Franklin County CTC

**Educator Induction and Mentor Guide**



August 2019

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# ACKNOWLEDGEMENTS

This Educator Induction and Mentoring Guide is a modified version of a document that is a composite of several print and web-based resources and was compiled by North Montco Technical Career Center (NMTCC) Curriculum Specialist, Robert Lacivita, and is based on materials originally collected and assembled by Denise Dohoney, of the Lancaster County Career and Technology Center (LCCTC), whose dedication to career and technical education made this work possible.

The Franklin County Career and Technology Center would like to thank Robert Lacivita of the NMTCC and Denise Dohoney of the LCCTC for their input along with the Massachusetts Department of Education for posting their *New Teaching Toolkit* and DoDDS Pacific (now DoDEA Pacific) for posting their *Mentoring Guide* on the World Wide Web. These documents were used as the foundational models for the NMTCC’s New Teacher & Mentor Toolkit and Induction Plan.

# 

# INTRODUCTION

Franklin County Career and Technology Center (FCCTC)

**Educator Induction and Mentoring Guide**

## Purpose

Area vocational-technical schools in Pennsylvania have been required by the Pennsylvania Code (22 Pa. Code §49.16 and §49.83) to have a state-approved teacher induction plan for first-year teachers since 1987. In addition, it is required that all educators in a Pennsylvania public school entity complete an induction program in order to obtain their permanent certification.

The purpose of the Franklin County Career and Technical Educator Induction Program is to maximize student learning and success while fulfilling all state requirements and providing a high quality induction experience for new teachers, educational specialists, and long-term substitutes. This program is designed to promote ongoing professional development and continuous improvement through effective goal setting, collaboration, reflection, and documentation. The FCCTC educator induction process is grounded in the belief that professional growth and development are continuous for all professional employees of the school.

The primary purpose of the FCCTC Educator Induction and Mentor Guide is to assist and support new teachers as they enter the teaching profession and to advance their skills and knowledge in relation to the Pennsylvania Department of Education Academic Standards along the Professional Standards and Practices of Conduct between individual educators and students This collaborative model focuses on improving classroom practices and developing reflective teachers who are responsive to the diverse cultural, social, and linguistic backgrounds of all students.

Our Educator Induction process is aligned with the requirements of the law and in accordance with Pennsylvania Department of Education (PDE) Standards Aligned System andEducator Effectiveness System (Act 82 of 2012); Educator Plan Guidelines (2013); and Professional Planning Requirements Overview (Comprehensive Plan - Chapter 4 Revisions, 2014. This Guide focuses on the relationship between teaching and learning in an attempt to identify, improve, and reinforce the skills, attitudes, and abilities that enable an employee to be effective in achieving established goals and accomplishing our mission to maximize student learning and preparation.

## Mission Statement

Our Mission is to shape and promote the skilled workforce of tomorrow

## 

## Vison Statement

The Franklin County Career and Technology Center will continually progress and serve as a center of excellence for career and technical education across south-central Pennsylvania.

## Disclaimer

Reference in this guide to any specific products, processes, or services, or the use of any trade, firm, school/college or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by the Franklin County Career and Technology Center (FCCTC) or the North Montco Technical Career Center (NMTCC).

Sections of laws and regulations are reprinted in this guide in order to help with their interpretation and use. Laws and regulations are subject to change, thus, it is recommended that they be researched on a regular basis. The FCCTC and NMTCC do not represent this resource as a replacement for the official copies of laws and regulations, or policies of the State or our Joint Operating Committee.

This document is designed to be used as a reference for educators to be aware and knowledgeable of the FCCTC Educator Induction Process. All information in this document is for educational purposes and intended to provide a general summary of the expectations, processes, and timeframes for educator effectiveness, mentoring, and induction. Teacher and administrative actions include, but are not limited to the contents of this document. New and revised policies/actions can continue to be incorporated into educator effectiveness, mentoring, and induction as needed.

## Non-Discrimination Policy

School Year 2015-2016

The local School offers the following career and technical educational programs: Agriculture Mechanics, Allied Health, Automotive Collision and Repair, Automotive Technology, Building Construction Trades, Carpentry, Cosmetology, Culinary Arts, Diesel Mechanics, Electronics, Electromechanical Technology, Engineering Technology, Graphic Communications, Heating Ventilation and Air Conditioning, Information Systems and Technologies, Landscaping and Horticulture, Marketing and Web Design, Medical Assisting, Plumbing, Precision Machining, Veterinary Assisting, and Welding.

The Franklin County Career & Technology Center will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information regarding services, activities, programs and facilities that are accessible to and usable by handicapped persons, contact the Administrative Director, 2463 Loop Road, Chambersburg, PA 17202, Telephone (717) 263-9033 x 213.

It is the policy of the Franklin County Career & Technology Center not to discriminate on the basis of race, color, religion, sex, handicap or national origin in its admissions, educational programs, and activities and provides equal access to the Boy Scouts and other designated youth groups.

Inquiries regarding compliance with Titles VI and IX and Section 504 may be directed to the Administrative Director, 2463 Loop Road, Chambersburg, PA 17202, Telephone (717) 263-9033 x 213.

## Overview

Educator quality is the largest single factor influencing student learning. Therefore, a high quality educator induction program is an essential first step to facilitate entry into the education profession and the teaching of Pennsylvania’s high academic standards. Support for new teachers increases retention rates and those who participate in intensive induction programs are more likely to succeed. Evidence also indicates that teachers who participate in intensive induction programs are more likely to: use instructional practices that improve student achievement; assign challenging work to diverse student populations; utilize standards-based curriculum frameworks; and successfully accomplish the goals of the curriculum.

This document is designed to guide educators in understanding, implementing, and successfully fulfilling the expectations, processes, and timeframes for induction, mentoring, and educator effectiveness. It also provides guidance in the evaluation of educators, components of effectiveness training, and opportunities for professional growth.

All full and part-time regularly employed teachers engaged in their initial teaching experience in a Pennsylvania public school entity must participate in the entity’s induction program. The minimum length of the FCCTC induction program is two full school years (four semesters). However, the school entity may choose a longer period for specific employees who are placed on an individual improvement plan.

The induction plan shall reflect an induction experience for the following staff:

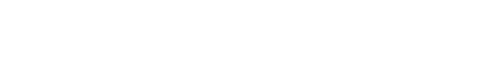
1. All full and part-time regularly employed teachers engaged in their initial teaching experience in a Pennsylvania public school entity must participate in the entity’s induction program.
2. Substitute teachers and other professional employees may be required or minimally afforded the opportunity to participate in an induction program at the option of the employing school entity.
3. Newly-employed educators with prior school experience may be required to participate in an induction program at the option of the employing school entity.

## Standards Aligned System

The Standards Aligned System (SAS), developed by PDE, is a comprehensive, researched-based resource to improve student achievement.SAS identifies six elements that impact student achievement: Standards; Assessments; Curriculum Framework; Instruction; Materials and Resources; and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to integrate SAS into the classroom by PDE’s SAS portal at [**http://www.pdesas.org**](http://www.pdesas.org)

The SAS portal is designed to organize and deliver educational content carefully aligned to the Pennsylvania Academic Standards and provide educators with integrated classroom tools to enhance their teaching effectiveness. The SAS portal also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the commonwealth.

Effective professional development, beginning with aligned induction activities, will help to prepare new teachers to utilize the SAS framework, along with student performance data, to improve student achievement and enhance instructional practices.



**Pennsylvania’s**

**Standards**

**Aligned System**

Much research has been conducted as to what makes a great school. Although there are many intangible components, research supports the notion that high performing schools and school systems tend to have six common elements:

**Standards** – Pennsylvania’s Core Standards define what students should know and be able to do as a result of instruction.

**Assessments** – Assessments offer tools and resources to support the process of assessing, evaluating and documenting student learning in order to improve professional practice and increase student achievement.

**Curriculum Framework** – Drawn from the Pennsylvania Core Standards, the Curriculum Framework is a set of teaching topics by subject and grade level further defined via Big Ideas, Concepts, Competencies, Essential Questions, and Vocabulary.

**Instruction** – Pennsylvania has adopted the Charlotte Danielson’s Framework for Teaching as the overarching vision for effective instruction in the commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility: planning and preparation; classroom environment; instruction; and professional responsibilities

**Materials and Resources** – Support standards aligned instruction and include Voluntary Model Curriculum, learning progressions, units, lesson plans and multimedia content examples for use in planning and delivering instruction.

**Safe and Supportive Schools** –Supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following: engagement, safety, and environment.

## Educator Effectiveness System: Act 82 of 2012

Beginning with the 2013-14 school year, the evaluation of professional and temporary professional employees serving as classroom teachers will change from the two current categories of Satisfactory and Unsatisfactory (Failing) to four categories: (1) Failing (Unsatisfactory); (2) Needs Improvement (Satisfactory) except under certain conditions - any subsequent overall rating of "needs improvement" issued by the same employer within 10 years of the first overall performance rating of "needs improvement" where the employee is in the same certification shall be considered Unsatisfactory; (3) Proficient (Satisfactory); and (4) Distinguished (Satisfactory).

According to Act 82 of 2012 (22 Pa. Code §19.1), 65 percent of the CTC teaching assessment will be based on observation, including: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. The Pennsylvania Department of Education will develop a rating scale to reflect student performance measures and employee observation results and establish overall score ranges for each of the four rating categories: Distinguished; Proficient; Needs Improvement; and Failing. The remaining 35 percent of the teacher assessment will be data driven using multiple measures that include 15 percent based upon teacher specific data, and 20 percent based on elective data as set forth in the Pennsylvania Code (22 Pa. Code §19.1). For more information see FCCTC Differentiated Supervision Plan.

**Non-tenured teachers** will be evaluated a minimum of twice during the school year and **tenured teachers** will be evaluated at least once during the school year (PDE 82-1). An administrator will supervise teachers using the Danielson Framework or a PDE - approved alternative model. (See pages 11-14 for a detailed explanation of the Danielson Framework for Teaching).

## Danielson Framework

Domain 1: Planning and Preparation, including selecting standards-based lesson goals and designing effective instruction and assessment

##### Component 1a: Demonstrating Knowledge of Content and Pedagogy

##### Knowledge of content and the structure of the discipline

* Knowledge of prerequisite relationships
* Knowledge of content-related pedagogy

##### Component 1b: Demonstrating Knowledge of Students

* Knowledge of child and adolescent development
* Knowledge of the learning process
* Knowledge of students’ skills, knowledge, and language proficiency
* Knowledge of students’ interests and cultural heritage
* Knowledge of students’ special needs

##### Component 1c: Setting Instructional Outcomes

* Value, sequence, and alignment within the discipline and related disciplines
* Clarity of instructional outcomes
* Balance of different types of learning with coordination and integration
* Suitability for diverse learners

##### Component 1d: Demonstrating Knowledge of Resources

* Resources for classroom use
* Resources to extend content knowledge and pedagogy
* Resources for students

##### Component 1e: Designing Coherent Instruction

* Learning activities
* Instructional materials and resources
* Instructional groups
* Lesson and unit structure

##### Component 1f: Designing Student Assessments

* Congruence with instructional outcomes
* Criteria and standards
* Design of formative assessments
* Use for planning

Domain 2: Classroom Environment, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time

##### Component 2a: Creating an Environment of Respect and Rapport

* Teacher interaction with students
* Student interactions with other students

##### Component 2b: Establishing a Culture for Learning

* Importance of content
* Expectations for learning and achievement
* Student pride in work

##### Component 2c: Managing Classroom Procedures

* Management of instructional groups
* Management of transitions
* Management of materials and supplies
* Performance of non-instructional duties
* Supervision of volunteers and paraprofessionals

##### Component 2d: Managing Student Behavior

* Expectations
* Monitoring of student behavior
* Response to student misbehavior

##### Component 2e: Organizing Physical Space

* Safety and accessibility
* Arrangement of furniture and use of physical resources

Domain 3: Instruction, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs

##### Component 3a: Communicating With Students

* Expectations for learning
* Directions and procedures
* Explanations of content
* Use of oral and written language

##### Component 3b: Using Questioning and Discussion Techniques

* Quality of questions
* Discussion techniques
* Student participation

##### Component 3c: Engaging Students in Learning

* Activities and assignments
* Grouping of students
* Instructional materials and resources
* Structure and pacing

##### Component 3d: Using Assessment in Instruction

* Assessment criteria
* Monitoring of student learning
* Feedback to students
* Student self-assessment and monitoring of progress

##### Component 3e: Demonstrating Flexibility and Responsiveness

* Lesson adjustment
* Response to students
* Persistence (learning a broad repertoire of strategies to support student learning)

Domain 4: Professional Responsibilities, including using systems for managing student data and communicating with student families

**Component 4a: Reflecting on Teaching Accuracy** (of a lesson’s effectiveness)

* Use in future teaching (redesign of lessons)

##### Component 4b: Maintaining Accurate Records

* Student completion of assignments
* Student progress in learning
* Non-instructional records

##### Component 4c: Communicating with Families

* Information about the instructional program
* Information about individual students
* Engagement of families in the instructional program

##### Component 4d: Participating in a Professional Community

* Relationships with colleagues
* Involvement in a culture of professional inquiry
* Service to the school
* Participation in school and district projects

##### Component 4e: Growing and Developing Professionally

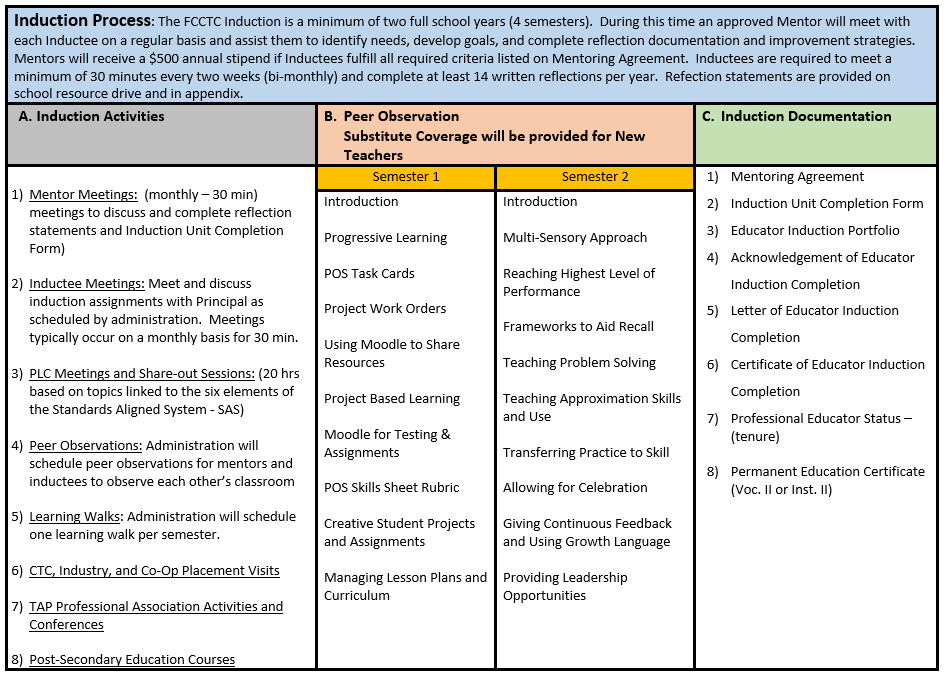
* Enhancement of content knowledge and pedagogical skill
* Receptivity to feedback from colleagues
* Service to the profession

##### Component 4f: Showing Professionalism

* Integrity and ethical conduct (Required: Code of Professional Practice and Conduct for Educators (22 Pa. Code 235)
* Service to students
* Advocacy
* Decision making
* Compliance with school and district regulations INDUCTION PLAN COMPONENTS

## 

## Educator Induction Framework



## Participants

FCCTC Educator Induction participants include administrators, educators, and educational specialists serving as Mentors, Inductees, and Coordinators serving on the FCCTC Educator Induction Committee and/or the Educator Induction Team.

