A.W. Beattie Career Center New Teacher Induction Program

2024 - 2028

9600 Babcock Boulevard
Allison Park, PA 15101

www.beattietech.com

A.W. Beattie Career Center

New Teacher Induction Plan

The A.W. Beattie Career Center New Teacher Induction Plan was developed with the assistance of the Career and Technical Education Department at Indiana University of Pennsylvania and recent A.W. Beattie Teacher's who have completed the previous induction program.

The new teacher induction plan is created to be a continuous improvement program. The program utilizes feedback from teachers to monitor and adjust practices to meet the needs of new teachers. The majority of career center teachers come from business or industry; bringing with them, skills, knowledge and experience in their specific career. However, they need support to enhance their educational practices in the following areas:

- Educator evaluation
- Effective behavioral practices
- Professional ethics and conduct
- Standards-based education
- Accommodations & adaptions in inclusive settings
- Technological & virtual engagement
- Family & community engagement including advisory committees
- Trauma-informed approaches
- Equitable access for all learners
- Career education and workforce standards
- CTE specific program practices and requirements

This program is designed to support new teachers by dividing key elements of career and technical education into four quarters over a three-year period. The topics have been closely paired to relevant times within the school year. Teachers and mentors will utilize a journal to prepare for their quarterly meetings. The program has been structured over a three-year period to provide support for new teachers in career and technical education.

Administration will evaluate the induction program by documenting quarterly meetings and discussion topics, which will then be discussed at the end of year exit meeting with new teachers and mentor teachers. This process will occur at the conclusion of each year of the three-year program. The program will be analyzed and modified if needed based on feedback from new teachers, mentor teachers and as required by PDE updates.

New Teacher Induction Program (Year 1)

School Year: _____

	Quarterly Goals	Strategy	Facilitator	Target Date	Date Achieved
Summer: Danielson framework: Domain 1 Domain 2 Domain 3 Domain 4	▪ Teacher schedule breakdown ▪ Meet office staff/administrators and explains roles and responsibilities ▪ Counselor's student groupings ▪ Technological & virtual engagement – Skyward, Microsoft Teams, PAETEP ▪ Meet with IT department ▪ Learning facilitators and their roles ▪ Intranet documents ▪ Class rules/procedures ▪ Effective behavioral practices - Student discipline procedures ▪ Lesson plans – standards-based education ▪ Safety ▪ Professional ethics and conduct ▪ Employee and student handbook	* August on-boarding sessions	- Administration - Mentor teacher	August	
Quarter 1: Danielson framework: Domain 1 Domain 2 Domain 3 Domain 4	▪ Instructional Strategies ▪ Safety ▪ Educator Evaluation - admin walkthroughs and evaluation ▪ Grading schedule/procedures (midterms, due dates) ▪ Filling out forms – time off, purchase orders, mileage, etc. ▪ Trauma informed approaches per ACT 55	* New teacher log book * Mentor teacher, new teacher, admin meeting	- Mentor teacher	Sept. 14-18	

	▪ Family & community engagement including advisory board organization ▪ Mandated reporter training ▪ Educator Discipline Act and Sexual Misconduct (Act 126)				
Quarter 2: Danielson framework: Domain 1 Domain 3 Domain 4	▪ Accommodations & adaptations - attend IEP meeting (IEP Documentation sheet) ▪ Accessing and utilizing learning facilitators ▪ Standards gradebook (Admin) ▪ Equitable access for all learners ▪ NOCTI overview ▪ Establishing competencies	* New teacher log book * Mentor teacher, new teacher, admin meeting	- Mentor Teacher - Administration	Nov. 23-27	
Quarter 3: Danielson framework: Domain 1 Domain 3 Domain 4	▪ Peer observation (set-up through mentor teacher) ▪ NOCTI prep ▪ Teacher observations (admin)	* New teacher log book * Mentor teacher, new teacher, admin meeting	- Mentor Teacher - Administration	Feb. 8-12	
Quarter 4: Danielson framework: Domain 4	▪ Evaluation process (admin) – educator evaluation ▪ Senior rec ▪ Senior awards breakfast ▪ End of year check out procedures ▪ ***Exit meeting (Program Evaluation)***	* New teacher log book * Mentor teacher, new teacher, admin meeting	- Mentor Teacher - Administration	April 19-23	

