

Profile

LEA Type		AUN
Career and Technical Center		105252807
Address 1		
8500 Oliver Road		
Address 2		
City	State	Zip Code
Erie	PA	16509
Chief School Administrator		
Mr Matthew LaVerde		
Chief School Administrator Email		
mlaverde@ects.org		
Educator Induction Plan Coordinator Name		
Matthew LaVerde		
Educator Induction Plan Coordinator Name Email		
mlaverde@ects.org		
Educator Induction Plan Coordinator Phone Number		Extension
814-464-8661		

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Matthew LaVerde	Director	Administrator	Administration Personnel
Julie Aiken	Supervisor of Curriculum, Instruction, and Assessment	Administrator	Administration Personnel
Dave Swanson	Principal	Administrator	Administration Personnel
Lesa Scalise	Supervisor of Special Education & WBL	Administrator	Administration Personnel
Jason Klins	CTE Teacher	Teacher	Teacher
Mariea Sargent	CTE Teacher	Teacher	Teacher
Darlene Newell	CTE Teacher	Teacher	Teacher
Alaina Litz	CTE Teacher	Teacher	Teacher
Cat Doty	HR Director	Administrator	Administration Personnel
Mary Foulkrod	Counselor	Education Specialist	Education Specialist
Jessica Garnica	Business Manager	Administrator	Administration Personnel
Kelly Schoullis	CTE Teacher	Teacher	Teacher
Lyle Taylor	CTE Teacher	Teacher	Teacher
Jessica Warren	CTE 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? (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:	Yes
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 The Induction Plan at the Erie County Technical School provides for a collaboration between the administration, a group of established ECTS instructors, and the new hire. The IP provides for scheduled topics that will guide and support the new hire with information in a relevant format aligned to the time of the year. In addition to the scheduled topics, the new hires will be assigned three to four shadowing experiences with other instructors to provide an opportunity to identify strong practices recognized by the ECTS administration. The new hire's mentor will also shadow the new hire a couple times to provide an informal assessment of practices. Finally, the ECTS administration will schedule each new hire with a visit to another CTC to observe an instructor with the same CIP code. The visitation's objective is to create a relationship with another instructor providing instruction in the aligned CIP code.	

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

The Erie County Technical School ensures that the selected mentor(s) for new employees are truly aligned to the ECTS Mission, Vision, Principles, and shared values. The mentors are chosen by the administrative leadership team to provide the new employee with multiple points of contact within our building that can support their success and the transition to educational environment. Interviews, ongoing discussions, and supporting all members of the induction program and their training needs are all part of the guidance process of the program.

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	Yes
Other The Induction Plan at the Erie County Technical School provides for a collaboration between the leadership team, a group of established ECTS Instructors, and the new hire(s). The mentors are chosen by the leadership team to provide the new hire multiple points of contact within our buildings to help support the transition to CTE and success in the educational environment.	

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 Induction Plan consists of a 3 day orientation upon hire, biweekly meetings with mentors, weekly meetings with leadership, and ongoing support on daily basis by the leadership team. The content includes curriculum, instruction, assessment, safety, classroom management, student code of conduct, policy & procedure, behavior modification, attendance, special education, trauma, mental health, self-care, NOCTI / NIMS, Industry Recognized Credentials, Perkins Funding, Budget & Purchasing requests and expenditures, culture, 40 Developmental Assets, and Employability. Workshops, meetings, presentations, and job-embedded assignments are all part of the delivery format.

Educator Induction Plan Topic Areas

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

2025 ECTS New Teacher Induction and Mentoring Plan_0ad7d7ad.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

- 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

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

4b: Maintaining Accurate Records

4c: Communicating with Families

3a: Communicating with Students

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

Instructional Practices

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments
2b: Establishing a Culture for Learning
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
4e: Growing and Developing Professionally
4f: Showing Professionalism

Timeline

Year 1 Fall

Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy
1d: Demonstrating Knowledge of Resources
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
3e: Demonstrating Flexibility and Responsiveness
4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4d: Participating in a Professional Community
4f: Showing Professionalism

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring

Year 2 Fall
Year 2 Winter
Year 2 Spring

Standards/Curriculum

Selected Observation and Practice Framework(s):

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
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

Timeline

Year 1 Fall

Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring

Technology Instruction

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy
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
2e: Organizing Physical Space
3c: Engaging Students in Learning
3e: Demonstrating Flexibility and Responsiveness

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter

Year 2 Spring

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 3a: Communicating with Students
- 4c: Communicating with Families
- 4b: Maintaining Accurate Records

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

- 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
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
4f: Showing Professionalism

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring

Data informed decision making

Selected Observation and Practice Framework(s):

- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4f: Showing Professionalism

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 2c: Managing Classroom Procedures

2e: Organizing Physical Space
3c: Engaging Students in Learning
3e: Demonstrating Flexibility and Responsiveness
4a: Reflecting on Teaching
4e: Growing and Developing Professionally

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring

Classroom and student management

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
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

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Parental and/or community involvement

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

4c: Communicating with Families

4b: Maintaining Accurate Records

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4a: Reflecting on Teaching

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 2 Fall

Year 2 Winter

Year 2 Spring

Common Ground

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes
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

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Educator Effectiveness

Selected Observation and Practice Framework(s):

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 4b: Maintaining Accurate Records
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

Other

Selected Observation and Practice Framework(s):

- 4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Evaluation and Monitoring

Evaluation and Monitoring

We annually review the Induction Programming for changes and make adjustments in an ongoing basis. We review what other school entities are doing for best practices and Beg, Borrow, & Steal to make our program better. We survey of participants (new teachers, mentors, principals, and other members) to determine levels of satisfaction and to understand the strengths and weaknesses, and plan for continuous improvement. We analyze activities and resources used in the program, as well as align the program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their mentees.

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
Matthew LaVerde	2025-12-16

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
Matthew LaVerde	2025-12-16