## Educator Induction Committee

The educator induction committee is responsible for the development and operation of the educator induction program. The committee will include teachers, educational specialists, and administrators selected by FCCTC professional employees and administrative representatives.

The educator induction committee is responsible to perform the following:

1. Ensure proper representation on the committee
2. Conduct meaningful needs assessment activities
3. Develop an appropriate educator induction program
4. Conduct an annual evaluation of educator induction program

An educator induction coordinator shall be identified and perform the following:

1. Schedule and implement an appropriate Induction Program, designed and directed by the educator induction committee
2. Chair the educator induction committee
3. Oversee the educator induction program
4. Maintain adequate record keeping of educator induction program activities and participating educators
5. Coordinate and oversee selection of mentors and assignment of inductees  Provide training for new mentors
6. Identify and provide for appropriate resources to support educator induction activities (i.e., time, scheduling, space and funding)

## Educator Induction Team

Building educator induction teams include the administrators, mentors, inductees, and other support staff as needed. The administrators’ role as instructional leaders is to organize building orientation activities, including a thorough introduction to the school and staff, policies and procedures, and students. They also facilitates the mentor/inductee relationship, ensure reasonable working conditions, and formally evaluates inductees.

## Mentors

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors also gain from the experience that refines their skills and enhances professional growth. However, it is also a demanding responsibility and may include district incentives. Incentives for FCCTC mentors includes release time and an annual stipend ($500) for completing the required responsibilities included in Mentoring Agreement. ([see appendix](#_Mentoring_Agreement))

Chapter 49 requires a mentor relationship between the inductee and the educator induction team. FCCTC Mentors will be designated by administrators and then approved by the Educator Induction Committee based on the following criteria for mentor selection (see 22 Pa. Code §49.16):

1. Similar certification and assignment
2. Outstanding work performance
3. Models continuous learning and reflection
4. Knowledge of district/school policies, procedures and resources
5. Ability to work with students and other adults
6. Willingness to accept additional responsibility
7. Mentor training or previous experience
8. Developing good assessments that are based on standards and eligible content
9. Data analysis training
10. Maximum of one Inductee per Mentor

Mentors provide the following types of support to inductees:

1. Instructional support such as:
   1. Classroom management
   2. Standards-based instructional planning and implementation
   3. Standards-aligned teaching strategies
   4. Differentiated instruction and supports for struggling students
   5. Observations and conferencing with the beginning teacher
   6. Instruction for diverse learners in inclusive settings, including ELLs and IEPs
   7. Data-informed decision making
2. Professional support such as:
   1. Information about school policies and procedures
   2. Student formative and summative assessments and evaluation
   3. Educator Effectiveness in accordance with Act 82 of 2012 (22 Pa. Code §19.1)
   4. Information about quality professional development opportunities
3. Personal support such as:
   1. Introductions to other faculty and administrators
   2. Personal encouragement within the context of a confidential relationship
   3. Liaison to referral to other key people and resources

## Inductees

Inductee responsibilities should include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with their mentors, meeting with other inductees to discuss experiences, and evaluating the program. Inductees are expected to:

1. Actively participate in mentoring activities and relationships
2. Seek out help from colleagues
3. Accept and act upon constructive feedback through open communication
4. Complete peer observations with mentor
5. Schedule learning walks to observe experienced teachers at work
6. Maintain a confidential and productive relationship with the assigned mentor
7. Maintain and submit accurate records of induction activities in summative Induction Portfolio in order to be awarded an Induction Completion Letter

## Goals

The primary goal of the FCCTC Educator Induction and Mentoring Program is to provide support and assessment for new educators to ensure an orderly and successful experience in which the advancement of skills and knowledge is continuous through the first two years of teaching and beyond.

The FCCTC Educator Induction Program was developed as an interactive and authentic model of teacher assessment in order to provide the most effective support to beginning teachers. Support strategies and practices promote teacher autonomy through the ongoing and recursive processes of self-assessment, inquiry into practice, reflection, and planning. This fully integrated and formative model of support and assessment assists Inductees and Mentors to improve and maximizing their capacity to:

1. Provide educators with and overview of professional practice within the context of the Danielson Framework for Teaching
2. Provide new educators with basic information and knowledge about the school, school district, and resident students in order to increase their effectiveness in fulfilling their duties
3. Provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students
4. Provide new educators with staff development experiences to achieve a successful transition into the FCCTC educational program
5. Provide experienced professional insights and encouragement to achieve success as a new teacher and FCCTC employee
6. To provide resources and training for improving student achievement
7. Use formative and summative assessment practices to guide improvement
8. Accumulate documents demonstrating professional growth over time
9. Model and encourage ongoing self-assessment, reflection, and improvement
10. Foster collaboration and leadership among teachers

## Competencies

The FCCTC Educator Induction plan includes specific teacher competencies that will be taught, modeled, and measured during the induction process. These competencies consist of elements related to the knowledge and execution of the Standards Aligned System and how to use the resources of PDE’s SAS web portal as a tool to develop lesson plans, locate appropriate materials and resources, deliver instruction, construct assessments and support struggling students. These competencies also align with FCCTC policies, procedures, and goals; needs of students and community; and include induction activities that focus on teaching diverse learners in least restrictive environments. A list of the specific competencies is outlined below:

1. Inductees will know, understand, and implement instructional practices validate by the LEA as known to improve student achievement and success.
2. Inductees will know the basic details and expectations related to school initiatives, practices, and procedures (i.e. Student Handbook, Faculty Handbook, JOC Policy Manual).
3. Inductees will be able to access and implement the following FCCTC Plans: Curriculum Improvement, Differentiated Supervision, Professional Develop, Community Relations, and Professional Development.
4. Inductees will be able to access and implement Pennsylvania State curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors, and eligible content identified in the Program of Study (POS) and LEA curricula.
5. Inductees will be able to access and implement Pennsylvania State frameworks/systems for: Educator Effectiveness; Pennsylvania Public School Code (§11-1122), Chapter 339 Vocational Education Standards; Act 48 – Continuing Professional Education; Teacher Information Management System; PDE Teacher Certification; Suicide Prevention; and Mandatory Child Abuse Reporting.
6. Inductees will know and apply LEA endorsed classroom management strategies.
7. Inductees will assign challenging work to diverse student populations.
8. Inductees know and utilize LEA and PDE resources that are available to assist students.
9. Inductees will take advantage of professional development opportunities to engage personally with other faculty and educational professionals to develop a sense of teamwork, comradery, and continuous growth.

## Needs Assessment

The FCCTC Educator Induction program of integrated support and assessment creates an atmosphere that encourages teachers to develop norms and standards of professional collegiality, inquiry, reflection, and assessment to promote life-long learning and continuous improvement. This process of ongoing assessment within a community of practice is an essential component of teacher development and school reform.

The needs assessment process for the FCCTC Educator Induction program is completed by reviewing multiple information sources. This assessment process is critical to establishing appropriate goals and competencies for the educator induction plan and supporting individual needs for each inductee. FCCTC needs assessment data is collected using valid indicators of student knowledge and skills which is utilized to increase educator effectiveness and maximize student achievement and success. This data originates from multiple perspectives including but not limited to the following sources and assessment strategies:

1. Observations of Inductee instructional practice by Administrators, Mentor, and or Instructional Coach
2. Review of Inductee lesson plans, curriculum outline, and Guides 4 Learning documentation
3. Mentor meetings; peer observations; learning walks; and CTC, Industry, and CO-OP visits
4. Student achievement levels (locally developed assessments, CO-OP, and CTSO Activities)
5. Identified areas of concern and interest based on teacher surveys
6. Standardized test results (NOCTI, NIMS, PSSA and Keystone Exam data)
7. Industry credential - exams and certification results
8. Classroom diagnostic tools and student surveys/questionnaires
9. Successful research-based instructional models and educational initiatives at the local, state and national levels
10. Program evaluations and safety inspections
11. Newly tenured teacher interviews

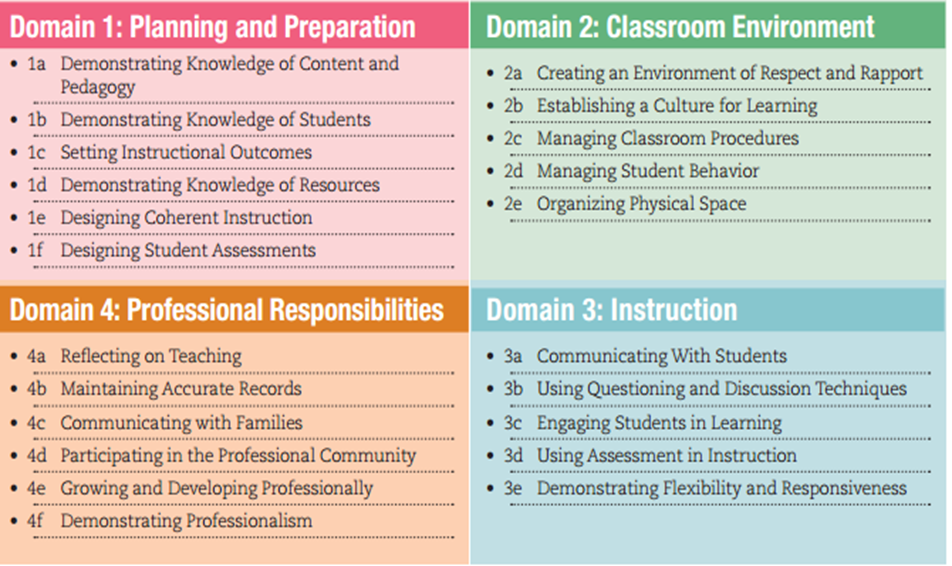
All of this data will be collected through formative and summative assessments. Data related to the performance of the Inductee will be collected over time and compared to set criteria. Formative assessment is used to support teacher growth over time and is interactive. A professional portfolio serves as the vehicle for documenting the new teacher’s growth over time. An evaluative summary of the Inductee’s knowledge and ability (summative assessment) will be used to make a determination at one point in time about how much a new teacher knows and can do and used to determine if the Inductee has successfully completed the Educator Induction Program and earned a satisfactory teacher evaluation rating.

For more information related to how the needs assessment process will be structured, what content will be included, delivery format, related scope, and time frames, please see the [Educator Induction Framework](#_Educator_Induction_Framework), [Educator Induction Activities](#_EDUCATOR_INDUCTION_ACTIVITIES), and [Educator Induction Portfolio Table of Contents](#_FCCTC_Educator_Induction_1).

## Professional Development Activities and Topics

The FCCTC Professional Development plan is aligned with the Danielson Framework and PDE Standards Aligned System (SAS). The Danielson Framework for Teaching, which is the observation/evidence instrument for the new educator evaluation system, focuses the complex activity of teaching by defining four domains of teaching responsibility, each with its own set of essential professional practice components. The four domains and their components are listed below:

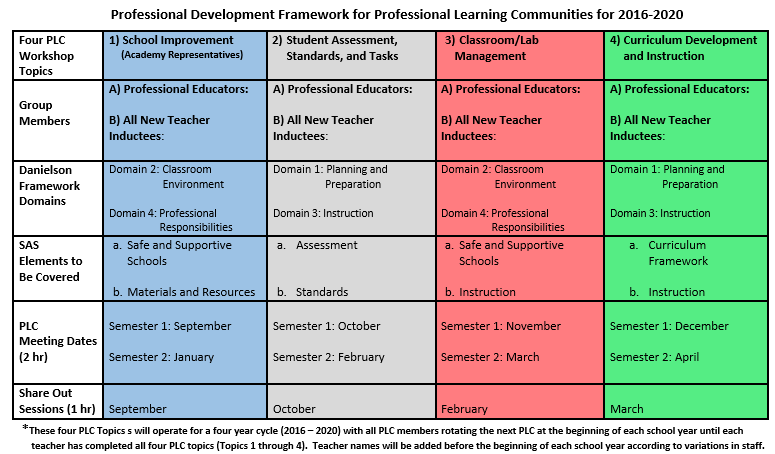
### Danielson Framework: Four Domains and 22 Components



The FCCTC Professional Development Plan is outline below in the Professional Development Framework for Professional Learning Communities (PLC). The Danielson Framework and its four domains and components are the primary focus for professional development offerings and are listed in this framework (row three) for each PLC. This framework also identifies the specific SAS elements to be covered for each PLC topic (row four) along with the PLC topic names (row one), participants (row two), and timeline for meetings (row five) and share-out sessions (row six).

Release time (coverage) is provided during school day for all PLC members to attend and participate in a two hour training workshop related to their PLC topic each semester (two workshops per school year). Professional educators meet in a morning session and the Inductees meet with other Educator Induction Team members in the afternoon session. While professional employees only participate in one PLC Topic per school year, all Inductees participate in all four PLC topics for a total of eight PLC sessions each year. Each educator will also prepare a five minute Share-Out presentation/exercise, which they will share with faculty during the designated one hour sessions after school (two Share-Out sessions per semester = four per year).

