instructional calendars that limit the impact of non aligned instructional days

Post-secondary transition to school,
military, or work

English Language Growth and
Attainment

ACTION PLAN AND STEPS

Evidence-based Strategy

Stake Holder Support

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increase involvement in the community	Increase the number of events the Career Center is involved in across the communities served
Student Employers	Develop a broader industry base of prospective student employers
Program development for student learning	Identify ways to offer expanded essential programming to meet the needs of the student body
Student success upon graduation	The career center seeks to increase the number of students that are actively engaged one year after graduation in their career cluster
ESL growth and development	To see an observable increase in the ESL student body participating in dual enrollment and career related internships
Post-graduation engagement	Post graduation engagement - one year after high-school graduation
Student Attendance	Increase daily student attendance rate

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Engage current and new stakeholders in discussions on the value of CTE in the	2021-07-05 - 2024-06-28	Executive Director STEAM Coordinator Cooperative Education Coordinator	Support of Public Relations and Clerical Staff

**Materials/Resources/Supports
Needed**

**Anticipated
Start/Completion**

Lead Person/Position

Action Step

community

Anticipated Outcome

Program modifications and new program development

Monitoring/Evaluation

Annual review of student enrollment trends and survey responses to potential new program offerings

Evidence-based Strategy

Externship Experiences

Measurable Goals

Goal Nickname **Measurable Goal Statement (Smart Goal)**

Student Employers

Develop a broader industry base of prospective student employers

**Materials/Resources/Supports
Needed**

**Anticipated
Start/Completion**

Lead Person/Position

Action Step

Increase student engagement through paid and un-paid career development opportunities outside of the classroom

Cooperative Education
Coordinator Assistant

Public Relations IT
Department Program Area

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Communicate the value of participating in student employment as a advisory board member opening their business to the opportunity	2022-11-08 - 2023-06-30	Director Teachers CO-OP Coordinator Administrators	Teachers Public Relations
Anticipated Outcome Increased student successful participation in the externship experience			
Monitoring/Evaluation Yearly student participation data collection and review			
Evidence-based Strategy Cultural of Learning through Attendance			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Increase involvement in the community	Increase the number of events the Career Center is involved in across the communities served		
Student success upon	The career center seeks to increase the number of students that are actively engaged one year after		

Measurable Goal Statement (Smart Goal)**Goal Nickname**

graduation
graduation in their career cluster

Program development for student learning
Identify ways to offer expanded essential programming to meet the needs of the student body

Post-graduation engagement
Post graduation engagement - one year after high-school graduation

ESL growth and development
To see an observable increase in the ESL student body participating in dual enrollment and career related internships

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Develop a recruitment program the focus on the whole student

2021-07-05 -
2024-04-12

School Counselors Assistant Director
Assistant Principal

Public Relations Clerical Support IT
Department Current Students

Develop program materials to meet the needs of ELL students

2022-09-01 -
2024-06-28

ESL Coordinator Special Education
Staff

Program Area Teachers ESL Service
Unit at IU

Communication of attendance student issues to parents and staff

2022-09-06 -
2024-06-28

Assistance Director Student Ethics
Coordinator School Counselors

Clerical Staff

Anticipated Outcome

Postsecondary and employment engagement upon high-school graduation

Monitoring/Evaluation

Evaluation of student enrollment and program completion

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals

Action Plan Name	Professional Development Step	Anticipated Timeline
Externship Experiences	Increase student engagement through paid and un-paid career development opportunities outside of the classroom	10/04/2021 - 06/28/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the number of events the Career Center is involved in across the communities served (Increase involvement in the community)	Cultural of Learning through Attendance	Develop a recruitment program the focus on the whole student	07/05/2021 - 04/12/2024
The career center seeks to increase the number of students that are actively engaged one year after graduation in their career cluster (Student success upon graduation)			
Identify ways to offer expanded essential programming to meet the needs of the student body (Program development for student learning)			
Post graduation engagement - one year after high-school graduation (Post-graduation engagement)			
To see an observable increase in the ESL student body participating in dual enrollment and career related internships (ESL growth and development)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The career center seeks to increase the number of students that are actively engaged one year after graduation in their career cluster (Student success upon graduation)	Cultural of Learning through Attendance	Develop program materials to meet the needs of ELL students	09/01/2022 - 06/28/2024
Increase the number of events the Career Center is involved in across the communities served (Increase involvement in the community)			
Identify ways to offer expanded essential programming to meet the needs of the student body (Program development for student learning)			
Post graduation engagement - one year after high-school graduation (Post-graduation engagement)			
To see an observable increase in the ESL student body participating in dual enrollment and career related internships (ESL growth and development)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Eric C. Heasley

