

**Delaware County Technical High School**

Induction Plan (Chapter 49) | 2026 - 2029

## Profile

<b>LEA Type</b>	AUN	
Career and Technical Center	125232407	
<b>Address 1</b>		
100 Crozerville Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Aston	PA	19014
<b>Chief School Administrator</b>		
Dr Stephen Butz		
<b>Chief School Administrator Email</b>		
sbutz@dciu.org		
<b>Educator Induction Plan Coordinator Name</b>		
Chris Hansen		
<b>Educator Induction Plan Coordinator Name Email</b>		
chansen@dciu.org		
<b>Educator Induction Plan Coordinator Phone Number</b>	<b>Extension</b>	
610-459-3050	1010	

## Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Chris Hansen	Principal - Aston Campus	Administrator	Administration Personnel
Kenyatta Smith	Teacher	Teacher	Teacher
Diane Rouse	School Counselor	Education Specialist	Education Specialist
Dan Palmer, Ed.D.	Principal - Folcroft Campus	Administrator	Administration Personnel
Jennifer Rudzinski	Instructional Coach	Teacher	Teacher
Elyse Mignone, Ed.D.	Teaching and Learning Specialist	Other	Administration Personnel
Daryl Hawkins, Ed.D.	Teaching and Learning - Climate/Culture Coordinator	Other	Administration Personnel
Joyce Mundy, Ed.D.	Assistant to the Executive Director	Administrator	School Board of Directors
Tracy Costa, Ed.D.	Supervisor of Student Services	Administrator	Administration Personnel
Stephen Butz, Ed.D.	Director of CTE	Administrator	School Board of Directors

## 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)	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	No
Other	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

### Program Structure

New Teacher Induction is a one-credit Pennsylvania Department of Education (PDE) approved program for first-year professional employees, educational specialists, and long-term substitutes who are hired for a position for 45 days or more. This program is approved under Chapter 49 as part of the DCTS Comprehensive Plan. The plan was prepared with input from teachers and educational specialists and will be put on a 28-public review before approval. The induction plan includes a mentorship and beginning with the 2025-2026 school year induction programs is required to be two years that includes a two-year mentoring program. Inductees participate in a one-day workshop prior to the beginning of the school year. They meet monthly with their assigned mentor often along with an instructional coach and their supervisor. They meet with their supervisor at least three times per semester. Each inductee must participate in the weekly Professional Learning Communities meetings and the instructional coaching that exists for new teachers/professional staff members.

### Content Included

Timeline and Activities: Induction Year 1: Employees onboarded prior to April 1 in the current school year. Those hired after April 1 will be in the cohort for the next school year. All new professional employees are notified of their responsibility to attend induction in their onboarding paperwork. The exception would be those that have already obtained their instructional II certification or have proof of completing induction in another school district. Documentation must be provided to HR during onboarding). Year 1 training at HR onboarding in August or April (onboarded between August-April) Professional Ethics Program Framework Guidelines (8 competencies) Culturally Relevant and Sustaining Program Framework Guidelines (CR-SE) (9 competencies) Educator Effectiveness (Act 13) Teacher Competency Student Learning \*\*New hires that are onboarded after April makeup training will attend the next August date. Year 1 Supervisor Led

Program Specific Meetings See page 4 for details for the fall and spring semester meetings

**Year 1 Mentor Meetings** Mentors will meet with their mentees at least six times during the inductee's first year. These meetings should be at least one hour in length and be recorded on mentor log in K-12 Informed system. Meetings must take place before or after the school day at an agreed-upon time for both the mentor and mentee.

**Year 1 Inductee Submission** Inductees must register in Canvas course for Induction Year 1 and complete activities under assignments in year 1. All activities must be completed before moving to year 2 course.

**Induction Year 2:** All employees hired in the 25-26 school year and beyond will be required to attend a two-year induction program. This second-year program will be an asynchronous course in Canvas for new hires to complete. They should complete the introductory reflection upon hire and end of year reflection. Mentors will meet with their mentees at least six times during the inductee's second year. These meetings should be at least one hour in length and be recorded on mentor log in K-12 Informed. Meetings must take place before or after the school day at an agreed-upon time for both the mentor and mentee. Inductees must register in the Canvas course for Induction Year 2 and complete the introductory reflection and end-of-year reflection by May 1.