### Professional Development Framework for Professional Learning Communities (PLC)



[(see appendix)](#_Professional_Development_Framework)

## Evaluation and Monitoring

The FCCTC Educator Induction program will be evaluated annually by School Improvement PLC members and Induction Committee and revised as needed. Achievement of the program goals and competencies is directly related to how well the program served inductees; therefore, acquisition and evaluation of participant feedback data will be collected and utilized for Educator Induction program revisions and continuous improvement.

Systematic data collection related to the FCCTC Educator Induction program design, implementation, and outcomes will include:

1. Survey of participants – Inductees, Mentors, Educator Induction Committee, and recently tenured educators
2. Analysis of activities and resources used in the program by FCCTC administrators, School Improvement PLC members, educational coach, and other educational professionals.
3. Aligned educator evaluation instruments that provide quantitative and qualitative data (mentoring meetings, PLC meetings, peer observations, reflection statements, Induction Portfolio, survey/questionnaires, individual and group interviews, and observations/evaluation tools)

Data for this evaluation and monitoring process will be used to determine levels of satisfaction and to understand the strengths and weakness of the Educator Induction Program. It will also serve as a basis to determine the impact of participating teachers and their students, the results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new teachers form the basis for adjustments and improvements in program design for future years.

# EDUCATOR INDUCTION ACTIVITIES

## New Teacher In-Service Days

In addition to the scheduled start of school in-service days that all staff are required to attend, all new instructional staff are required to attend two (2) additional in-service days. During these two days you will meet with specific staff, your mentor, and administration to review school policies and procedures necessary to successfully navigate the first hectic days and weeks of school.

Presenters included: Administrative Director; Assistant Director; Principal; and Business Manager; IT Coordinator; Mentors, and Support Staff

**Day 1**

1. Items, strategies and survival skills that will be discussed will include:
2. School Organization: Overview of Programs, Organizational Chart, and Administrative Responsibilities, Resource Drive
3. Building Tour, Room Assignments, Nurses Suite, Emergency Exits, Defibrillator
4. Maintenance Staff: Keys, FOB, ID Badge, Procedures
5. Business Office: Payroll, Benefits, Employee Forms and Request, Personnel File, Funds
6. Technology Coordinator: Computer, E-Mail, Copy Center, Phone System: Set-up, Passwords, and Access
7. Educator Induction Program
8. Teacher Responsibility, Liability, School and PDE Code of Conduct
9. Staff Handbook and Student Handbook
10. Classroom Management and FCCTC Discipline Procedures
11. Student Information Management Software – (SKYWARD): Grades and Attendance
12. Electronic Purchasing System (SKYWARD)

**Day 2**

1. Curriculum Review – Curriculum Plan
2. Supervision Review – Supervision Plan
3. Community Relations Plan: OAC, GAC, JOC, and FCCTC Stakeholders
4. Emergency Preparedness Plan
5. Classroom and Lab Organization, Maintenance, and Safety Procedures
6. End of Program Assessments: NOCTI, Dual Enrollment, Industry Credentials
7. Student Organizations

## Mentor Meetings

Inductees are required to have bi-monthly on-site contact during and after school hours with a mentor who is an exemplary veteran teacher. Mentors observe and coach the new teacher, offer emotional support, assist with short and long-term planning, design classroom management strategies, teach demonstration lessons, provide curriculum resources, and facilitate communication with the principal. Mentors assist Inductees in completing Reflection Statements for Induction Portfolio to enhance communication, problem solving, reflection, and documentation of lessons learned. [(see appendix)](#_Reflection_Statement)

Inductees will document all meetings, reflections, observations and other induction activities as part of their FCCTC Educator Induction Program and keep in an Induction Portfolio. Other models of mentoring activities and information may be used as necessary and more information can be found by googling Lesson Study, Peer Coaching, Cognitive Coaching, Critical Friends Group, or Learning Walks. Example Questions to guide discussion and reflection during mentor meetings and other activities include:

General Reflection:

1. What, When, Where, Who, How, Why did you do this activity?
2. What were results or what did you learn?
3. How will you use these results or Knowledge in the future to improve your Teaching Abilities?

Modeling Reflection – Questions to Ask With Students:

1. Was this activity successful….why or why not?
2. If we do this again, what can I do differently to help you learn more?
3. Did this activity help you learn more than others we’ve done? Why?

Classroom Culture – Questions to Ask About Your Rules & Relationships:

1. Are the relationships that I have with my students helping or hindering their ability to learn?
2. Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?
3. Was my demeanor and attitude towards my class today effective for student learning?
4. Am I excited to go to work today?
5. Are my students excited to come to my class today?
6. What choices have I given my students lately?
7. Can I explain at least one thing special about each of my student’s personal lives?

Curriculum and Instruction – Reflection on Assessment and Grading Practices:

1. Does my gradebook accurately reflect student learning?
2. Do my assessments really reflect learning, or merely task completion or memorization skills?
3. Why did I REALLY choose this particular lesson to cover this objective?
4. What evidence do I have my students are learning?
5. What new strategies have I tried lately that might benefit a student I am struggling with?
6. In what ways am I challenging students who are clearly being successful in my classroom?
7. What do I do when students aren’t learning in my classroom?
8. Which students benefited from this activity?
9. Which students did not benefit from this activity?

Collaboration – Questions to Ask Ourselves About Our Place in a Professional Learning Community:

1. In what areas can I still improve professionally?
2. What’s stopping me from improving in these areas?
3. In what ways can I support my colleagues in their student’s learning?
4. Do my actions as a teacher show my belief that all students can learn at a high level?
5. Do my actions as a teacher show that I take pride in my work?
6. Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?
7. Are the relationships I have with my student’s parents conducive to improving learning?

Mental Health – Questions to Help Teachers Maintain a Healthy Outlook:

1. What new ideas have I tried in my classroom lately to keep myself energized about teaching?
2. What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?
3. What things am I currently doing that I could realistically make less of a priority in my profession?
4. How much time have I spent with my friends and family in the last two weeks?

## Professional Learning Community and Induction Team Meetings

Monthly Induction Team Meetings are designed to build a support network and ongoing professional dialogue among beginning teachers, and are developed to assist teachers with meeting the needs of culturally diverse student populations. Every induction meeting provides teachers with an opportunity to discuss Standards Aligned System (SAS) elements including: standards; assessments; curriculum framework; instruction; materials and resources; and safe and supportive schools.

All Professional Educators will be assigned to one of the four FCCTC Professional Learning Communities (PLC). Each PLC will meet for two sessions (one per semester) scheduled by administrators during the school day for a total of four hours each school year as well as help facilitate one of the four after school share-out sessions and attend the other three after school share-out sessions for a total of four hours (eight hours combined ACT 48 credit). Each PLC session is focused to provide professional development related to the six elements of the SAS.

Inductees will participate in all eight of these PLC sessions for a total of 16 hours, as well as help facilitate one of the four PLC share-out sessions and attend the other three sessions for a total of four hours (20 hours combined ACT 48 credit). [(see appendix for PLC framework)](#_Professional_Development_Framework)

## Peer Observations

Although it can be stressful for a new teacher to be observed by others, peer observations provide an excellent opportunity for constructive feedback and growth – both for the new teacher and for the experienced peer doing to observing. At FCCTC peer observations or *“teachers observing teachers,”* will be used to facilitate the growth of new teachers in addition to required evaluations from supervisors for the purpose of performance evaluation. The emphasis of these observations will be on improving teacher effectiveness and maximizing student achievement and success.

Administration will schedule one peer observation day with substitute coverage for each marking period (four days each school year) to provide release time for inductees, mentors, and other professional employees to conduct peer observations. Approximately 50 percent of these observations will consist of the Inductee observing their mentor or another teacher in that person’s classroom setting and the other 50 percent of these observations will consist of the inductee being observed inside their own classroom by their mentor or another professional teacher. See Educator Induction Framework for peer observation schedule.

Inductees will participate in peer observations during each of the two school years of the induction program. As a new teacher continues to grow, new areas for improvement will become apparent to them and they can tailor each observation to help them progress. Inductees will drive the Peer Observation process based on their needs and goals. They will discuss and coordinate the observation with their mentor who may or may not be involved in each observation.

During this discussion it is recommended to formulate the targeted need in the form of a question as listed below or in previous mentor meeting section:

1. Are my assignment instructions clear enough to ensure the students don’t need to ask follow-up questions?
2. How can I make this activity more engaging?
3. How can I more effectively use an Anticipation Guide?

Steps for facilitating a Peer Observation:

1. Initiation – The inductee will consult with their mentor and target a specific technique for improvement. The new teacher and mentor will coordinate the observation which may involve the new teacher going to observe a teacher known to be effective in the technique or a teacher known to be effective in the technique observing the new teacher. Coverage and/or substitutes will be arranged.
2. Plan - The mentor and inductee will collaborate to determine where and who will be involved in observation, as well as determine what roles will provide the best feedback for the inductee’s needs.
3. Observation – Inductee and other teacher will complete period of observation and record notes and observations (substitute coverage will be provided for a 45 to 90 minutes period).
4. Discussion – Immediately following the observation, the teachers involved will discuss the event.
5. Reflection – The new teacher will reflect and document how they plan to use the new information in their own practice in a Reflection Statement for their Induction Portfolio.
6. Follow-up – This is very important! The new teacher will arrange a follow-up session to apply the new techniques under the observation of their mentor or the other teacher previously involved in the observation. This important final step will help ensure that the new technique will become part of the new teacher’s practice.

## Learning Walks

“We’re all products of the professionals around us.” – Sean McComb; 2014 National Teacher of the Year

Administrative walk-throughs are conducted regularly for all teachers and serve many purposes such as evaluation, data collection, and compliance verification. Teacher Learning Walks are informal and used for inductees, mentors, and other teachers to visit other programs in order gain exposure and knowledge of best practices as well as generate creative ideas and collaborative solutions from observing other successful teachers and classrooms.

Periodically, FCCTC administration will provide release time for teachers to participate in Learning Walks during the school day. The walks will occur approximately once each marking period (every nine weeks) or about four times each school year. Substitute coverage will be provided for the leader of the walk and the participating teachers as necessary.

The Learning Walks will be organized and led by an experienced teacher, mentor, or instructional coach. Administration will not be involved so as to minimize fear, stress, or feeling of intimidation. Learning Walks are not meant to be used as an evaluation tool, so it is important to minimize administrator involvement.

**Suggested focus areas for Learning Walks:**

1. Classroom management – rules and procedures in action
2. Differentiated Instruction - teaching to differences in student ability
3. Multi-level Instruction – coordinating three different levels of instruction in the same classroom
4. Assessment – formative assessment, summative performance and knowledge assessment
5. Curriculum Organization – how does the instructor organize and incorporate the state Program of Study into their daily lessons

**The leader of the learning walk will:**

1. Contact each of the walkers and get a preliminary idea of what the purpose of the walk will be. This will be based on the needs of the new teachers.
2. Coordinate with the teachers who will be visited and the new teachers to choose a date and time for the walk.
3. Arrange a short meeting before the walk to discuss the purpose.
4. Lead the walk and facilitate discussions between new teachers and those being visited.
5. Arrange a short meeting immediately following the walk to discuss what was learned.

**Inductees participating in the walk will**:

1. Ask questions, participate in the discussions, take notes, and learn as much as possible from this opportunity.
2. Discuss the walk with their mentor at their next meeting.
3. Write a Reflection Statement related to the learning walk and discuss with their mentor.

## CTC, Industry, and CO-OP Placement Visits

Inductees are encouraged to work with their mentor and administrative team to schedule and visit other CTC programs/schools along with state of the art industry facilities/job sites, CO-OP placements, and other valuable educational locations. Inductees should identify and make arrangements for such visits. If necessary, inductee must complete a FCCTC Absentee Report with educational conference listed as reason for absence along with any other required documentation/request form. Inductees should discuss, plan, and reflect upon all details related to any of these visits as well as complete a Reflection Statement for their Induction Portfolio.

## Professional Association Activities and Conferences

(i.e. PACTA, PACTEC, Student Organizations, Community Groups, Volunteer Organizations)

Inductees are required and encouraged to work with their mentor and administrative team to join and participate in professional associations and professional development events. Inductees should identify and make arrangements for joining or participating in such associations and activities. If necessary, inductee must complete a FCCTC Absentee Report with educational conference listed as reason for absence along with any other required documentation/request form. Inductees should discuss, plan, and reflect upon all details related to any of these activities, as well as complete a Reflection Statement for their Induction Portfolio.

## Post-Secondary Education Courses

Inductees are expected to fulfil all PDE requirements for obtaining their temporary and permanent teacher certificate to include completion of post-secondary coursework. See Faculty Handbook and JOC Policy for more information regarding credit reimbursement and taking post-secondary courses to support educational improvement.

# EDUCATOR INDUCTION DOCUMENTATION

## Mentoring Agreement

All mentors will review and sign this document prior to working with Inductee. Each Mentor, Inductee, and Administration will retain a copy of this signed agreement. If the Inductee and Mentor successfully accomplish all required criteria for that year, the mentor will receive their annual stipend at the conclusion of the school year. [(see appendix)](#_Mentoring_Agreement)

### Mentor Expectations

All mentors will be trained using the FCCTC Educator Induction and Mentoring Guideto understand inductee needs and establish a school wide culture for inducting new teachers to the norms and expectations of FCCTC and all school/community stakeholders. Research has shown that effective mentors are a crucial component to promoting the success of new teachers.

Before your mentoring experience begins reflect on the following questions:

1. As you think to your early years in teaching, does anyone stick out as someone who helped you grow and reflect as a teacher?
2. What was it that made each of them a great mentor?
3. What did these people have in common?
4. What might these experiences teach you about how you want to be as a mentor?
5. What lessons can you take away from these role models?
6. How can you impart the same knowledge, wisdom and support to the new instructor you are mentoring?