2023-01-06

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
na	na
na	na
na	na
The addition of an ESL instructor to assist students and staff	The need for additional funding sources
Increased support amongst the participate school districts	Additional instruction time
K-12 Guidance Plan is a leading document for the career center	na
The career center has an outstanding engagement with business and industry that enables students to be involved in their career pathway through co-op and internships. These organization also provide material and financial support beyond the normal operating budget.	Seeking to increase the involvement directly at the career center of families beyond their support of enrolling their student in our programs.
The use of restructured human capital will assist the career center in developing a robust curriculum review and additional development.	Regular Attendance
Post graduation engagement	Economically Disadvantaged Additional credentials added to the state approved list Improved student attendance for successful a successful graduation

Strengths

Career Standards Benchmark

Students recognize the need to earn an industry certification

The planning of budgetary and grant funds to assist students with the financial costs of obtaining an industry certification

Our articulation agreements provide many opportunities for our students entering the post-secondary



Most Notable Observations/Patterns



Challenges



Challenges

**Discussion
Point**

Priority for Planning

Seeking to increase the involvement directly at the career center of families beyond their support of enrolling their student in our programs.

The need for additional funding sources

Improved student attendance for successful a successful graduation

Additional instruction time

ADDENDUM B: ACTION PLAN

Action Plan: Stake Holder Support

Action Steps	Anticipated Start/Completion Date
Engage current and new stakeholders in discussions on the value of CTE in the community	07/05/2021 - 06/28/2024

Monitoring/Evaluation	Anticipated Output
Annual review of student enrollment trends and survey responses to potential new program offerings	Program modifications and new program development

Material/Resources/Supports Needed	PD Step	Comm Step
Support of Public Relations and Clerical Staff	no	yes

Action Plan: Externship Experiences

Action Steps**Anticipated Start/Completion Date**

Increase student engagement through paid and unpaid career development opportunities outside of the classroom

10/04/2021 - 06/28/2024

Monitoring/Evaluation**Anticipated Output**

Yearly student participation data collection and review

Increased student successful participation in the externship experience

Material/Resources/Supports Needed**PD Step**

Public Relations IT Department Program Area Teachers

yes

Comm Step

yes



Action Steps**Anticipated Start/Completion Date**

Communicate the value of participating in student employment as a advisory board member opening their business to the opportunity

11/08/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Yearly student participation data collection and review

Increased student successful participation in the externship experience

Material/Resources/Supports Needed**PD Step****Comm Step**

Public Relations

yes

Action Plan: Cultural of Learning through Attendance

Action Steps

Anticipated Start/Completion Date

Develop a recruitment program the focus on the whole student

07/05/2021 - 04/12/2024

Monitoring/Evaluation

Anticipated Output

Evaluation of student enrollment and program completion

Postsecondary and employment engagement upon high-school graduation

Material/Resources/Supports Needed

PD Step

Comm Step

Public Relations Clerical Support IT Department Current Students

yes

yes



Action Steps	Anticipated Start/Completion Date	
Develop program materials to meet the needs of ELL students	09/01/2022 - 06/28/2024	
Monitoring/Evaluation	Anticipated Output	
Evaluation of student enrollment and program completion	Postsecondary and employment engagement upon high-school graduation	
Material/Resources/Supports Needed	PD Step	Comm Step
Program Area Teachers ESL Service Unit at IU	yes	yes



Action Steps **Anticipated Start/Completion Date**

Communication of attendance student issues to parents and staff 09/06/2022 - 06/28/2024

Monitoring/Evaluation **Anticipated Output**

Evaluation of student enrollment and program completion Postsecondary and employment engagement upon high-school graduation