**Year One Supervisory Site Meetings** This program consists of 2 meetings led by the program leadership teams to review daily operations of the building, and employee responsibilities. These meetings will be scheduled in the fall and spring semesters (by November 15 (fall) and by March 1 (spring)). The meetings will be approximately 1.5 hours in length.

**Topics** Program framework for student success Lesson planning and assessment practices IEPs, Behavior Plans Classroom structure/procedures, record keeping, grade reporting Building specific goals and procedures Parent communication Managing classroom support services

**Mentor Role** The teacher induction program includes a mentorship component between the new teacher, long-term substitute, or educational specialist. Beginning with the 2025-2026 school year the mentoring program is required to be two years. Mentors will meet with their mentees at least six times during the inductee's first and second year. These meetings should be at least one hour in length and be recorded on mentor log in K-12 Informed. Meetings must take place before or after the school day at an agreed-upon time for both the mentor and mentee. Mentors can mentor multiple teachers. They can earn 15 hours per mentee with a total of 45 hours in one compliance period.

**Induction Topics for Mentor Discussion** Below is a list of general discussion topics that can be used to guide discussions during monthly mentor meetings. Additionally, mentor meetings should also include time that is personalized to meet the needs of the inductee.

**Induction Topics for Review/ Discussion (if applicable)** IU Policies and Vital Information: DCIU Policies and Administrative Directives that are pertinent to the role of the inductee Professional forms (Professional Leave Request, Employee Access Center, Travel Reimbursement, Tuition Reimbursement, etc.) DCIU Program Professional Handbook for Staff DCIU Program Professional Handbook for Students (if applicable) Worker's Compensation and Incident Reporting Snow day/ Emergency Closing Procedure Reporting Absence Conferences/workshops/staff development/In-Service FMX Service Desk – IT Frontline (Act 48 Registration and PDE Evaluation) Informed K-12 Employee Responsibilities: Classroom structure/procedures DCIU GSAP Process Classroom management Managing teacher assistants Effective use of support services Lesson plans Learning/teaching styles Writing IEPs, ER's, RR's Goal setting for students Behavior Plans Report cards/progress reports Record keeping Attendance keeping/reporting Knowledge of curriculum Knowledge of resources available Bus schedules/transportation Community-based instruction Print shop requests Building operations Security Building Access (Badge) Maintenance Copier System (Print/Copy/Scan/Fax) Computer Materials needed (furniture/paper/school supplies) Chain of command for emergencies Drills and procedures Information about the Educational Association (DCIU EA), if applicable: Contract Officers (building/program representatives) Workshops/informational meetings

**Canvas Activities for Inductee Years One and Two**

**Year One Canvas Assignments**

- Needs Assessment
- Training reflection for Common Ground
- Training reflection for Educator Effectiveness and Inclusive Practices
- Training reflection for Program Specific Meeting- Fall
- Summary of Mentor Meetings- Fall
- Training reflection for Program Specific Meeting- Spring
- Summary of Mentor Meetings- Spring

**Year Two Canvas Assignments**

- Introductory Reflection
- End of Year Reflection

### **Meeting Frequency**

Meeting frequency is addressed in the program structure with inductees, mentors, instructional coaches, and supervisors meeting at least monthly but generally

on a weekly basis through the PLC at DCTS.

**Delivery Format**

Delivery format is addressed in the program structure with inductees, mentors, instructional coaches, and supervisors meeting at least monthly but generally on a weekly basis through the PLC at DCTS. The documentation and format is by Canvas and required portfolio submissions.

## Mentors

<b>Pool of possible mentors is comprised of teachers with outstanding work performance.</b>	Yes
<b>Potential mentors have similar certifications and teaching assignments.</b>	Yes
<b>Potential mentors must model continuous learning and reflection.</b>	Yes
<b>Potential mentors must have knowledge of LEA policies, procedures, and resources.</b>	Yes
<b>Potential mentors must have demonstrated ability to work effectively with students and other adults.</b>	Yes
<b>Potential mentors must be willing to accept additional responsibility.</b>	Yes
<b>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).</b>	Yes
<b>Mentors and inductees must have compatible schedules so that they can meet regularly.</b>	Yes
<b>Other, please specify below</b>	No

## Other

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

Administrator teams select mentors with a track record of strong performance and have a strong knowledge of DCIU-DCTS policies, procedures, and resources. Mentors have a track record of success in content area (all receiving satisfactory evaluation ratings overall performance). The administrative team selecting the mentors consists of DCTS Administrators, DCTS Teaching and Learning Department, and DCIU staff members.