### Positive Mentoring Attributes

All mentors should develop their ability and implement the following:

1. **Communication:** Build trust and positive communications. It is important to communicate often and effectively with the incoming teacher.
2. **Modeling:** Uncover espoused platforms and successful platforms currently in use.
3. **Reflection:** Encourages continuous contemplation and inquiry into teaching and teaching practices.
4. **Data Collection:** Collecting systemic data and interpreting and using data to increase student achievement and show evidence of professional growth.
5. **Fostering a Professional Learning Community:** Establishing a culture of beliefs, behaviors, values, ceremonies, traditions that are deeply ingrained within the organization and the teaching learning structure.

### Negative Mentoring Attributes

All mentors should develop their ability to overcome and minimize the following:

1. **Overprotection:** The mentor cannot shield the incoming teacher from every possible mistake.
2. **Mentor Inflexibility:** Permit the incoming teacher to pick and choose from the advice and modeling offered.
3. **Substandard Goals:** The incoming teacher’s growth potential should not be based on the

Mentor’s limitations

1. **Mentor Dominance:** Don’t bedazzle the incoming teacher with personal skill and knowledge
2. **Lack of Communication:** It is important to communicate often and effectively with the incoming teacher.
3. **Lack of Follow-through:** Display task commitment and dedication to the education profession.

Think of mentoring as a communal tree that’s supposed to be watered once every week. Although many well-intentioned people may want to water it in the hope of fostering growth, the tree is more likely to drown than to thrive if no one coordinates these individual efforts. The same holds true for mentoring.

One of a mentor’s chief jobs is to help a new teacher close the “knowing-doing” gap by learning to apply knowledge of best practices to daily classroom routines. It is imperative the school provides professional development for mentors and established a coherent researched based plan for supporting new incoming teachers and mentors. Without a logical, sequential, comprehensive plan, new teachers are forced to navigate dozens of different perspectives, frameworks, and pieces of advice on teaching. A lack of coordination among these myriad advisers—literacy and math coaches, university supervisors, data specialists, special education counselors, technology coordinators, and many others—can result in conflicting messages that overwhelm beginning teachers and exacerbate attrition rates.

## Induction Unit Completion Form

Directions: This document is intended to log progress and document the completion of all units and topics within the FCCTC Educator Induction and Mentoring Guide. Inductees should bring this form to all meetings with: Mentor, Induction Team, and Administrators for them to sign periodically and continually monitor the Inductee’s progress throughout Induction process. In the presence of their Mentor each Inductee should check off each box to designate that they have reviewed and understand the information provided in each unit of the Educator Induction and Mentor Guide. When this document has been completed and signed it must be placed into the Educator Induction Portfolio for final evaluation and completion of Educator Induction Program. [(see appendix)](#_Induction_Unit_Completion)

## Educator Induction Portfolio

Each FCCTC Inductee will prepare/complete, print, organize, and sign (if applicable) all the required items and documents in the provided binder with appropriate dividers for each of the 12 sections in the proper order as outlined in the Educator Induction Portfolio Table of Contents [(see appendix)](#_FCCTC_Educator_Induction).

Administrators will provide the Educator Induction Portfolio binder with dividers to each Inductee during the New Teacher In-service for first year teachers. Inductees will also be provided with further instruction and more details regarding this process. Administrators will also provide handouts and other documents (i.e. PLC Framework, agendas, sign-in sheets, handouts and other agendas for professional development events). The completion of this portfolio is part of an on-going continuous process. It is critical that Inductees complete and include all required items and documents regularly throughout the entire two year Induction Process, so that items and personal reflection are not lost or misplaced.

## Acknowledgement of Educator Induction Completion

At the completion of each Inductee’s Induction Program they must sign this document to certify that they have successfully completed an approved Educator Induction Plan, as a temporary professional employee working at FCCTC.

By signing this Acknowledgement, inductees are officially documenting that as a result of successfully completing a satisfactory Educator Induction Plan at FCCTC, they are responsible for understanding and executing all Pennsylvania State and FCCTC laws, regulations, and policies as a professional employee. It also certifies that the Inductee fully understands their rights and responsibilities as an educator and acknowledges that falsifying this statement or failure to comply with State or FCCTC laws, regulations, and policies can result in disciplinary/criminal action along with possible loss of employment and teaching certificate.

This signed document will be included in the Induction Portfolio and a copy will be placed in the Inductee’s personnel file as evidence of successful participation and completion of the FCCTC Educator Induction Program. [(see appendix)](#_Completion_of_Induction)

## Letter of Educator Induction Completion

After each Inductee successfully completes their Educator Induction program and has provided administrators with sufficient evidence to document that they have successfully completed all the required Induction Activities and Documentation, the LEA will prepare and provide a signed Letter of Educator Induction Completion to the Inductee. One copy of this letter will be given to the Inductee to obtain for their record, and another copy of this signed letter of completion will be placed in the Inductee’s personnel file. This letter will be maintained on record as evidence of successful participation and completion of the FCCTC Educator Induction Program and made available to support completion of Instructional/Vocational I and Instructional/Vocational II Certification as set forth by PDE. [(see appendix)](#_Certification_of_Completion)

## Certificate of Educator Induction Completion

After each Inductee successfully completes their Educator Induction program and has provided administrators with sufficient evidence to document that they have successfully completed all the required Induction Activities and Documentation, the LEA will prepare and provide a Signed Certificate of Educator Induction Completion to the Inductee. One copy of this certificate will be given to the Inductee to obtain for their record, and another copy of this signed Certificate will be placed in the Inductee’s personnel file. This certificate of completion will be maintained on record as evidence of successful participation and completion of the FCCTC Educator Induction Program and made available to support completion of Instructional/Vocational I and Instructional/Vocational II Certification as set forth by PDE. [(see appendix)](#_Certification_of_Completion)

## Professional Educator Status – (tenure)

Evidence of successful participation and completion of the FCCTC Educator Induction Program will be maintained by LEA for each Inductee and made available to support the Inductee’s tenure process. Successfully completing three full school years of experience as a temporary professional, six consecutive satisfactory evaluations, and completion of all induction and beginning teacher requirements results in Professional Employee or tenured status.

## Permanent Education Certificate (Voc. II or Inst. II)

Evidence of successful participation and completion of the FCCTC Educator Induction Program will be maintained by LEA for each Inductee and made available to support completion of Instructional/Vocational I and Instructional/Vocational II Certification as set forth by PDE.

# INDUCTION CONTENT

## 1. Preparing for the Start of the School Year

### Challenges of Education in the 21st Century

The 21st century is an exciting time to join the ranks of CTE educators. The world has changed dramatically, and so has Career and Technical Education. Some of the changes and challenges that you can expect to find as you begin your teaching career appear below:

1. **DIVERSITY:** a wide range of learners with a variety of learning styles and backgrounds.
2. **TECHNOLOGICAL LITERACY:** learners must be able to use, manage and understand technology.
3. **TEAM FOCUS:** learners must develop skills for working in groups.

Teamwork is an essential part of how students learn today and how students must be prepared for their future as workers.

1. **FRAMEWORKS:** Learners must pass tests today in order to graduate.

Vocational technical education curriculum must be designed to prepare students to meet these learning expectations.

1. **EXPECTATIONS FOR LIFELONG LEARNING:** More career & technical students go on to two and four year colleges than ever before. Young people know that today’s career paths are wide, with many potential twists and turns. Narrow career preparation is no longer adequate.
2. **RESEARCH BASED TEACHING:** Educational and scientific research has now provided a body of evidence on effective and ineffective teaching. The primary focus today is on students’ learning. Teachers are expected to demonstrate a variety of teaching techniques.
3. **SUPPORT NETWORKS:** Career & technical programs today have infrastructures in place to support successful learning for all students. Guidance and Special Education Services are two examples of the support services that must be utilized by teachers in their efforts to attend to the individual needs of their students.
4. **PROFESSIONAL STANDARDS FOR TEACHERS:** As never before

Teachers are being held accountable. The Pennsylvania Department of Education has clearly articulated the expectations of those who are entrusted with the responsibility of teaching students in our public schools.

Although there are many changes in CTE, it is important to note that what has remained unchanged is the need for CTE instructors to stay focused on the individual needs of students. At FCCTC we appreciation the potential of CTE students and believe is it what attracted you into becoming a CTE instructors. A strong commitment to students is a prerequisite to facing the changes and challenges.

### School Policies and Procedures

The importance of knowing school policies and procedures cannot be overstated. Teachers should thoroughly read the language contained in the Student Handbook, Faculty Handbook and the Joint Operating Committee (JOC) Policy Manual. You should keep a copy of the Student and Faculty Handbooks where they can be referred to easily as needed. Never assume you know the school rules until you have read them thoroughly. Every school has different policies and procedures. You are expected to know and follow all school protocols. When in doubt, ASK YOUR MENTOR, ACADEMY REPRESENTATIVE, or SUPERVISOR. Do not follow the lead of others who disregard these procedures. Those who hired you expect you to honor school rules. Never forget your status as a temporary inductee that does not yet have professional status (tenured).

**Please Review All FCCTC School Policies, Staff and Student Handbooks, School Shared Resource Drive, and Website**

Examples of what you should know include:

1. Where to park and where not to park
2. When, where, and what time to report to work and events
3. When and how to leave work
4. When and how to report absence from work
5. Personal, professional and sick leave procedures and appropriate paperwork
6. Responsibilities for extra assignments; i.e., committees, hall duties, NSO, Open House, OAC Meetings, CTSO events.
7. Communications systems; i.e., faculty mailboxes, telephones, e-mail, voice mail, announcements over the public address system
8. Emergency evacuation routes and responsibilities
9. Protocols for responding to a crisis (All Hazard Plan)
10. School bus/student driving procedures
11. Procedures for obtaining supplies and equipment
12. Procedures for issuing books and equipment to students
13. Documenting and reporting accidents
14. How to get help for students experiencing difficulties
15. Policies and procedures for reporting student progress
16. Due dates for reporting student progress reports & grades
17. Policy for using school technology systems and personal electronic devices
18. Timeline for submitting school forms and requested reports

Consistent application and enforcement of school policies and procedures with students is essential for a well-run school. Teachers must serve as leaders in this regard. The following topics and responsibilities deserve emphasis for new teachers:

1. Recording and reporting student attendance
2. Recording and reporting student achievement (progress reports & grading)
3. Reporting learning progress to parents and keeping a communication log
4. Reporting attitude and behavior
5. Completing discipline reports
6. Applying consequences for bad behavior
7. Determining eligibility for student organizations
8. Reporting harassment and abuse
9. Cell Phones/electronic equipment
10. Determining graduation and promotion status of students

It’s important to remember that the Joint Operating Committee (JOC) sets school policies. Instructors/staff who do not respect school policies run the risk of embarrassing the school. Teachers who negatively affect the school’s reputation also jeopardize their own professional reputation as well as their employment status.

### Facilities and Personnel

Know your school’s Building Layout and work with your mentor and take the time to learn your new surroundings. Starting from your classroom or lab, and then begin to learn the location of the following:

1. Emergency exit
2. Nearest men’s/women’s room
3. Nurse’s station
4. Copy machines and printing options and procedures
5. Counseling office and special education team
6. The Business Office
7. Maintenance Office
8. Faculty Lounge, Large Group room, and Computer Labs

After you become acclimated to the locations above, make the effort in the early days to:

1. Learn the name and telephone extension of the nurse
2. Learn who to call and how to call when a student is having an emotional crisis
3. Learn who to contact and how to communicate about disciplinary issues
4. Learn where you receive school mail
5. Check your mail and e-mail at the beginning and end of each school day as well as before or after your lunch.
6. Learn how to access and navigate the school website
7. Learn to use Outlook Calendar and how to reserve rooms, equipment, and vehicles
8. Know the identity and expectations of your immediate supervisor
9. Get to know the school secretaries/administrative assistants and other support staff
10. Learn which of your students have IEPs (Individualized Education Programs)
11. Know each student’s liaison, (the liaison or teacher of record is the special education teacher responsible for the oversight and monitoring of the student’s IEP)
12. Know the different roles of the maintenance and custodial personnel and know how to access their services
13. Become acquainted with business office personnel that handle financial matters i.e., payroll, purchase orders, work orders, waivers, and forms
14. Become familiar with the computer lab(s) and technology coordinator
15. Don’t be a stranger in these areas
16. Get to know your mentor and most important. Meet with your mentor as often as necessary

### FCCTC Organizational Chart

New teachers should make a point of learning the chain of command. Teachers are expected to go to their immediate supervisor first, with any questions or concerns. The FCCTC Organizational Chart [(see appendix)](#_FCCTC_Organizational_Chart) is found on Staff Resource Drive. You are strongly encouraged to review and understand this document and ask your mentor who should contact for specific situations.

### Inductee and Mentor Relationship

Your mentor will help you acclimate to your new position. In addition to meeting with the Team Member responsible for the items on your Educator Induction Unit Completion Form [(see appendix)](#_FCCTC_Induction_Unit), you are required to meet with your mentor a minimum of at least once a week during the first semester. In reality, you will meet more than once a week for the first several weeks. This is natural as you feel your way through the school culture and environment. This is natural and mentors are assigned to help you be successful! Remember, there are no stupid questions, only the stupid mistakes that are made because the question was not asked. You are encouraged to ask many questions not only of your mentor, but of all staff, including other instructors, instructional or peer coaches, teacher on special assignment, your supervisor, secretaries, maintenance and janitorial staff, cafeteria and instructional aids, the nurse, and counselors.

The key to successful mentorship is establishing a strong, trusting relationship between the new teacher and observer is crucial if the new teacher is to perceive the observation as a process contributing to his or her professional growth. The observation process should be integrated into a broad support program with the focus on ensuring the maximum impact for teacher success and improvement that leads to increasing student achievement.

Your mentor will fill many roles. Not only are they there to answer your questions, but they will also be asking you questions, such as probing questions to help clarify points of a lesson including summarizing, questioning, and shared understanding of the classroom setting.