Material/Resources/Supports Needed **PD Step**

Clerical Staff yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a broader industry base of prospective student employers (Student Employers)	Externship Experiences	Increase student engagement through paid and un-paid career development opportunities outside of the classroom	10/04/2021 - 06/28/2024
The career center seeks to increase the number of students that are actively engaged one year after graduation in their career cluster (Student success upon graduation)	Cultural of Learning through Attendance	Develop a recruitment program the focus on the whole student	07/05/2021 - 04/12/2024
Increase the number of events the Career Center is involved in across the communities served (Increase involvement in the community)			
Identify ways to offer expanded essential programming to meet the needs of the student body (Program development for student learning)			
Post graduation engagement - one year after high-school graduation (Post-graduation engagement)			
To see an observable increase in the ESL student body participating in dual enrollment and career related internships (ESL growth and development)			

Measurable Goals

The career center seeks to increase the number of students that are actively engaged one year after graduation in their career cluster (Student success upon graduation)

Increase the number of events the Career Center is involved in across the communities served (Increase involvement in the community)

Identify ways to offer expanded essential programming to meet the needs of the student body (Program development for student learning)

Post graduation engagement - one year after high-school graduation (Post-graduation engagement)

To see an observable increase in the ESL student body participating in dual enrollment and career related internships (ESL growth and development)



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
ELL program understanding	Instructional Staff	Understanding Student Needs Resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Development of program related curriculum IE: menu plan development in Spanish	09/09/2021 - 05/24/2024	ESL Coordinator Program Teachers

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students
Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Increased Student Engagement	Student Teachers Employers	Daily Student Attendance Participation outside of the classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Documentation of student activities	09/06/2022 - 06/28/2024	CO-OP Coordinator

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

4b: Maintaining Accurate Records
Language and Literacy Acquisition for All Students

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the number of events the Career Center is involved in across the communities served (Increase involvement in the community)	Stake Holder Support	Engage current and new stakeholders in discussions on the value of CTE in the community	2021-07-05 - 2024-06-28
The career center seeks to increase the number of students that are actively engaged one year after graduation in their career cluster (Student success upon graduation)			
Develop a broader industry base of prospective student employers (Student Employers)			
Identify ways to offer expanded essential programming to meet the needs of the student body (Program development for student learning)			
Post graduation engagement - one year after high-school graduation (Post-graduation engagement)			
Increase daily student attendance rate (Student Attendance)			
To see an observable increase in the ESL student body participating in dual enrollment and career related internships (ESL growth and development)			
Develop a broader industry base of prospective student employers (Student Employers)	Externship Experiences	Increase student engagement through paid and un-paid career development	2021-10-04 - 2024-06-28

Measurable Goals

Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase the number of events the Career Center is involved in across the communities served (Increase involvement in the community)</p> <p>The career center seeks to increase the number of students that are actively engaged one year after graduation in their career cluster (Student success upon graduation)</p> <p>Identify ways to offer expanded essential programming to meet the needs of the student body (Program development for student learning)</p> <p>To see an observable increase in the ESL student body participating in dual enrollment and career related internships (ESL growth and development)</p> <p>Post graduation engagement - one year after high-school graduation (Post-graduation engagement)</p>	<p>opportunities outside of the classroom</p> <p>Develop a recruitment program the focus on the whole student</p>	<p>2021-07-05 - 2024-04-12</p>
<p>Increase the number of events the Career Center is involved in across the communities served (Increase involvement in the community)</p> <p>The career center seeks to increase the number of students that are actively engaged one year after graduation in their career cluster (Student success upon graduation)</p> <p>Identify ways to offer expanded essential programming to meet the needs of the student body (Program development for student learning)</p> <p>To see an observable increase in the ESL student body participating in dual enrollment and career related internships (ESL growth and development)</p> <p>Post graduation engagement - one year after high-school graduation (Post-graduation engagement)</p>	<p>Cultural of Learning through Attendance</p>	<p>2022-09-01 - 2024-06-28</p>

Action Plan Name **Communication Step** **Anticipated Timeline**

Measurable Goals

Post graduation engagement - one year after high-school graduation (Post-graduation engagement)

