Venango Technology Center
Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
Career and Technical Center		106619107
Address 1		
1 Vo Tech Dr		
Address 2		
City	**State**	**Zip Code**
Oil City	PA	16301-3501
Chief School Administrator		
Mario S. Fontanazza Jr.		
Chief School Administrator Email		
mfontanazza@vtc1.org		
Educator Induction Plan Coordinator Name		
Mario S. Fontanazza Jr.		
Educator Induction Plan Coordinator Name Email		
mfontanazza@vtc1.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
8144936550		

Steering Committee

1Steering Comittee

Name	Title	Committee Role	Chosen/Appointed By
Mario S. Fontanazza Jr.	Director	Administrator	Administration Personnel
Jena Seidle	Special Populations Coordinator	Education Specialist	Administration Personnel
Mark Baughman	Teacher	Teacher	Teacher
Sarah Campbell	Coordinator of Student Services	Education Specialist	Teacher
Robert Moore	Cooperative Education Coordinator	Education Specialist	Administration Personnel

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? (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: 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

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	No
Other	

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

The Mentors will be chosen from a pool of interested applicants. All applicants must have Vocational II certification at a minumum. The observations that are conducted yearly also will delineate who would be reccommended/accepted as an approved mentor.

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**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

The new teacher and mentor will meet on a weekly basis and discuss a checklist of developed topics. A log of the meetings dates are kept along with the topics discussed/reviewed. There are 36 separate discussion topics which include: School Philosophy, School calendar, Staff introductions, Professional Organizations, Code of Professional Practice for Educators in School and Community, Governing and Advisory Committees, Written Curriculum, Area Content and State Standards, Competency Based Instruction, Grading and Record Keeping, Daily Procedures and duties, School Policies/Handbook, Emergency and First Aide procedures, Classroom Management, Organization & Techniques, Instructional Techniques, Student Differences and Learning Styles, Classroom Technology, Every Students Succeeds Act (ESSA), Chapter 4 Standards and Assessments, Chapter 339, Curriculum Writing, Integration of Academic Standards in the curriculum, Integration of Pennsylvania Career and Work Standards, PSSA Assessment Strategies, Professional Development Activities, Act 48 Requirements, Parent involvement/conferences, Special Education/IEP Implementation/Adaptations and Modifications, CPR training, Level II Certification, and finally, several Instructor Observations. In year 2, the building administrator will continue to meet with the new teacher on a monthly basis, but, more if needed. It will be a continuation of the above mentioned topics, but will be monitored by the assigned administrator.

Educator Induction Plan Topic Areas

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

Teacher Induction Plan 2024-2025.doc

Selected Observation and Practice Framework(s):

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

Selected Observation and Practice Framework(s):

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

Selected Observation and Practice Framework(s):

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

Selected Observation and Practice Framework(s):

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

Selected Observation and Practice Framework(s):

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Year 3 Summer

Selected Observation and Practice Framework(s):

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Year 1 Summer
Year 2 Fall

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Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

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Year 3 Spring
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Selected Observation and Practice Framework(s):

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Year 2 Summer
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Year 3 Winter
Year 3 Spring
Year 3 Summer

Evaluation and Monitoring

Evaluation and Monitoring

The Venango Technology Center Director meets with the new teacher and the mentor. The Induction Plan is given to each person. The Director will check in with the new teacher and the mentor separately one time per week to check on the progress of the induction plan. At the end of the year, the Director will meet with the new teacher and the mentor together and review the induction plan packet. The basis for evaluation includes: the achievement of goals and competencies, participant feedback, mentor feedback, and analysis of activities, The results will determine the revisions and adjustments to the plan. The expectations for year 2 will then be reviewed. The Director will now assume the role of the mentor for the new teacher. Meetings will be scheduled at least on a monthly basis, more if need. This will be a continued discussion of all of the items addressed in year 1.

InductionPlan

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**
Mario S Fontanazza Jr	2023-12-11

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
Mario S Fontanazza Jr	2023-12-11