Teacher:_____ Mentor Teacher:_____ Administrator:_____

New Teacher Induction Program (Year 2)

School Year: _____

YEAR 2

	Quarterly Goals	Strategy	Facilitator	Target Date	Date Achieved
Quarter 1: Danielson framework: Domain 1 Domain 2 Domain 3 Domain 4	▪ Equitable access for all learners including increased rigor and relevance of a lesson from prior year ▪ Effective behavioral practices and adjusting classroom management ▪ Safety ▪ Grades procedures – communicating to students ▪ Referring students to counselors/BAT ▪ Parent communication ▪ Use of standards	* New teacher journal * Mentor teacher, new teacher, admin meeting	- Mentor teacher	Sept.	
Quarter 2: Danielson framework: Domain 1 Domain 2 Domain 3 Domain 4	▪ Special Education – accommodations & adaptions ▪ Medically excused students ▪ Student work timelines ▪ Questioning techniques (Reference IUP 20 questions built into a lesson) ▪ Competencies ▪ Turnaround time on grading assignments ▪ Job shadow (Other CTC)	* New teacher journal * Mentor teacher, new teacher, admin meeting	- Mentor Teacher - Administration	Nov.	
Quarter 3: Danielson framework: Domain 2 Domain 3	▪ Peer observation (set-up through mentor teacher) ▪ Bring parent contact log ▪ Professional development	* New teacher journal * Mentor teacher, new teacher, admin meeting	- Mentor Teacher - Administration	Feb.	

Domain 4	- Evidence of communication with learning facilitators - Methods you use to make accommodations for students with IEP's - NOCTI prep for spring				
Quarter 4: Danielson framework: Domain 3 Domain 4	- Evaluation process (admin) - Industry certifications for your program - Advisory board members (recruiting?) - Articulation credits - End of year paperwork - General reflection of the year (Changes for next year?) **_Exit meeting (Program Evaluation)_**	* New teacher journal * Mentor teacher, new teacher, admin meeting	- Mentor Teacher - Administration	April	

Teacher:_____ Mentor Teacher:_____ Administrator:_____

New Teacher Induction Program (Year 3)

School Year: _____

YEAR 3

	Quarterly Goals	Strategy	Facilitator	Target Date	Date Achieved
Quarter 1: Danielson framework: Domain 1 Domain 3 Domain 4	▪ Mastering time management ▪ Short- and long-term curriculum planning including CEW standards ▪ Refining skills and teaching practices ▪ Classroom management reflection and changes- effective behavioral practices ▪ Professional development	* New teacher journal * Mentor teacher, new teacher, admin meeting	- Mentor teacher	Sept.	
Quarter 2: Danielson framework: Domain 1 Domain 3 Domain 4	▪ IEP adaptions, modifications, competencies (work with learning facilitators) ▪ Business/Industry linkages ▪ Current industry and work place standards – CTE specific program practices and requirements ▪ ACT 13 Introduction – Student Performance Measures (SPM)	* New teacher journal * Mentor teacher, new teacher, admin meeting	- Mentor Teacher - Administration	Nov.	
Quarter 3: Danielson framework: Domain 1 Domain 3 Domain 4	▪ Analyze curriculum through the lens of standards-based education ▪ Tools and materials inventory and evaluation ▪ Advisory committee organization ▪ Expand advisory committee ▪ NOCTI prep ▪ Act 13 - SPM Review	* New teacher journal * Mentor teacher, new teacher, admin meeting	- Mentor Teacher - Administration	Feb.	
Quarter 4:	▪ NOCTI reflection/results	* New teacher journal	- Mentor Teacher	April	

Danielson framework: Domain 3 Domain 4	▪ Self-reflection ▪ *Exit meeting (Program Evaluation)*	* Mentor teacher, new teacher, admin meeting	- Administration		

Teacher:_____ Mentor Teacher:_____ Administrator:_____