Your mentor will observe your teaching practices and will offer comments or suggestions if necessary. Mentoring fosters the conditions that support new teachers as learners through:

1. Mutual respect and Trust: Adults need to feel that they work in a climate of professional trust and they are valued as an individual
2. Sense of ownership and self-direction: Adults respond well when they are empowered to take responsibility for their own learning and professional development
3. Voluntary participation: Adults learn best when they actively engage in learning at their own pace and resolution
4. Collaborative sprit: Adults learn best as part of a community whose members share their knowledge rather than working in isolation
5. Work on tapping into your prior knowledge and discover your strengths and how to use these to your best advantage in addition to identifying areas for improvement
6. Explain the differences between supervision and evaluation and where he/she or you peer coach fit into the schools supervision model
7. Explain his or her roles and responsibilities to you and administration
8. Explain the schools yearly goals and objectives and the process how they were established
9. Discuss classroom survival strategies
10. Explain and describe how to collect data and information
11. Encourage self-reflection (what went right, what went wrong)
12. Identify obstacles (and how you overcame them…or not) to learning/teaching and

student achievement

1. Discuss curriculum renewal and Task Lists
2. PDE and school initiatives (I.E. PSSA, NOCTI, Programs of Study, Chapter 339 Approved Program Evaluations, Occupational Advisory Committees, School Teams (Committees)

### Classroom Survival Strategies

Veteran instructors didn’t get to where they are by luck. They put into place classroom survival strategies, usually learned for their mentor or other veteran instructor, to help them bring structure and order from chaos. Let’s look at several specific proven survival strategies that will help you organize your program into a well-run and respected professional classroom and lab environment:

Classroom management is crucial in supporting a structured learning environment, especially when there are students in the classroom with behavioral/social exceptionalities. The best teachers with the best classroom management expertise are always prepared! When preparing for lessons ask yourself the following questions:

At the beginning of each session:

1. What routines are in place to determine how the students enter the class?
2. What routines are in place to ensure all students are actively engaged in the teaching / learning continuum?
3. What signal is in place to get your students' attention?
4. Do students know what to do at the start of the day, or any time during the session?
5. What procedures are in place for the disobedient student?
6. What do students do with returned homework, timecards, or notes from home?

During work times - whole or small group:

1. What is the signal or routine for leaving your classroom (washroom etc.)?
2. What is the procedure for the students finishing early? Be ready for this.
3. How do you establish what the acceptable noise level is?
4. How do students get help and when do they leave their seats?
5. During a lecture, what is the process when students need to sharpen their pencils, go to the locker room/bathroom or put something in the trash or re-cycle bin?

Student Work:

1. What is the routine for incomplete or missed work?
2. What is the consequence for late work?
3. Where do your students put completed work?
4. How do you track student work?
5. How long before you grade and return class or homework assignments?
6. Have you explained your grading system and clearly defined your grading criteria?

Miscellaneous:

1. What routines are in place for lab / classroom clean up?
2. What routines are in place for going to the locker room when class is in session?
3. What routines are in place for dismissal?
4. What routines are in place during announcements?
5. What are your expectations during group work to ensure students are on task?
6. How do you know if your students are aware of all of your routines?
7. What is the procedure if you or a student gets seriously injured in the lab?
8. How do you handle phone calls or e-mails to parents?
9. How do you communicate class expectations and other general information to parents?

Your mentor may ask you to write a short one or two sentence reflective response for the above items. Please be honest in your reply. If you are facing a challenge with any of these situations, your mentor or peer coach is there to help you work through and overcome these barriers— which if not addressed stand in the way of your future success and your students’ achievement.

### Teaching Rules and Expectations

The best strategies for establishing acceptable behaviors are those strategies that are pro-active and preventative. If you want cooperative students/students, they need to understand and be able to follow your rules and routines. Meeting this goal will ensure that you have a good learning environment.

First, you will need to communicate your expectations in order to achieve acceptable student behavior and successful outcomes. Simply telling students about your expectations is not enough. The following steps will provide you with the best chance to communicate expectations and achieve success:

1. Describe the acceptable behaviors with words and actions; be specific. For instance, instead of telling them to use acceptable voices, describe the levels of noise for the various activities. Demonstrate that you except silence during lecture period and reading time. Ask them to demonstrate what voices are used during group work, they should speak relatively quietly to their group members. Ask them who they should be talking to a group times.
2. Provide opportunities for students to practice expected behaviors. Be sure to focus on the students who experience behavior difficulties to demonstrate and tell you what the acceptable behaviors are in the various situations.
3. Provide honest and ongoing feedback. Always let your students know if they are behaving appropriately or if there is something they could be doing to improve their behavior. Be specific when telling students what it is about how they're behaving. For instance, you may say that you really liked the way that they put everything away so quickly and quietly. Give regular reminders and feedback, this will help to establish a great climate for learning.
4. What about the student that breaks the rules? This student should not be embarrassed. If there are other students around, you will need to bring the student to a spot that is away from the other students. Ask him/her why he/she thinks you've asked to speak with them. Usually they can tell you. Ask them how they should have handled the situation and what they'll do next time. Include them in the consequence that should happen. Sometimes they'll tell you that they should work alone or that they should give an apology. Your consequence needs to be logical and fit the behavior deviation.

Although you won't be able to predict absolutely every behavior problem that you may encounter, it will be possible to identify many of them. Once you are prepared for the most common behavior problems, you will be able to cope and be able to change many of them. It's often wise to prepare a list of potential behavior issues and preventative and reactive strategies that will lead to ongoing acceptable behaviors. Being prepared for and knowing how you'll handle behavior deviations is half the battle.

### Develop Routines and Procedures

The following practices will assist in maintaining order in class/lab:

1. Require students to report to class/lab on time and ready to work and learn
2. Have a routine for taking attendance, making announcements, collecting information or student work and follow it daily
3. Record absences and tardiness every day
4. Have a carefully prepared lesson ready for your students
5. Always be prepared…Don’t expect students to be prepared and organized if you are not
6. Students want structure. Remember, you are probably one of the most stable influences in your students life
7. Move your desk away from its traditional location in the front of the classroom
8. Be in close proximity to where students are working
9. Move around the area being sure to get close to everyone not just a few or those who are closest to your line of vision and hearing
10. Use small group instruction techniques in the lab, and explain the consequences of not working within your assigned group
11. Group students according to ability, not with their friends
12. Use upper level students as instructional aids or shop foremen
13. Establish start-up and shut-down procedures and make sure they are followed

Classroom management tools:

1. Weekly job assignment/responsibilities lists (lab foreman, tool room/toolbox manager, etc.)
2. Weekly/Daily clean-up assignment lists
3. Clearly mark textbooks and references with large numbers so you can quickly see if any are missing
4. Emergency procedure list (what to do if you or a students are seriously injured)
5. Bins/holders for completed work
6. Mailroom type holder for chapter handouts, integration worksheets, etc.
7. All computer monitors facing where you can see them at a glance
8. Tool storage system (pictures of tool room or other tool storage to quickly identify missing tools)
9. Sign-out sheets, hall passes, and absentee forms at the
10. Always have several OSS (out of school) or extended absence packets ready to provide upon request
11. Completed assignment, chapter, homework, etc. check off list
12. Emergency lesson plans

## 2. Strategies for Maximizing Instructional Time

### First Day of School

What you do on the first day of school can ultimately determine your success or failure for the rest of the school year. Remember, approximately 50 percent of all new teachers leave the profession within 5 years. The FCCTC administration does not want any inductees to fail or leave. Thus we have implemented a strong mentoring and peer/instructional coaching system to help ensure you and your student’s success.

Research indicates that a majority of Career and Technical Education (CTE) instructors come directly from business and industry, are more mature and may begin teaching prior to completing all state certification requirements even though lacking educational experience or pedagogical skills. For example, certified master automotive technicians are hired to be Automotive Technology instructors, and certified master chefs become Culinary Arts instructors but these industry experts commonly lack classroom experience or knowledge.

As a result, there is overwhelming evidence that the first two to three weeks of school are critical in determining how well students will achieve for the remainder of the year. A good first day of school sets the tone for the entire year. Your overriding goal during your first meetings with your students should be to establish a positive relationship with your class. Do everything you can to make students feel welcome and comfortable in your classroom or lab. [(See appendix for Back to School Checklist)](#_Back_to_School)

### Strategies to Enjoy the First Day

1. Take a deep breath before you meet your class.
2. Remember students are nervous on the first day, too.
3. Greet students at the door.
4. Make eye contact with students.
5. Complete the daily attendance; give out information, etc. with confidence. You will gain points right away if you appear organized.
6. Introduce yourself first. Don’t tell students too much about yourself, but don’t be afraid to let students know who you are, what you like, and the things you like to do when you are not teaching.
7. Have an activity planned for students to get to know each other.
8. Avoid having students leave the room. Remember support service departments are also very busy. Try to solve problems without sending the student out of class. Try calling the appropriate location to get information and have student questions answered.

### Seven Things Students Want to Know on the First Day of School

1. Am I in the right room?
2. Where am I supposed to sit?
3. What are the rules in this classroom?
4. What will I be doing this year?
5. How will I be graded?
6. Who is the teacher as a person?
7. Will the teacher treat me as a human being?

### Foster Positive Relationships with Students

Get to know something about your students and ask:

1. What is your name?
2. Where do you live?
3. What is your favorite food?
4. What is your favorite leisure activity?
5. What is your favorite sport, music, TV show, etc.?

Pair up students, and have them ask questions of their partners:

Once students have interviewed their partners, each person introduces him/her to the entire class. Tell students to pay particular attention, since the first person to successfully identify the entire class will win a prize. If no one can complete the task, have everyone repeat his/her own name. Distribute colored markers and paper, and have students print their names and display them at their desks. Give students a few minutes to study the names, remove them, and ask for another volunteer to recite the names. Offer rewards to anyone who attempts the task, and send the message right away that effort counts.

Give a “School Trivia Quiz” (i.e. identify the school administrators, number of programs, sending schools, number of students, etc.)

Whatever activities you choose, remember that while you are gathering and giving useful information, your goal is for students to walk out of your class saying, “I like this school/program.”

Remember that teaching is based on relationships. Without a positive relationship and trust among students, minimal learning will take place.

### Be Prepared and Organized

Despite periodic displays of protest, students desire and require structure and direction. They, more than any other age group, are the world’s greatest conformists. This is frequently proven by their inevitable submission to peer pressure.

Students really want to learn. Most of them also sincerely like to be in school, notwithstanding occasional comments to the contrary. In view of this, it is not surprising that effective teachers quickly learn that it is important to have the classroom under control at all times. When confusion exists, concentration is impossible and actual learning is reduced to a minimum.

### Tips to Begin the Year Strong

1. Learn your student’s names as soon as possible. Make this a first day priority. Students feel valued when you remember their name.
2. The name of the game is Plan, Plan and Plan Ahead
3. Meet with your mentor, have a clear idea of what is to be taught and how it is to be taught before you enter the classroom.
4. Post daily assignments in the same location every day. Students need to know what they are doing and why they are doing it. As the teacher, you need to tell them, prepare the guidelines and put the directions in writing so they have them as a resource.
5. The use of written guidelines with objectives increases student completion of assignments.
6. Teach your students the daily routine of the classroom and lab.
7. Be consistent with your routines and do not vary from them.
8. Remember that students will follow your lead.
9. Organize the way you begin the day, practice the routine with your students, and stay with the same routine. Review the routine using a handout & post the on the board.
10. Post a daily schedule on the bulletin or whiteboard

## 3. Strategies for Managing the Classroom/Lab Environment

Having a daily management system or lab routine will help reduce discipline issues and time wasted, while keeping your lab running efficiently. The daily lab routine should remain consistent and students need to be trained on the routine. The training needs to begin on the very first day of lab.

The number oneproblem in the lab is not discipline…it’s the lack of the lack of structured, well-rehearsed, and clearly communicated procedures and routines.

Remember, teachers who are prepared, organized, and train students on lab routine will benefit from the structure built into the day and see better results from their students.

### Sample FCCTC Daily Classroom/Lab Schedule

Below is an example of a teacher’s daily schedule at FCCTC. It is critical to reference daily schedule and school calendar when planning classroom activities and developing student routines. Speak with your mentor if you have schedule questions or concerns. It is expected that as the instructor you establish the appropriate teaching/learning environment by ensuring students are in their uniforms and actively engaged in the learning process every day.

|  |  |
| --- | --- |
| 7:30 – 8:00 AM | FOB in and utilize classroom prep time |
| 8:00 | Students start to arrive and must be at their desk working on an assignment |
| 8:00 – 8:30 | Students continue working on their assignments as students from other schools continue to arrive  . |
| 8:30 | Pledge of Allegiance, Daily announcements, Attendance |
| 8:40 – 9:00 | Classroom lecture and/or lab demonstration |
| 9:00 – 10:00 | Lab activities / Individual work / work groups I.E. Small Group Instruction |
| 11:30 – 11:40 | Lab clean-up, complete time cards, review days activates / dismissal to lunch. |
| 11:40 – 12:10 | Duty free lunch |
| 12:15 – 12:30 | Students must be at their desk working on an assignment |
| 12:30 – 12:45 | Classroom lecture and/or lab demonstration |
| 12:45 – 2:20 | Lab activities / Individual work / work groups I.E. Small Group Instruction |
| 2:20 – 2:30 | Lab clean-up, complete time cards, review days activates / dismissal |
| 2:30 – 3:00 PM | Your prep period and then FOB out for day |

### Setting Goals and Standards

Set high, measurable, and obtainable goals for your students. Clearly communicate these standards and expectations for classroom or lab participation and behavior to students.

1. Students will work to meet the standards if they know what they are.
2. Allow students the opportunity to participate in setting lab rules.
3. Ensure they feel a part of the learning community.
4. Post the rules around the lab—but do not post too many signs.
5. Make sure all students are aware of the rules before you begin to enforce them.
6. Don’t change the rules without discussion.
7. Make sure your rules align with the school rules and policies.

### Goals that Will Help Teachers Become Better

Setting goals is a very personal decision. Many schools will require teachers to turn in written goals for the year at the start of school, a fact which should encourage every teacher regardless of requirements to do so. Personal and professional improvement throughout the year can only be a good thing. Look at three different areas when setting your goals: personal goals, organizational goals, and lesson improvement goals.

**Personal Goals Relating to Self and Relationships**

It is important for teachers to consider themselves when thinking about goals. Improvement of self will lead to a healthier teacher, who is better equipped both emotionally and physically to handle the challenges that come up each day. Improving professional relationships falls into this category as well, considering the fact that the better the working environment, the more focused the teacher will be.

1. Have a more professional appearance.
2. Remember to have fun and enjoy teaching.
3. Stay positive even when things change.
4. Form a better working relationship with your mentor, peer/instructional coach.
5. Improve teacher-parent communication, with a focus on positive notes home.
6. Build better relationships with other staff.
7. Establish and maintain a classroom management plan.

