

**ERIE COUNTY TECHNICAL SCHOOL  
AGENDA ITEM**

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**DATE:** March 19, 2015

**SUBJECT:** Professional Development & Induction Plans

**CATEGORY:** Operations

**INITIATED BY:** Aldo Jackson

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**DESCRIPTION:**

The Pennsylvania Department of Education requires educational entities to submit professional development and induction plans every three years. Through an online development tool, a school assesses its current plans and builds new or improves current plans.

The Department also requires a professional development committee comprised of staff and community members.

**RECOMMENDATION:**

Motion to approve the professional development committee and the professional development plan for 2015-2018, as presented.

Erie County Technical School

**CTC Plan**

07/01/2015 - 06/30/2018

## CTC Profile

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### Demographics

8500 Oliver Road  
 Erie, PA 16509  
 (814)464-8600  
 Executive Director: Aldo Jackson

### Mission Statement

The Erie County Technical School delivers career success to Northwest Pennsylvania through:

- Employ-Ability
- Career Planning
- Technical Education
- Supporting Academics

### Shared Values

1. Ensure the *safety & welfare* of the students.
2. Provide *opportunities for learning*.
3. Protect the *public trust*.
4. Provide for the *transition from school* to work, more schooling, or the military.
5. Embrace the *diversity* in our classrooms.

### Planning Committee

| Name                | Role: Committee                                    |
|---------------------|----------------------------------------------------|
| Not Applicable      | Ed Specialist - Other : Professional Education     |
| Not Applicable      | Elementary School Teacher - Professional Education |
| Not Applicable      | Middle School Teacher - Professional Education     |
| James Bucksbee      | Board Member                                       |
| To be Determined    | High School Teacher - Professional Education       |
| To be Determined    | High School Teacher - Professional Education       |
| To be Determined    | Parent : Professional Education                    |
| Natalie Fatica      | Administrator : Professional Education             |
| Rebecca Keeler      | Parent : Professional Education                    |
| Lucy Lenhardt       | Business Representative : Professional Education   |
| Brian R. Nottingham | Community Representative : Professional Education  |
| Janet Rosenthal     | Community Representative : Professional Education  |
| Gary Steudler       | Business Representative : Professional Education   |
| Joe Tarasovitch     | Administrator : Professional Education             |

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## Professional Education

### *Characteristics*

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.
- Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted 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.

Which of the following describes your professional education program for administrators and other educators seeking leadership roles? (Check all that apply)

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Provide brief explanation of your process for ensuring these selected characteristics.

The professional education plan, both long- and short-term, is based on opportunities for improvement as identified in our professional development assessment system. The professional development plan is also largely driven by PDE mandated training.

We annually review a summary of our professional assessment data for opportunities for improvement. Where there are opportunities, staff members design strategies to provide the training or development. Depending upon the content, the training can take the form of in-service activities, online training, or workshops/conferences.

### *Strategies Ensuring Fidelity*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

*Provide brief explanation of your process for ensuring these selected characteristics.*

The use of various total quality practices and processes helps to ensure professional development is delivered with fidelity.

### **Induction Program**

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

A Planned Program of Delivery is used to ensure all inductees receive the necessary competencies. Strategies used to ensure inductees receive the proper training include a competency checklist, inductee orientation session, monthly inductee-mentor-administrator sessions, and daily access to mentors and administrators. Inductees also compile a binder of relevant documents and materials.

### ***Needs of Inductees***

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

Various forms of input are used to monitor and adjust our induction program. This process is reviewed on a regular basis to ensure the induction program contains the necessary competencies and is delivered in an effective manner.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

PSSA data is not available to the career and technical center.

### ***Mentor Characteristics***

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- 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).

- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors are carefully chosen to assure a compatible relationship between the inductee and the mentor. Consideration is given to professional experience, attitude toward the profession, similarity in content area, and compatible personal demeanors.