To see an observable increase in the ESL student body participating in dual enrollment and career related internships (ESL growth and development)

Increase the number of events the Career Center is involved in across the communities served (Increase involvement in the community)

The career center seeks to increase the number of students that are actively engaged one year after graduation in their career cluster (Student success upon graduation)

Identify ways to offer expanded essential programming to meet the needs of the student body (Program development for student learning)

Post graduation engagement - one year after high-school graduation (Post-graduation engagement)

To see an observable increase in the ESL student body participating in dual enrollment and career related internships (ESL growth and development)

Develop a broader industry base of prospective student employers (Student Employers)

Externship Experiences

Communicate the value of participating in student employment as a advisory board

2022-11-08

- 2023-06-30

30

Measurable Goals

Action Plan Name **Communication Step** **Anticipated Timeline**

member opening
their business to
the opportunity

COMMUNICATIONS PLAN

Communication Step

Audience

Topics/Message of Communication

Public Relations

Joint Operating Committee
Participating School Districts
Community at Large

Student Success Stories Post Graduation
Engagement in Post-Secondary, Employment,
Military

Anticipated Timeframe

Frequency

Delivery Method

09/07/2021 - 06/28/2024

Weekly

Email
Other

Lead Person/Position

Administrative Team

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Joint Operating Committee Information	Program of Work - Goals and Objectives	Presentation	JOC members and general public via Zoom Link	August/September JOC meetings for plan overview May/June JOC meetings for plan accomplishments
Advisory Board Meetings	Review of CTE Program Curriculums	Small Group Advisory Meetings	Advisory Members, Parents, Students, Employers, Post-Secondary Partners	Each November and March/April
Perkins Comprehensive Local Needs Assessment Planning Meetings (CLNA)	Development and Review of needs to promote strengths and improve weaknesses within the career center	Presentation Work Groups	Variety of community stakeholders	2021-22 Plan Development 2022-23 Plan Implementation and Review
Web Site	Comprehensive Plan 2021-2023	Web Site Posting	The Community	On going during development through plan completion

A W BEATTIE CAREER CENTER

9600 Babcock Boulevard

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 teacher in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Career and Technical Center
103020407
9600 Babcock Blvd , Allison Park, PA 15101

Eric Heasley
eric.heasley@beattietech.com
412-847-1901 Ext.

Eric C. Heasley
eric.heasley@beattietech.com

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
Eric Heasley	Executive Director	Administration	School Board of Directors
Dr. Jason Watkins	Asst. Director/Principal	Plan Coordinator	School Board of Directors

Name	Title	Committee Role	Chosen/Appointed by
Thea Holzworth	Asst. Principal	Administration	Administration Personnel
John Brown	Education Assoc. President/Teacher	Teacher	Administration Personnel
Darren Vtipil	Teacher	Teacher	Teacher
Meghan Chuckery	Teacher	Teacher	Teacher
Erin Brennan	Special Education Learning Fac	Education Specialist	Education Specialist
Mike Purucker	Teacher	Teacher	Teacher
Andrew Dumbeck	Teacher	Teacher	Teacher
Sara Goodyear	School Counselor	Education Specialist	Administration Personnel
Scott Scariot	Student Ethics Coordinator	Education Specialist	Administration Personnel

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

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

Plan requirements	Yes/No
Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

Plan requirements

Yes/No

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

Interviews

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

Through an interview process mentors are selected to engage with new teachers over their initial three years of service. The three year process was requested by our staff members to better prepare new teachers for the rigor of CTE.

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	Yes

OTHER

NOCTI Review

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 Career Center uses both in-house and external systems for our new teacher induction plan. We have found that dividing the plan over a three year time frame allows for more in depth discover. Our program involves factors from administrations, school counselors, cooperative education, student organizations, the education association, business office procedures and networking with other area CTE's on joint professional development activities to strengthen a new teacher's engagement with students. Our initial program is spread over a scheduled three day experience, followed by weekly check-in's. Our program also has established quarterly goals for each of the three years. Each quarter includes strategies, responsibilities, target and achieved dates.