## Educator Induction Plan Topic Areas

### Common Ground

#### **Topic Objectives**

The common ground topic objectives are to provide foundational resources, materials, and discussion about high quality CTE teaching strategies and content.

#### **Lead Person/Position**

Principals, Supervisors, DCIU Teaching and Learning Staff

#### **Anticipated Start**

2026-07-01

#### **Anticipated Completion**

2029-06-30

#### **Observation and Practice Framework Met in this Topic**

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

4f: Showing Professionalism

## Educator Effectiveness

### Topic Objectives

The Educator Effectiveness topic objectives are to provide foundational resources, materials, and discussion about high quality CTE teaching strategies and content.

### Lead Person/Position

Principals, Supervisors, DCIU Teaching and Learning Staff

### Anticipated Start

2026-07-01

### Anticipated Completion

2029-06-30

### Observation and Practice Framework Met in this Topic

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

## Professional Ethics Program Framework Guidelines

### Topic Objectives

The Professional Ethics Program Framework Guidelines topic objectives are to provide foundational resources, materials, and discussion about high quality CTE teaching strategies and content.

### Lead Person/Position

Principals, Supervisors, DCIU Teaching and Learning Staff

### Anticipated Start

2026-07-01

**Anticipated Completion**

2029-06-30

**Observation and Practice Framework Met in this Topic**

3e: Demonstrating Flexibility and Responsiveness

4e: Growing and Developing Professionally

4f: Showing Professionalism

**Student Learning****Topic Objectives**

The Student Learning topic objectives are to provide foundational resources, materials, and discussion about high quality CTE teaching strategies and content.

**Lead Person/Position**

Principals, Supervisors, DCIU Teaching and Learning Staff

**Anticipated Start**

2026-07-01

**Anticipated Completion**

2029-06-30

**Observation and Practice Framework Met in this Topic**

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

4b: Maintaining Accurate Records

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

## Teacher Competency

### Topic Objectives

The Teacher Competency topic objectives are to provide foundational resources, materials, and discussion about high quality CTE teaching strategies and content.

### Lead Person/Position

Principals, Supervisors, DCIU Teaching and Learning Staff

### Anticipated Start

2026-07-01

### Anticipated Completion

2029-06-30

### Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4c: Communicating with Families

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4f: Showing Professionalism

## Evaluation and Monitoring

### Monitoring Routines

All inductees will complete a needs assessment at the beginning and conclusion of each year which will be used to refine the program as needed. Inductees use the following rubric for the needs assessment:

1. Little or no need for assistance in this area;
2. Some need for assistance in this area;
3. Moderate need for assistance in this area;
4. High need for assistance in this area.

Below are the items they respond to using the above rubric:

- a) Expectations of my position
- b) Obtaining instructional resources and materials
- c) Engagement strategies
- d) Program specific curricula, i.e. Student Services/DCTS/EI/Pre-K Counts
- e) Lesson Preparation
- f) Managing time and paperwork
- g) Classroom Management skills
- h) Building Standards, Operations, and Procedures/Practices
- i) Motivating students
- j) Grouping for effective instruction, ELL, Differentiating Instruction
- k) Student Learning Styles/Teaching Styles
- l) Parent Relations and Conferencing
- m) Computer and technology skills
- n) Union related issues
- o) Evaluating student progress

- p) Assessment administration
- q) Teacher evaluation process/GSAP
- r) Codes of conduct
- s) Writing IEPs (if applicable)

DCIU-DCTS conducts an annual survey to review the plan and determine the need for program amendments and revisions. Inductees will complete reflection forms and a mentor discussion checklist. The reflection forms ask for information guiding the session, ways mentee can use the information they learned, and supports they will need.

## 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 (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.**

Yes

## Signatures and Quality Assurance

**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? ([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:**

**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 2025-2026 school year?**

Yes

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

No

**True** 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.

**True** 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.

<b>Educator Induction Plan Coordinator</b>	<b>Date</b>
Chris Hansen	2026-02-04

**True** 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](#).

<b>Chief School Administrator</b>	<b>Date</b>
Stephen Butz	2026-02-04