### ***Induction Program Timeline***

| Topics                                                  | Aug-Sep | Oct-Nov | Dec-Jan | Feb-Mar | Apr-May | Jun-Jul |
|---------------------------------------------------------|---------|---------|---------|---------|---------|---------|
| Code of Professional Practice and Conduct for Educators | X       |         |         |         |         |         |
| Assessments                                             | X       |         |         |         |         |         |
| Best Instructional Practices                            | X       | X       | X       | X       | X       |         |
| Safe and Supportive Schools                             | X       |         |         |         |         |         |
| Standards                                               |         | X       |         | X       |         |         |
| Curriculum                                              | X       |         |         | X       |         |         |
| Instruction                                             | X       | X       | X       | X       | X       | X       |
| Accommodations and Adaptations for diverse learners     | X       |         |         | X       |         |         |
| Data informed decision making                           |         |         |         |         | X       | X       |
| Materials and Resources for Instruction                 |         | X       |         | X       |         |         |

### ***Monitoring Evaluating and Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

Daily monitoring of the inductee's performance by administrators and other professional staff members is used to gauge the effectiveness of the inductee and the induction program. We also conduct a participant satisfaction survey with each inductee and mentor. Results from the survey are used to make additions or alterations to the program.

### ***Recording Process***

Identify the recording process for inductee participation and program completion.

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

# Assurances

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## Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

# Needs Assessment

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## CTC Accomplishments

### Accomplishment #1:

The implementation of weekly mentor-inductee meetings has been well received by both the mentors and inductees. Inductee performance is reflectively stronger than in previous years.

## CTC Concerns

### Concern #1:

Analyzing NOCTI data for program improvement

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #1*) Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

**Systemic Challenge #2** (*Guiding Question #2*) Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Systemic Challenge #3** (*Guiding Question #3*) Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

**Systemic Challenge #4** (*Guiding Question #5*) Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

**Systemic Challenge #5** (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

**Systemic Challenge #6** (*Guiding Question #8*) Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Systemic Challenge #7** (*Guiding Question #9*) Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

**Systemic Challenge #8** (*Guiding Question #10*) Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

**Systemic Challenge #9** (*Guiding Question #11*) Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

**Systemic Challenge #10** (*Guiding Question #12*) Establish a system within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

**Systemic Challenge #11** (*Guiding Question #13*) Establish a system within the school that fully ensures classrooms are staffed with highly qualified teachers and that student needs drive decisions about teacher placement.

## CTC Level Plan

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### Action Plans

**Goal #1:** Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

#### Related Challenges:

Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

#### Indicators of Effectiveness:

Type: Annual  
 Data Source: NOCTI Performance Data by Program  
 Specific Targets: Growth by Competency

### Strategies:

#### *Data Analysis Tools*

**Description:** Data analysis reports provided by NOCTI.  
**SAS Alignment:** Assessment

### Implementation Steps:

#### *Work with NOCTI and PDE*

**Description:** Communicate with both entities about creating a user-ready report to analyze student performance data.  
**Start Date:** 7/1/2015    **End Date:** 6/30/2016  
**Program Area(s):** All CTE programs  
**Supported Strategies:** Data Analysis Tools

## Appendix: Professional Development Implementation Step Details

|                             |                                                                                                                                                                                                                            |                                         |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>LEA Goals Addressed:</b> | <b>#1 Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.</b> | <b>Strategy #1: Data Analysis Tools</b> |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|

| Start    | End       | Title                     |           |          | Description                                       |                 |               |             |
|----------|-----------|---------------------------|-----------|----------|---------------------------------------------------|-----------------|---------------|-------------|
| 7/1/2015 | 6/30/2016 | Talk with NOCTI and PDE   |           |          | Make a telephone call or talk while at a meeting. |                 |               |             |
|          |           | <b>Person Responsible</b> | <b>SH</b> | <b>S</b> | <b>EP</b>                                         | <b>Provider</b> | <b>Type</b>   | <b>App.</b> |
|          |           | Aldo Jackson              | 1         | 1        | 4                                                 | EXCTS           | School Entity | No          |

**Knowledge** How to use NOCTI data for program improvement.

**Supportive Research** Analysis of student performance data.

### Designed to Accomplish

For classroom teachers, school counselors and education specialists: Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership Provides leaders with the ability to access and use appropriate data to inform decision-making.

roles:

|                             |                                                                                                                             |                              |                    |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|
| <b>Training Format</b>      |                                                                                                                             | LEA Whole Group Presentation |                    |
| <b>Participant Roles</b>    | Classroom teachers                                                                                                          | <b>Grade Levels</b>          | High (grades 9-12) |
|                             |                                                                                                                             |                              |                    |
| <b>Follow-up Activities</b> | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | <b>Evaluation Methods</b>    | Student NOCTI data |
|                             | Analysis of student work, with administrator and/or peers                                                                   |                              |                    |
|                             | Creating lessons to meet varied student learning styles                                                                     |                              |                    |
|                             | Peer-to-peer lesson discussion                                                                                              |                              |                    |

## CTC Level Affirmations

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We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Executive Director*