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

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

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

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

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

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

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

OTHER

Selected Danielson Framework(s)

Timeline

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

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

The Career Center began the revision for this induction plan through meetings with teachers that had completed their induction under our previous plan. Their input was gain through individual and group meetings that included the sharing of documents and resources that were beneficial and their input on items that could be removed because they had little value to the process. Values was placed on learning activities that impacted new teacher development. Mentors believed that early participation in understanding the student IEP process was beneficial. Mentors also voiced that understanding NOCTI data and combined CTE professional development was key to a successful start. Administrator and mentors will track target dates of the quarterly goals laid out in the plan. A date of achievement will be recorded for each goal area and a signature will denote completion of the task. Through observations and meetings the administrative team will gain input needed to assist each new teacher along their development path.

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.

Jason Watkins

Educator Induction Plan Coordinator

01/27/2021

Date

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

Eric C. Heasley

Chief School Administrator

01/27/2021

Date

A W BEATTIE CAREER CENTER

9600 Babcock Boulevard

Professional Development Plan (Act 48) | 2021 - 2024

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education 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 Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

Career and Technical Center
103020407
9600 Babcock Blvd, Allison Park, PA 15101

Eric Heasley
eric.heasley@beattietech.com
412-847-1901

Eric C. Heasley
eric.heasley@beattietech.com

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Eric Heasley	Executive Director	Eric Heasley	School Board of Directors
Maggie Kinzler	Parent	Maggie Kinzler	School Board of Directors
Nate Monroe	Teacher	Nate Monroe	Teacher
John Brown	Teacher	John Brown	Teacher
Thea Holzworth	Asst. Principal	Thea Holzworth	Administration Personnel
Drew Pack	Community Member	Drew Pack	School Board of Directors

Name	Title	Committee Role	Appointed By
Jason Boyd	Business Owner	Jason Boyd	School Board of Directors
Kim Zylinski	Ed Specialist	Kim Zylinski	Education Specialist
Cliff Bossong	Teacher	Cliff Bossong	Teacher
Dana Crow	Parent	Dana Crow	School Board of Directors
Bob Dodson	Business Owner	Bob Dodson	School Board of Directors

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

These individuals meet two to three times per year in a variety of settings as advisory members to the programs of the career center.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines

Yes/No

Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

ELL PROGRAM UNDERSTANDING

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop program materials to meet the needs of ELL students	Instructional Staff	Understanding Student Needs Resources	Development of program related curriculum IE: menu plan development in Spanish
Lead Person/Position			Anticipated Timeline
ESL Coordinator Program Teachers			09/09/2021 - 05/24/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Weekly lesson plan development		Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Instructional Unit Development		Teaching Diverse Learners in an Inclusive Setting

INCREASED STUDENT ENGAGEMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Increase student engagement through paid and un-paid career development opportunities outside of the classroom	Student Teachers Employers	Daily Student Attendance Participation outside of the classroom	Documentation of student activities
Lead Person/Position			
CO-OP Coordinator			
Anticipated Timeline			
09/06/2022 - 06/28/2024			

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Monthly Data Review	4b: Maintaining Accurate Records	Language and Literacy Acquisition for All Students

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ACT 71 SUICIDE AWARENESS TRAINING

Audience	Topics to be Included	Evidence of Learning
Instructors and Support Staff	Awareness Action Response	Staff members will demonstrate their understanding through being able to explain the process for completing SAP referral forms.
Lead Person/Position	Anticipated Timeline	
STAR-Center (Paula McCommons)	08/14/2024 - 08/30/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least once every five years Last completed in August 2020	1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	School Safety including Trauma-informed Education Awareness (Act 44)

SCHOOL SAFETY AND SECURITY

Audience	Topics to be Included	Evidence of Learning
Building Wide Staff	Reunification Planning	Participation in table top training exercise
Lead Person/Position	Anticipated Timeline	
Command Excellence (John Sakioan)	08/18/2021 - 08/27/2021	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	An once every three years, multi day workshop	1d: Demonstrating Knowledge of Resources 4c: Communicating with Families 2e: Organizing Physical Space 3a: Communicating with Students	School Safety including Trauma-informed Education Awareness (Act 44)