**Examples of Organizational Goals:**

1. Organize filing cabinets by subject/theme.
2. Put things away after using them.
3. Plan ahead at least one week.
4. Improve documentation for things that happen in the classroom.
5. Keep up with grading.
6. Collect more samples for student portfolios.
7. Maintain two separate files for student: a regular file of student work, and a documentation file.
8. Plan thoroughly, with a desired outcome in mind.
9. Set high but realistic expectations for all students and explain how they will be achieved
10. Create curriculum notebooks. Keep a record of lessons/units and put together notebooks for each of the major themes in curriculum notebooks.
11. Organize files by standard.

**Examples of Lesson Improvement Goals:**

1. Incorporate rigorous academic integration into more lessons.
2. Minimize wasted minutes – Always have extra stuff ready for end of the day/class
3. Spend more time focusing on foundational skills and concept development.
4. Introduce weekly learning journals.
5. Implement two new strategies that you have learned.
6. Incorporate more technology in the classroom.
7. Ensure students are fully engaged in the learning process at all times
8. Prepare more thorough lesson plans and follow the content, but make allowances for

“Teachable Moments” plans.

1. On a regular basis incorporate more skills testing practice through instruction and homework instead of cramming before the test

When considering what professional goals to set, consider choosing one goal from each category: personal, organization and lesson improvement. Becoming a better-rounded teacher will be helpful as you continue to teach the next generation, and will hopefully improve your life as well.

### Monitoring and Grading Students

Have a procedure for monitoring students daily and share it with your students. Grade every time card or task grid daily. It will be to your advantage to send timecards/task grids home weekly to be signed by the parent or guardian. This provides instant feedback and allows students to know how they are doing and helps promote open, meaningful communications between you and your students/parents.

1. Follow the FCCTC grading policy
2. Maintain accurate competency/task lists and an up-to-date grade/attendance book.

### Morning Routines

Make sure all students understand that attendance in the morning is very important. If they’re late, they’ll miss the daily assignments and will need to see a classmate for instruction.

Posting times for assignments will help teach students the importance of time management. It also will allow tardy students to know what they should be doing during the time they come to lab.

1. Post all assignments on the board first thing in the morning.
2. Go over all assignments and times for assignments first thing in the morning.
3. Post the time that is given to a specific assignment.
4. Keep in mind breaks, lunch or other student activities when posting assignments.
5. Post which assignments need to be graded or reviewed by the teacher.

### Organization Strategies

Organization is important for students in lab. Maintaining a well-organized lab will help you manage the learning environment. It will save you much energy and wasted time, which is why it’s so important for you to have organizational strategies. They will help you to manage your time more efficiently. The more organized you are, the more time you will have to devote to teaching.

Below are some basic organizational tips for teachers:

1. Be prompt to school or appointments. It’s suggested that you arrive to school a half an

Hour before the students

1. Use your Outlook calendar or other calendar to keep track of important appointments, meetings, etc.
2. Prioritize tasks
3. Try to organize your desk at the end of the day
4. Keep a supply of forms, pens, and other materials on hand
5. Use a “To Do” list
6. Use folders or 3-ring binders to keep important information
7. Document phone calls, parent conferences, or other contacts i.e., phone numbers
8. Return phone calls as soon as possible
9. Document student IEP issues
10. Keep a calendar, pen, and note pad near your phone and computer
11. Use the e-mail! It’s a great way to communicate with parents/guardians and other

teachers

### Build a Support System

You will more often than not need input and help from others. Schools rely on interdependence. No one should operate in isolation in a school environment. Whether or not you are afforded a veteran teacher as a mentor, it is essential for your satisfaction and success that you begin immediately to develop your own support group within the school. Members of that group should include:

1. Your mentor
2. Other teachers in your Academy or Academy Representative
3. Individuals you naturally gravitate to because you have things in common
4. Others in the school who work with students in your classes/lab (i.e. counselors, and specialists such as special education educators)
5. The school nurse
6. Secretaries/administrative assistants and other office personnel who can answer questions about school procedures
7. Your immediate supervisor
8. Individuals who handle student discipline and attendance

### Effective Management of the Learning Environment

The time spent setting expectations for your students is the best possible use of your time during the first few days/meetings in a new school year. Every teacher should have prepared the following information for the first meeting with students regarding behavior in each classroom/lab:

1. Specific classroom/lab learning expectations
2. Grading criteria by which you evaluate student performance

You should decide whether you would post this information or distribute it individually, or both. You might also consider distributing this information and require a student and/or parent/guardian’s signature. The important thing is that teacher expectations for the performance of students is documented and communicated at the very beginning of the school year and in each and every classroom and lab.

### Strategies for Managing the Classroom

Remember the teacher who was always easily sidetracked? It might have been entertaining, but you probably didn’t learn much. There are a few simple methods for organizing the classroom/lab environment.

In a classroom setting, post an outline on the board every day. Having a guide to follow can be beneficial to both students and teachers. Include the following:

1. Date and Time
2. Objectives, lesson topics, etc.
3. Specifics: Page numbers, skill names, new vocabulary, etc.
4. Identify Class Outcomes: Assignment on which students will be graded
5. Identify Homework Assignments
6. Pennsylvania Department of Education Academic Standards/Eligible Content
7. Think about how you will arrange the physical space. Consider:
8. The position of your desk.
9. The students’ work area. Is there a place for large, small group, and individual work?
10. How are the materials and supplies organized?
11. How will tool and equipment security be monitored?
12. Finally, plan how you will keep track of students’ work, progress, and behavior?

Also ask yourself these questions to help you prepare and communicate:

1. Is your record keeping system convenient and clear to both you and the students?
2. Are your rules for safety and class conduct clearly communicated and displayed?
3. Do you have a system for keeping important papers and monitoring student progress?

These are the essentials. Never underestimate to value of being well prepared. Having a daily management system will reduce discipline issues, and keep your classroom or lab running efficiently. When you communicate clearly, organize your physical space, and keep good records, you will avoid unnecessary questions, discussion, and wasted time.

### Six Attributes and Characteristics of Good Teachers

1. **Good teachers care about their students.** They are committed to the success of their students. They simply refuse to let their students fail. They value the opportunity to make a positive difference in the life of young people.
2. **Good teachers know their subjects well.** They are lifelong learners. They are driven to continuously acquire new skills and knowledge.
3. **Good teachers deal with their own problems and reflect on their own practice.** They see problems as challenges and opportunities for learning and improvement. They strive to develop solutions that best address the problems they encounter. By confronting and dealing with the problems and reflecting on their own practice, in the end they acquire skills, knowledge, and confidence.
4. **Good teachers possess good classroom instructional management routines*.*** Some examples of good routines:
5. Being present at the door to greet and gauge students
6. Starting classes promptly
7. Articulating the objectives at the beginning of a lesson
8. Changing the instructional pace and momentum
9. Frequently illustrating with concrete examples
10. Checking for understanding from time to time
11. Providing wait time after a question
12. Engaging all students
13. Keeping disruptions to a minimum
14. Providing or seeking a summary at the end of a class
15. **Good teachers are the center of attention in a class and appear to be in control.** Their lessons are clear—thus holding their students’ attention, and they have presence—indeed, they strive to develop presence. They are leaders in the classroom and constantly direct the instructional process.
16. **Good teachers understand how to work around difficult situations.** They value long-term relationships. They thrive and shine in crises.

### Dealing With Stress

Stress is a fact of life. In our work as educators, there are very specific circumstances and problems that create stress: time constraints, expectations, control, desire for perfection, and resolving conflicts and problems. It is possible to manage stress. However, when it is ignored, stress can become toxic. Below are some coping strategies that may help you avoid and reduce stress at school from *First Year Teachers Survival Kit* by Julia Thompson:

1. ***TEAMWORK*.** When you are part of a team, you can share information, ask questions, and avoid isolation. Seek out supportive colleagues who will help you over difficult hurdles.
2. ***TELL THE TRUTH.*** If you have a problem, is it something you can handle by yourself? If not, ask for help and start working toward a solution.
3. ***TIME MANAGEMENT.*** Look realistically at your day. What commitments do you have, and how much time do you estimate for your activities. Devise a system and stick to it. You will feel better if you have a sense that you have some control over your time.
4. ***HUMOR.*** It’s one of the best ways to deal with stress. It can give relief to difficult situations, turn a negative into a positive, and help you realize that, as teachers, we can connect and share classroom experiences.
5. ***FLEXIBILITY.*** Check in with yourself, and reflect on what is or is not working. Identify what you need to change in your system or approach.
6. ***GET REAL.*** Teachers tend to be idealistic, and have a strong sense of mission. They want to change the world. It’s our job to have goals and plans, but then the copy machine breaks, there’s a fire drill, and your students have to attend an assembly at 9:00. Life happens. Have back up plans, and only focus on what you can control.
7. ***PRIORITIZE.*** On a regular basis, make a list of what you need to accomplish. Remember the big picture, and arrange the details accordingly.
8. ***AVOID THE RUSH.*** Sometimes, in an attempt to do it all, we rush toward our goals and objectives, and forget to bring the students with us. Rushing may create the illusion that you are accomplishing a lot, but inevitably it has a negative impact on student understanding *and retention.*
9. ***LEARNING TO SAY ‘YES,’ & WHEN TO SAY ‘NO,’*** One key to avoiding stress is

knowing when to say “yes” and more importantly is learning when to say “no,” but only you can decide. Say “yes” to what matters most to you and your students. Say “no” to the things that will be difficult to accomplish or stand in the way of student achievement. For example, many individuals, including personnel in this building, see a CTE lab as an inexpensive way to get a car repaired or get some other service provided. If the repair or service does not fit directly into the curriculum you are teaching at that time, then say no, that you cannot accommodate them at this time. Refer all members of the community who insist you perform a service to your direct supervisor. Of course, there are “teachable moments when you may want to go outside of the curriculum if you feel the service being requested will benefit the students. Remember, all service requests must be submitted to and approved by administration on the appropriate request form/order. Again, always ask your mentor if you have any questions or concerns if asked to perform any “live” work.

1. ***GET A LIFE****.* Separate your school life from the rest of your life. You will do a better job at school if are rejuvenated and well rested. Pay attention to the rest of your life.

When managed effectively, it can help us think, listen, and respond to situations in resourceful, intelligent ways.

### Avoid Common Mistakes that lead to Stress

Mistake #1 – Underestimating the Importance of Being Prepared For Class Every Day

Problems in the classroom will appear and expand most often due to lack of preparation on the part of the teacher. You will need to spend considerable time preparing lessons in your first year of teaching. It is definitely time well spent. Plan, plan, and plan some more. Plan how to start, how to take attendance, how to group students, how to check work, how to close the class, etc.

Mistake #2 – Not Knowing School Rules and Policies

Read and reread and keep handy the language in the student and faculty handbooks, especially policy that is related to disciplining students and recording and reporting on daily attendance. You must understand and follow the prescribed procedures in the school handbooks. Everyone in the school should apply school rules uniformly. Don’t create your own version.

Mistake #3 – Not Being Well Rested and Ready To Teach

Make a commitment to yourself to arrange your life so that your responsibilities as a teacher are not compromised. Your students need you. They will learn as much about you as a person as they will about what you teach them about subject matter.

Mistake #4 – Avoid Asking For Help or Advice

Teaching is all about solving problems. A school is a community and those who choose to work in isolation are out of place and detract from a positive school climate. Two, three, or four heads are always better than one. Everyone needs to rely on everyone else in a school setting.

Mistake #5 – Overlooking Small Behavior Problems Until They Disrupt a Class

Keep small problems small by taking the appropriate action before they grow. Documenting behavior and contacting parents should be the next step to take if speaking with the student directly has not worked.

Mistake #6 – Losing Your Cool with a Student

When you find your blood pressure rising during an incident with a student, you put yourself at a considerable disadvantage if you allow your anger to become apparent. If you stay calm, you stay in control. Refuse to argue. You can negotiate or discuss a situation, but never debate a student.

Mistake #7 – Inappropriate Language

Always maintain your decorum and control as a professional and as an adult. Students may forget much of what you teach them, but they will always be listening if you say something inappropriate. When you do you can be sure that they will be telling others about your remark(s).

Mistake #8 – Keeping the Class Manageable By Telling a Lot of Stories and Jokes

Don’t overdo shallow entertainment in place of strong teaching. Apply your energy and humor and creativity to dynamic and engaging lessons on the subject matter you are responsible for communicating.

Mistake #9 – Your Lesson Ends Before Class Is Over

Even if it involves clean up or preparing for the next day, make every moment in your class meaningful. Never allow students to simply wait for the bell to ring. Keep them engaged and focused on something significant. Down time is wasted time and often leads to behavior problems.

Mistake #10 – Sitting At Your Desk While Students Are Working

You are at a disadvantage when you sit down during class time. Circulate and stay on your feet while students are under your supervision. If you must sit while students are working, sit behind, rather than in front of students.

Mistake #11 – Remain Positioned At The Front Of The Classroom

Proximity to students has a great influence on their behavior. Make a point to position yourself near each student, not just the ones seated up front or those who approach you for assistance.

Mistake #12 – Disciplining Students In Front Of Other Students

Discipline students one on one and privately. When you discipline in front of others you do so in front of an audience that often sides with the student. Avoid stopping the learning of others to give attention to one or two students who are misbehaving.

Mistake #13 – Becoming Too Friendly With Students

Students need quality adults in their lives. The school is full of potential friends. Be friendly, but you cannot be their friend. Maintain your status and dignity as their teacher. They need good teachers. You are not expected nor should you try to be a parent (but remember your responsibility of in loco parentis) or a police officer. To be effective as a teacher you need to keep a professional distance emotionally, as well as physically.

Mistake #14 – Calling in Sick When You are Not Sick

Your students need you every day. Use sick time for when it is absolutely necessary. Student learning and progress is negatively impacted when their program teacher is absent. Also, remember abused sick days can lead to disciplinary action.

Mistake #15 – Reporting to School When you are Sick

Yes! Your students need you every day. However, if you are not feeling well and are not effective, or are contagious with the flu or a cold, you are not doing more harm than good by coming to school. Stay home until you do not feel well enough to meet the day’s challenges head on.

### Don’t Lose Your Sense of Humor

Try to laugh every chance you get! The more you have fun and enjoy your job, the more rewarding it will be. Attempt to create happy memories and positive experiences while making every effort to find the humor in all situations.

