**CTC of Lackawanna County**
Induction Plan (Chapter 49) | 2025 - 2028

## Profile

| LEA Type | | AUN |
|---|---|---|
| Career Technology Center | | 119354207 |
| **Address 1** | | |
| 3201 Rockwell Ave | | |
| **Address 2** | | |
| | | |
| **City** | **State** | **Zip Code** |
| Scranton | Pennsylvania | 18508 |
| **Chief School Administrator** | | |
| Karla Carlucci | | |
| **Chief School Administrator Email** | | |
| kcarlucci@ctclc.edu | | |
| **Educator Induction Plan Coordinator Name** | | |
| Kyle Linko | | |
| **Educator Induction Plan Coordinator Name Email** | | |
| Klinko@ctclc.edu | | |
| **Educator Induction Plan Coordinator Phone Number** | | **Extension** |
| 5703468471 | | 137 |

# Steering Committee

**1Steering Comittee**

| Name | Title | Committee Role | Chosen/Appointed By |
|---|---|---|---|
| Karla Carlucci | Director | Administrator | School Board of Directors |
| Kyle Linko | Supervisor of CTE | Administrator | Administration Personnel |
| Dominick Carachilio | Asst. Principal | Administrator | Administration Personnel |
| Christine Menichini | Teacher | Teacher | Teacher |
| Colleen Stepanovich | Special Projects and Con't Ed coordinator | Administrator | Administration Personnel |
| Stephanie Branning | Director of Special Ed. | Administrator | Administration Personnel |
| John Moran | Teacher | Teacher | Teacher |
| Thomas Czachor | Teacher | Teacher | Teacher |
| Patrick McLane | Teacher | Teacher | Teacher |
| Mark McAndrew | Teacher | Teacher | Teacher |

## Educator Induction Plan

| | |
|---|---|
| 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?<br>(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?<br>(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?<br>(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?<br>(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<br>22 Pa Code, 49.16 ) | Yes |
| Does the induction plan:<br>a. Assess the needs of inductees? | Yes |
| b. Describe how the program will be structured? | Yes |
| c. Describe what content will be included, along with the delivery format and timeframe? | Yes |
| d. Include a two-year induction program effective the 2024-2025 school year? | Yes |
| Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs? | No |
| List the Pre-K Counts Program and address | |

## Mentors

| | |
|---|---|
| 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** Mentors also serve on the professional development committee, thus offering guidance and input on the flexible professional development plans teachers can participate in as part of their yearly required professional development. | |

**Please explain the LEA's process for ensuring their mentors have the above selected characteristics.**

Mentors must meet the following requirements: Permanent PA Certification Minimum 2 Years of Secondary Teaching Experience at CTCLC 2 Consecutive Satisfactory Evaluations Using Teacher Effectiveness Instrument 2 Peer Recommendations 1 Administrative Recommendation Commitment to Serving 3-Year Term, one hour per week Teachers who are interested in serving as mentors must submit an application. The application requires that the applicant meet certain criteria, including having satisfactory evaluations and being at least tenured. The applicant must also self-identify the areas in which they feel they are more experienced in offering mentoring to their proteges. Applications are reviewed by a panel consisting of both school administrators and veteran teachers who serve on the Professional Development Committee.

## Needs Assessment

| | |
|---|---|
| Observations of inductee instructional practice by a coach or mentor to identify needs. | Yes |
| Multiple observations of inductee instructional practice by building supervisor to identify needs. | Yes |
| Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs. | Yes |
| Standardized student assessment data | Yes |
| Classroom assessment data (Formative  Summative) | Yes |
| Inductee survey (local, intermediate units and national level) | No |
| Review of inductee lesson plans | Yes |
| Review of written reports summarizing instructional activity | Yes |
| Submission of Inductee Portfolio | Yes |
| Knowledge of successful research-based instructional models | Yes |
| Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews). | Yes |
| Other, please specify below | Yes |
| **Other**<br>The Professional Development Committee at CTCLC meets monthly to discuss each inductee and their progress on the induction program. Interventions and/or additional support are discussed for those who appear to be in need. Once Inductees complete the various mentoring task lists, the inductee and their mentor meets with the Administrative Director to present their evidence and conduct a discussion framed around that specific task list. There are 6 different task lists that an inudctee must complete within their first two years at CTCLC. | |

**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**


PD Committee meets monthly to discuss inductees.  Inductees meet with mentors on a weekly basis to discuss topics outlined in the various checklists of the inductee programs.  Once a checklist is completed, both the mentor and the inductee meet with an administrator to discuss what was learned, as well as any potential questions.

## Educator Induction Plan Topic Areas

**Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.**

CTCLC Induction Mentoring Program.pdf

## Code of Professional Practice and Conduct for Educators

**Selected Observation and Practice Framework(s):**

4b: Maintaining Accurate Records

4c: Communicating with Families

4e: Growing and Developing Professionally

4f: Showing Professionalism

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring
Year 3 Summer


## Assessments and Progress Monitoring

**Selected Observation and Practice Framework(s):**

1f: Designing Student Assessments

3d: Using Assessment in Instruction

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## Instructional Practices

**Selected Observation and Practice Framework(s):**

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## Safe and Supportive Schools

**Selected Observation and Practice Framework(s):**

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## Standards/Curriculum

**Selected Observation and Practice Framework(s):**

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## Technology Instruction

**Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## Progress Reports and Parent-Teacher Conferencing

**Selected Observation and Practice Framework(s):**

4b: Maintaining Accurate Records

4c: Communicating with Families

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

**Accommodations and Adaptations for diverse learners**

**Selected Observation and Practice Framework(s):**

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and Responsiveness

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## Data informed decision making

**Selected Observation and Practice Framework(s):**

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## Materials and Resources for Instruction

**Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources

2c: Managing Classroom Procedures

2e: Organizing Physical Space

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## Classroom and student management

**Selected Observation and Practice Framework(s):**

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

1c: Setting Instructional Outcomes

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## Parental and/or community involvement

**Selected Observation and Practice Framework(s):**

4c: Communicating with Families

4d: Participating in a Professional Community

4f: Showing Professionalism

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

## Evaluation and Monitoring

**Evaluation and Monitoring**

CTC's Teacher Induction program was originally identified as our mentoring program. The program was developed by master teachers at CTC in conjunction with administrators to provide support to new CTE teachers. The program covers six areas of topics, ranging from student engagement to "CTE Operations", thus preparing and providing mentorship to new teachers in the diverse areas of CTE education. The mentoring program is reviewed and proteges are discussed monthly at CTCLC's Professional Development Committee Meetings, which is comprised of equal representatives from the teaching staff and administration. Inductees are observed ongoing by their mentors as well as by administration and discussed during the monthly PD Committee meetings. Once an inductee completes a specific task list, they and their mentor meet with the Director to present their evidence and to conduct an analysis of their successful completion of that specific task lists. Inductees are then surveyed at the end of the year, lead by their mentors and PD Committee, to discuss both the strenghts and potential proposed changes in the program. Observation tools, checklists, portfolios of evidence collected and informal interviews are conducted to monitor and evaluate the program.

## Documentation of Participation and 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.**

## Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

| Educator Induction Plan Coordinator | Date |
|---|---|
| Kyle Linko | 2025-06-30 |

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.

| Chief School Administrator | Date |
|---|---|
| Karla Carlucci | 2025-06-30 |