ESL UNDERSTANDING

Audience	Topics to be Included	Evidence of Learning
Instructors	Understanding of ESL Not all ELL students are at the same level Instructional Responsibilities	Revision of classroom curriculum materials to support the student learner
Lead Person/Position	Anticipated Timeline	
ESL Coordinator	08/19/2021 - 10/11/2021	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On Going	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 1f: Designing Student Assessments 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching	Language and Literacy Acquisition for All Students

Type of Activities

Frequency

**Danielson Framework Component
Met in this Plan**

**This Step Meets the Requirements of
State Required Trainings**

3c: Engaging Students in
Learning

STUDENT AND STAFF MENTAL HEALTH

Audience	Topics to be Included	Evidence of Learning
Instructors	Social and Emotional Well-Being of Teachers and Students	Participation activities and follow-up reflection
Lead Person/Position	Anticipated Timeline	
Dr. Mariha Shields - ARIN IU #28	08/18/2022 - 08/18/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 day	2a: Creating an Environment of Respect and	Trauma Informed Training (Act 18)
	event	Rapport	
		3e: Demonstrating Flexibility and Responsiveness	
		3a: Communicating with Students	
		2d: Managing Student Behavior	

CURRICULUM UPDATING

Audience	Topics to be Included	Evidence of Learning
Instructors working with administration	Review and curriculum POS updating	Revised POS sheets and daily classroom lesson plans
Lead Person/Position	Anticipated Timeline	
Assistant Principal	09/12/2022 - 05/26/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Ongoing	1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
		1f: Designing Student Assessments	
		1c: Setting Instructional Outcomes	
		4a: Reflecting on Teaching	
		2b: Establishing a Culture for Learning	
		1a: Demonstrating Knowledge of Content and Pedagogy	

POVERTY SIMULATION

Audience	Topics to be Included	Evidence of Learning
Instructional Staff	Understanding that not all students come from the same means	Participation in the assigned "family" learning unit
Lead Person/Position		Anticipated Timeline
School Counselors Allegheny County Department of Human Services		01/13/2023 - 01/13/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Learning walk	The one day event is meant to provide ongoing discussion and understanding across the campus	4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	Trauma Informed Training (Act 18)

SPECIAL EDUCATION AWARENESS

Audience	Topics to be Included	Evidence of Learning	
Instructional staff	Awareness of handling student behaviors with IEP's	Refined classroom engagements	
Lead Person/Position		Anticipated Timeline	
Special Education staff Dr. Eric Bieniek - Professor of Special Education at Slippery Rock University		08/17/2023 - 08/17/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One day in-service to create a development of ongoing updates in classrooms	3c: Engaging Students in Learning 2d: Managing Student Behavior 2b: Establishing a Culture for Learning	

ADVANCED DEGREE ATTAINMENT

Audience	Topics to be Included	Evidence of Learning
Building Staff	Staff are encouraged to seek advanced degrees to support their professional development	Submittal of grades
Lead Person/Position	Anticipated Timeline	
Administrative Team	07/06/2021 - 06/28/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Ongoing	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching	

ADVANCED DEGREE ATTAINMENT

Audience	Topics to be Included	Evidence of Learning
Building Staff	Staff are encouraged to seek advanced degrees to support their professional development	Submittal of grades
Lead Person/Position		
Anticipated Timeline		
Administrative Team	07/06/2021 - 06/28/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Ongoing	2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

The Career Center through classroom observations, individual and group interactions provide the opportunity for growth and reflection. These activities lead to increased student awareness needs leading to positive outcomes for students continuing on their career pathway. Each year the administrative team reflects on the feedback that they have received from staff over the school year to develop an in-house Program of Work - "Goals and Objectives" for the following year as part of the leadership model. The staff input drives in-service day development activities. Individual staff members are encouraged to participate in outside professional development activities that support their classroom curriculum and individual professional development; these professional opportunities are supported by the administration and the Joint Operating Committee.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Thea Holzworth

Professional Education Committee Chairperson:

09/22/2022

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Eric C. Heasley

Superintendent or Chief Administrative Officer:

09/22/2022

Date