### Consider the Advice and Suggestions of Others

Wisdom and recommendations from Veteran Teachers:

1. Organize the room and materials (neat, clean, posters, student work, word wall, etc.).
2. Develop a workable set of rules and procedures with input from teacher and students (make clear to students the consequences of misbehavior).
3. Assure student accountability through grading (be positive).
4. Formulate and explain consequences (keep it simple, be consistent).
5. Plan activities for the first week (more is better).
6. Maintain a management system (address problems immediately…be consistent).
7. Increase instructional clarity (state objectives…model lesson).
8. Organize instruction (well-thought out, timed, varied lesson plans).
9. Adjust instruction for special groups (lesson plan provides for various levels of achievement).
10. Get to know students as individuals; take an interest in their plans and activities (acknowledge awards, encourage sports activities). Share a bit about yourself to connect with students.
11. Make use of humor, when suitable, to stimulate student interest or reduce classroom

tensions (don’t take yourself too seriously).

1. Learn when to walk away from a situation…learn to choose your battles wisely. Some students come to school with a lot of “baggage” and sometimes it’s better to allow them some leeway rather than trying to force them into doing something that makes them upset.
2. Remember, you can be friendly, but you cannot be your students’ friend.

### Autonomous Teachers

Commonly display the following:

1. Assume responsibility for themselves, but also see themselves as part of the whole
2. Are aware of and monitor their own behavior and thinking and are self-directed
3. Take responsibility for their actions and their consequences
4. Have empathy for multiple perspectives
5. Seek more than one way to approach a problem (flexible)
6. Are able to set their own outcomes and find ways to achieve those outcomes

## 4. Characteristics of Effective Teaching

### Ability to Motivate

What moves us into action? What drives us to succeed? Motivation is an important part of the learning process. When students are motivated, there are fewer behavior problems. Teachers at the high school level sometimes encounter students who arrive with negative attitudes based on prior experience. It is particularly important, therefore, to help students replace their preconceptions with a new enthusiasm for learning. What drives a student to succeed can be personal and individual, but there are also a number of conditions that you can create to raise student motivation levels. Let’s look at some of the major motivators that determine student achievement.

Strategies for motivating the High School Student include:

1. **Personal Involvement.** What meaning does the learning have for students? How is it relevant? Why should they be interested in the concepts and ideas?
2. **A Positive Environment.** You, the teacher, set the tone. Your lab is one in which all students and staff are respected. Your demeanor, attitude and body language all create an environment conducive to learning.
3. **Security.** When students have concerns about being harassed or humiliated they become anxious and defensive. When students feel safe they can focus on learning.
4. **Minimize Fear.** When students are fearful they are less likely to take good risks and attempt new learning.
5. **Teacher Approval.** Show that you are pleased, that you care, and that you are invested in teaching.
6. **Clarity.** If there are clear signals, students can make the effort. If there is confusion, students will shut down. Communicate clearly and listen carefully to student responses.
7. **Pleasure.** Is it fun? Is there humor? Your enthusiasm is contagious and your students will enjoy your class or lab.
8. **Novelty.** Is there anything new in your teaching/learning strategies or is it just a repetition of the tried and true?
9. **Success Seminars.** Everyone feels better when success is evident. The level and kind of success may vary, but the effect is the same. Share student success stories with the class, with other teachers and with parents.
10. **Win/Win.** Teacher motivation is tied to student motivation. When students are successful, we succeed as well.

### Using the Student Questionnaire as a Strategy for Motivating Students

1. Be in charge! If you’re not, someone else will be. Aim to be a low key, centered and reasonable authority figure.
2. Be prepared! You’ve done your homework, and you’re ready for the challenges of the

first days of school.

1. Be proactive! You’ve planned for potential snags, and organized yourself accordingly.

You can recognize a problem before it becomes an emergency.

1. Manage time well. You know the schedule, and how your teaching time fits into the school day.
2. Be direct and honest about what you know or do not know. Students will respect your candor…”That’s a great question and I truly do not know the answer, perhaps you could help me out by doing a little research to find the answer?”
3. Know your audience. High expectations are individual, and should challenge rather than frustrate.
4. Enforce rules with respect for individual students. You are clear and consistent so that

students aren’t guessing about what’s acceptable.

1. Have a balance between ritual and novelty. Students know that the day is organized in a particular way, but there is variety in activities and lessons.
2. Know your building and how to locate resources.
3. Have a professional demeanor. You look and act the part of a caring and reasonable role model.
4. A veteran teacher offers the following suggestion for motivating students: “Give them a voice and listen to them.”

One strategy offered to allow students to feel more involved in a class is the Student Questionnaire. Always allow students to respond to the questionnaire anonymously

Examples of questions a teacher might consider asking students at the end of the first month, the first semester, or any time are offered below:

### **Examples of Yes/No Questionnaire questions**:

1. My teacher cares about his/her students.
2. My teacher does something about students who pick on others.
3. My teacher is fair.
4. This class is a good place to be.
5. My teacher makes his/her teaching interesting.
6. My teacher knows how to keep the class under control.
7. My teacher seems to like teaching.
8. My teacher gives students help when they need it.
9. My teacher keeps students busy.
10. My teacher cares that his or her students are really learning important “stuff”.
11. My teacher tells students about what they are doing right, not just when they are making mistakes.
12. My teacher never makes students feel stupid.

### Examples of Open Response Questions:

1. What do you like most about this class?
2. What suggestions do you have for making this class better?

### Using Academic Integration Strategies to Get Unmotivated Students Working

Have students write something every day! Examples include:

1. Complete a time card or job sheet
2. Describe the lab, classroom activity or technical task worked on that day
3. Exit slips
4. Journals
5. Complete job repair tickets
6. Textbook chapter summary
7. Internet “scavenger hunts”
8. Describing a task to a classmate
9. Write a response to the lesson or task as an opinion piece

It is vital you provide ongoing and timely feedback. Give students credit and provide a meaningful response for all completed work even if, for example, there are no right or wrong answers.

### Integrate Rigorous, Relevant Math that is Relevant to Technical Tasks

There are many CTE math integration strategies available for you to use. For example:

1. PDE/BCTE Math “T-Charts”
2. Incorporating Language Art components into your CTE lesson
3. PDE SAS Web site

**Incomplete sentences exercise**

Write out sentence stems and have students complete them. This can be content driven or statements like the following:

1. I realize that...
2. I’m surprised that...
3. I am disappointed that...
4. I could change if...

**Stump the Teacher**

The class comes up with questions for the teacher on the topic/unit of study. The teacher gives the answer (may or may not be correct). The class has to decide if the teacher’s answer is correct. If the students decide correctly, they get a prize

**Question Mark**

On a large poster board or piece of paper, draw a huge question mark. Have the class brainstorm what they know and place it in the “dot” part of the question mark. Next, have them brainstorm questions and write them in the “question mark” area. At the end of the unit, go back to the question mark, and review the question

**Word Splash**

Write a word on the board. Have students come up and write the first thing they think of when they see/hear that word. You may want to remind students of discipline codes, including no vulgar or inappropriate language

**Vocab Bingo**

Using a “Bingo” card, have students randomly fill in all the blanks with technical terms from the textbook chapter review, works bank or other vocabulary list (the list should have at least 30 words). Call out the words randomly. When bingo is called that person must define all the technical terms of the words that made bingo. If they can do this, they receive a prize (a homework pass or healthy snack). If they cannot define all the terms, start over! This is a great reinforcing exercise that is also a life-saver after an assembly or fire drill and there is only 15 minutes left in the session—just enough time for a new teacher to lose control of the classroom setting.

**Math Integration**

T-Charts “bridge the gap” between CTE and math and can be used by both math and CTE teachers. This resource consists of three components: a T-chart, a script, and practice problems. Each T-chart will demonstrate how a CTE teacher teaches the concept covered by the eligible content and how a math teacher teaches the same concept. For instance, a carpentry instructor teaches how to determine the pitch of a roof. A math teacher teaches how to calculate slope. The T-chart will compare the two and identify the vocabulary associated with the concept. The script that accompanies the T-chart will assist the teacher in bridging the gap between the two by comparing similarities and differences between the two approaches and identifying common mistakes made by students. The practice problems will be set up so that three problems are in context, three are generic applications, and three are in plain math language.

### Motivating Students through Involvement in Career and Technical Student Organizations

CTSOs assist in teaching what employers consider essential: employability, academic and technical skills. CTSOs help motivate students to learn. They help students to develop positive attitudes and ethical behavior. CTSOs connect students to you, their teacher, to their community and to each other. Students learn to value their skills, and their ability to work as a team.

CTSOs are partnered with business/industry. Through CTSOs business/industry can get directly involved with students at the local, state and national level.

**Career and Technical Student Organizations (CTSOs) include:**

1. SkillsUSA – [http://skillsusa.org](http://skillsusa.org/)
2. Health Occupations Students of America (HOSA) – [http://www.hosa.org](http://www.hosa.org/)
3. National FFA Organization [http://www.ffa.org](http://www.ffa.org/)
4. Distributive Education Clubs of America (DECA) – [www.deca.org](http://www.deca.org)
5. National Technical Honor Society (NTHS) – [www.nths.org](http://www.nths.org)

### Monitoring Student Behavior

1. Be on your feet with your eyes on students all of the time.
2. Move about the room.
3. Listen to everything being said.
4. Let students know that you are always paying attention to what they are doing.
5. Develop a system for checking student work and recording student progress daily.
6. Do not wait until the project or activity is complete to assess student learning.
7. Using a clipboard is very helpful when monitoring student work in a lab or lab setting.

### Promoting Equity

Teachers must make every effort to assure that all students receive equal opportunity to learn and to succeed in school. It is not enough to teach to the “middle of the road.” Teachers are expected to make every effort to reach all of their students and to offer appropriate support and encouragement to those students who, for a variety of reasons, are a challenge to teach.

To attend to students equally, teachers must continually reflect on their practice. Some questions that teachers might ask themselves in order to assess fair treatment appear below:

1. Do I react to poor behavior more quietly with some students than others?
2. Do I predict performance or award grades subjectively?
3. Do I solicit responses from all students, just a few, or just those who volunteer answers?
4. Do I reprimand certain types of students (boys, girls, minorities) more than others?
5. Do I afford all students the opportunity to develop skills that require leadership, organization, self-discipline, independence and maturity?
6. Do I provide positive reinforcement equally?
7. Do I hold all students accountable for abiding by school rules?
8. Do I grade students objectively?
9. Do I apply standards for performance consistently?
10. Am I consistent in applying consequences for misbehavior?
11. Am I consistent in applying consequences for non-performance?
12. Do I afford consideration for extenuating circumstances equally?

### Recognizing and Appreciate Student Diversity

Diversity is part of schools. Career & Technical programs enroll a diversity of students. Enrollment includes “special populations” including students with disabilities, students who are English language learners, economically disadvantaged students and students enrolled in programs that are nontraditional for their gender, as well as single parents and single pregnant students. This can be a challenge for a new Career & Technical teacher, but this can also be an exciting environment in which to teach. Within the career & technical education environment teaching students to work in teams can eliminate many stereotypes and prejudices. Here are some tips to help you implement a plan for working with the wide range of students:

1. **D - D**ifferences are important and need to be respected.
2. **I - I**nsist that put downs, comments, and acts of discrimination will not be allowed in your lab or classroom.
3. **V - V**alue each student as a unique, contributing member of your group.
4. **E - E**xpress to students that they are accepted regardless of their differences.
5. **R - R**ace, color, religion, national origin, gender, disability, and sexual orientation are no reason to treat someone differently. Reflect on your own biases, and how you will manage them in your day-to-day teaching. **S-S**peak to students when issues arise. It may be appropriate to speak individually with students who need to be educated more about diversity. Embarrassing someone in a group will only serve to perpetuate a problem attitude.
6. **I - I**nform your students. It is your responsibility as a teacher to address specific issues of discrimination and harassment, what they mean, and how they manifest themselves.
7. **T - T**rain your students through a variety of methods, including modeling, role-play, reading and writing, and student presentations.

Remember you are the key element in the lab or classroom who determines the tone and develops healthy attitudes about individual differences.

### Incorporating Different Learning Styles into Lesson Plans

There are **three** different styles of learning that a teacher faces on a daily basis: visual, auditory, and tactile/kinesthetic. Some students learn best one way, but research has shown that students learn using a combination of the different modes of learning. As teachers, we need to step out of our comfort zones and adjust our teaching to meet the diverse needs of our students. Here are some easy things that you can do to address those needs.

1. **Visual learners learn by seeing.** They like to talk with their hand and they also need to write a lot of notes in order to remember information. Visual learners also like color, pictures, illustrations, graphics, and charts. The visual learner needs a quiet setting in order to learn. In order to address the needs of the visual learner, teachers should allow students ample time to take all the notes they feel that they need. We can also provide highlighters so students can color code their notes and worksheets. Since they need quiet to learn, we need to make sure there is time in the day in which all the students are quiet. Presentations are a great way for them to learn along with reading and writing information.
2. **Auditory learners learn by hearing information.** These students like to talk to themselves, or speak out loud when writing down information. Reading aloud is a great way for these students to learn. In the classroom, if presenting information have students repeat the information back to you out loud, this will help them process the information. In math class, as they work on problems have them explain out loud what they are doing to solve the problem. The more auditory learners speak information out loud, the better they will remember.
3. **Tactile/kinesthetic learners learn by doing.** They are the hands-on learner. They need to manipulate things and do projects in order to grasp information. They are very active learners and need to move around and take frequent breaks. In the classroom, teachers need to use manipulates and create hands-on projects for the students to complete. Flashcards would be a good way for tactile/kinesthetic learners to learn because it is hands-on. Another great idea for the hands-on learner is by encouraging them to talk with their hands. Since tactile/kinesthetic learners can be easily distracted, have these students sit in the front of the classroom.

Hopefully these few strategies mentioned will help you incorporate all of the learning styles into your own classroom. You will have students that fall into at least one of these categories, so it is imperative that you find a way to mix these in. It is unfair to the students if they don’t receive an education the way that they learn. These simple tips can be easily incorporated into any classroom. Research suggests writing VAK (visual, auditory, kinesthetic) in your lesson plan book and as you write you lesson plans cross each letter off as you address it. Doing something as simple as this can make a big impact on your students.

## 5. Student Assessments

### Clear Standards

From the PDE Standards Aligned System (SAS), standards describe what students should know and be able to do; they increase in complexity and sophistication as students’ progress through school. The Assessment Anchors clarify the Standards assessed on the Pennsylvania System of School Assessment (PSSA) and can be used by educators to help prepare students for the PSSA. The metaphor of an anchor signals that the Assessment Anchors clarify the relationship between state Standards and our assessment system. Assessment Anchors are further elaborated with Eligible Content. Eligible Content identifies how deeply an Anchor should be covered and specifies the range of the content to best prepare students for the PSSA. Not all of the Eligible Content is assessed on the PSSA, but it shows the range of knowledge from which we design the test.

Assessment is much more than testing. Assessment should be a continuous process of gathering and examining information about what and how well students are learning. Examining student work is at the core of assessment. Teachers need to gather a variety of pieces of evidence of student learning. Tangible products i.e., pieces of writing, written tests, and projects are obvious pieces of evidence. However, contribution to problem solving, group work, discussion and critical thinking also provide information that support evidence of learning and should be included when collecting data.

To assume that students actually understand the material, teachers need to create activities that provide evidence of depth of understanding. Requiring students to explain and apply knowledge will bring them to greater understanding.

Assessment must be focused on students and their individual learning needs, their learning styles and their learning strengths. Because of the diversity of student learning strengths and challenges, learning must be measured in a variety of ways.

### Types of Assessment

Students should be provided with more than one opportunity to demonstrate what they have learned. Tests are certainly an important means of collecting assessment data. However, test questions should be varied. Certain types of test items are far better than others. For example, the guessing factor in true/false items. Some popular assessment strategies:

1. Multiple choice test items
2. Essay questions
3. Open response questions
4. Research papers/projects
5. Experiments/lab reports
6. Observations
7. Presentations
8. Performances
9. Demonstrations
10. Projects
11. Portfolios
12. Authentic assessments
13. Students as instructors

### Factors Influencing Assessment

In addition to the various types of assessment strategies to utilize in gathering information on how well students are learning, it is important to consider other factors that influence assessment. Factors include:

1. Out of class assignments
2. Long term projects
3. Fixed tests/un-timed tests
4. Independent work
5. Group work
6. On-demand assignments
7. Retesting and revising work
8. Self-evaluation
9. Peer review of work

**Fair Assessments** are a process used by teachers and students before, during, and after instruction to provide feedback and adjust ongoing teaching and learning to improve student achievement and to provide appropriate challenge for all students at their instructional levels.

### Summative Assessment

Seeks to make an overall judgment of progress made at the end of a defined period of instruction. They occur at the end of a school level, grade, or course, or are administered at certain grades for purposes of state or local accountability. These are considered high-stakes assessments and the results are often used in conjunction with No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP). They are designed to produce clear data on the student’s accomplishments at key points in his or her academic career. Scores on these assessments usually become part of the student’s permanent record and are statements as to whether or not the student has fallen short of, met, or exceeded the expected standards.

Whereas the results of formative assessments are primarily of interest to students and the teachers, the results of summative assessments are also of great interest to parents, the faculty as a whole, the central administration, the press and the public at large. It is the data from summative assessments on which public accountability systems are based. If the results of these assessments are reported with reference to standards and individual students, they can be used as diagnostic tools by teachers to plan instruction and guide the leadership team in developing strategies that help improve student achievement. Examples of summative assessment are NOCTI, PSSA, and Terra Nova.

### **Formative assessment**

A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

The primary purpose of the formative assessment process, as conceived in this definition, is to provide evidence that is used by teachers and students to inform instruction and learning during the teaching/learning process. Effective formative assessment involves collecting evidence about how student learning is progressing during the course of instruction so that necessary instructional adjustments can be made to close the gap between students’ current understanding and the desired goals. Formative assessment is not an adjunct to teaching but, rather, integrated into instruction and learning with teachers and students receiving frequent feedback.

One key feature of this definition is its requirement that formative assessment be regarded as a process rather than a particular kind of assessment. In other words, there is no such thing as “a formative test.” Instead, there are a number of formative assessment strategies that can be implemented during classroom instruction. These range from informal observations and conversations to purposefully planned instructionally embedded techniques designed to elicit evidence of student learning to inform and adjust instruction.

A second important part of the definition is its unequivocal requirement that the formative assessment process involve both teachers and students. The students must be actively involved in the systematic process intended to improve their learning. The process requires the teacher to share learning goals with students and provide opportunities for students to monitor their ongoing progress.

In Pennsylvania we are defining formative assessment as classroom based assessment that allows teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students. Formative assessment can consist of formal instruments or informal observations.

The key is how the results are used. Results should be used to shape teaching and learning. It is recommended that information from formative assessment should NOT be used for grading purposes. Black and William (1998) define formative assessment broadly to include instructional

formats that teachers utilize in order to get information that when used diagnostically alter instructional practices and have a direct impact student learning and achievement. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins, (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads) and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as providing individual students corrective feedback that allows them to “reach” set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students.

When teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom assessment data is an imperative. Effective teachers seamlessly integrate formative assessment strategies into their daily instructional routines.

### Benchmark Assessment

Designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments measure the degree to which a student has mastered a given concept; measure concepts, skills, and/or applications; reported by referencing the standards, not other students’ performance; serve as a test to which teachers want to teach; and measure performance regularly, not only at a single moment in time.

Examples of benchmark assessments are:

1. Pennsylvania’s benchmark assessments - 4Sight<http://www.successforall.org/Programs/4sight.html>
2. Assess2Know - <http://www.riverpub.com/products/a2k/details.html>"

### **Diagnostic Assessment**

Ascertains, prior to instruction, each student’s strengths, weaknesses, knowledge, and skills. Establishing these permits the instructor to remediate students and adjust the curriculum to meet pupils’ unique needs.

**Assessment Summary**

It is always important to remember, that an assessment (test, quiz, authentic assessment) is not to produce a grade, it is to measure what a student learned. Use in-class assessments as a way to measure your teaching and student learning. Students cannot achieve beyond what is taught without the benefit of measuring the expected/stated outcomes.

The most powerful form of learning, the most sophisticated form of staff development comes not from listening to the good works of others but from sharing what we know with others . . . By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning – we learn. Roland Barth.

### Equity Principles

There are three equity principles that can help teachers create learning, access and opportunity for more students:

1. Make learning relevant to students beyond school
2. Provide hands-on, experiential activities so students can build their own experiences and develop insight about their learning
3. Adopt and adapt course materials to fit the individual needs of students

### Reviewing Student Work

1. **Goals/Criteria for Success:**
2. What do you expect to see when you look through this student work?
3. What criteria are you going to use to check if students understood the concept?
4. What do you see in the student work? (avoid judgments, opinions, and interpretations)
5. Analysis and Interpretation of Student Work
6. **Student**:
7. What does the work tell you about the student’s accomplishment of the learning goal(s) and the understanding of the particular information presented?
8. How does the work match your stated criteria for success?
9. What does the student know?
10. What can the student do?
11. What does the piece of work tell you about what the student was thinking?
12. What does the student understand or not understand? (previous knowledge; misconceptions; conceptions)
13. How did the student interpret the assignment?
14. What most interested the student?
15. How does the student learn?
16. **Instruction**:
17. What were your reasons for choosing this particular teaching/learning approach?
18. What kind of feedback did the student receive to his/her work?
19. What does this work tell you about the effectiveness of your instruction for this student?
20. **Follow-Up**:
21. What steps would you take next with this student?
22. What other information would you like to see in the student work?
23. What does the student need to learn to meet the objective of the lesson?
24. What teaching strategies would be most effective to use at this point?
25. Why do you think this approach will help move the student toward the goal?

### How people learn

*Always remember we only learn...*

10% of what we read

20% of what we hear

30% of what we see

50% of what we both see and hear

70% of what is discussed

80% of what we experience personally

95% of what we teach someone else

*William Glasser*

## 6. Special Populations

Accommodations for Students with Disabilities:You will meet with our Special Education case managers regarding the learning accommodations that must be afforded to students with *Individualized Educational Programs* (IEP’s). Take particular attention to the portion of the IEP that is entitled *Specially Designed Instruction/Program Modifications* (SDI). ***Teachers are required by law to make all reasonable accommodations to meet the IEP and SDI…this is NOT an option.***

### Standard Accommodations

1. **Timing Assessments:**
2. Administer test in short periods
3. Administer test at a specific time of day
4. **Changes in Test Setting:**
5. Small group setting
6. Different room from rest of class
7. Administer test individually (routine administration procedures)
8. Seated in front or specified area
9. Administer test in carrel
10. Student wears noise buffers
11. Test administrator is familiar to student
12. **Changes in Test Presentation:**
13. Use magnifying equipment or enlargement devices
14. Read/clarify instructions and test directions only
15. Large-print edition of test
16. Braille edition of test
17. Student can use a place marker
18. Test Administrator assists in tracking test items
19. Use student’s amplification equipment
20. Reads test questions to student
21. **Changes In How The Student Responds To Test Questions:**
22. Answers dictated to a scribe
23. Answers recorded using a template or graphic organizer
24. Answers recorded using an audiotape to be later transcribed
25. Answers recorded to be typed by the student using assistive technology (e.g. word processor)
26. Student may use calculator and/or number charts

## 7. Health and Safety

### Lab Safety

In CTE, student safety must be the primary concern to all lab teachers. Safety instruction needs to be an ongoing from the first day of school to the last day of school and must be included in every classroom and lab lesson, demonstration, process and procedure. Under Pennsylvania Department of Education Chapter 339 Vocational Education Standards, all CTE programs are required to provide an industry recognized(OSHA, SP/2 [SDS, Right to Know Law], National Center for Construction Education and Research [NCCER], National Safety Council)5 safety program and either a publisher made or instructor developed safety instruction assessment. Safety instruction must be an integral part of the career & technical environment, and every program needs to establish rules of safety to ensure all students and teachers remain in a safe environment. Each lab will have different safety issues and concerns, but the general guidelines cross over each lab.

Listed below are some guidelines that all labs should establish as a part of their lab safety plan:

1. Go over all lab rules for safety the first day & remind students of the lab safety everyday
2. Demonstrate safe use of all machines and equipment used in the program.
3. Develop safety tests, both written and performance, to evaluate students and require they pass the test before being allowed to operate machines and equipment.
4. Keep documents regarding student grades on safety tests. Be aware of any student that was absent on the day of testing. You may have to show evidence that a student was tested on a machine if there is an accident.
5. Closely supervise students when using machines and equipment.
6. Make sure students are never in lab unsupervised. For example, a student comes back from lunch early to complete a project and the lab teacher is not back from lunch yet.
7. Teachers should secure classrooms, labs and storage cabinets whenever they are not present in the area.
8. Set a good example for students by following all lab rules.
9. Report all accidents resulting in injury to administration. Keep a detailed written report of any accident in you teacher files.
10. Conduct routine safety inspections on all machines/equipment and if something is broken or not working correctly, report it immediately to administration.
11. Enforce all safety rules at all times. Establish strong penalties for breaking lab safety rules.

You could be saving a finger, hand, or a life.

1. Make sure you are aware of all school safety practices and policies.
2. Know lockout/tagout (LOTO)
3. In the event of an accident, know how to handle blood.

### Organizing the Lab for Safety

Career and Technical lab teachers spend a great deal of time in the lab environment. Organizing and maintaining the lab environment is an important component of a lab teacher’s job. As a lab teacher, your job is to provide a learning environment in which students can work efficiently and safely. Organization in the lab environment is an important key element to running a safe and efficient work place where learning is imperative. When thinking about lab organization there are a few tips to keep in mind:

1. Efficiency - Teachers and students should be able to work with maximum productivity and a minimum of wasted time and energy. Think about the spatial arrangement of machines/equipment and tools.
2. Control - Look around the lab. Are you able to keep students who are working on machines/equipment in your sight? Can you hear the machines/equipment running wherever you are in the lab? Are you close enough to have quick access to all areas in case of an emergency?
3. Attractiveness and cleanliness - Is the lab a nice place to be? Is it a clean and attractive environment? Is it a place in which students can take pride?
4. Training – Train students on how to maintain the lab environment is important. They need to take ownership of the lab and take pride in where they work. Train students right away on where the tools are kept and how to keep them clean. Student should be in charge of keeping the lab environment clean. Assign student clean up duties and make them a part of daily upkeep of the lab. This should be an essential part of the lab training, since students, as workers will be expected to clean in any work environment once they leave school.

### Student Training Safety Log

In order to document that each student has learned essential safety knowledge/skills, the career and technical teacher should create documents to record Safety and Training initiatives. These documents should contain accurate information and be kept in an assessable place for reference.

Unfortunately, in spite of comprehensive training and supervision, inevitably someone (and it could be YOU!) will get injured in the lab. What is you procedure to deal with a severe injury?

Comprehensive safety instruction must include a procedure what you and your students are to follow if:

1. You are injured (what should the students do?)
2. A student is injured and you cannot leave to call for help (what should students do?)

Hopefully you will never happen, but when it does, remember the procedures discussed earlier. Discuss this with your mentor and define a plan how to deal with a classroom crisis.

## 8. Reinforcing Positive Behavior and Mutual Respect

**Note:** An excellent resource for new teachers facing the challenges of managing students is Fred Jones’ Tools for Teaching. More information on this excellent text and videotape series can be found in the bibliography.

### Dealing With Discipline

The number one problem in the classroom is not discipline; it is the lack of procedures and routines. In The *Effective Teacher*, Harry Wong makes the observation that: Effective teachers spend most of the first week teaching students to follow classroom procedures. Ineffective teachers begin the first day of school attempting to teach a subject, and end up spending the rest of the school year running after students.

The Difference Between **Discipline** and **Procedures:**

**Discipline:** Concerns how students **BEHAVE**

**Procedures:** Concerns how things are **DONE**

**Discipline:** **HAS** penalties and rewards.

**Procedures:** Have **NO** penalties or rewards

### Establish a set of procedures

For instance, have procedures for taking attendance, exchanging papers, registering the students on the first day, collecting money, and moving from task to task. If not, time that should be spent on learning will be wasted getting these procedures done.

Classroom procedures answer such questions as these:

1. What to do when the bell rings
2. What to do when the pencil breaks
3. What to do when the drill bell rings
4. What to do when you have been absent
5. What to do when you finish your work early
6. What to do when you have a question
7. What to do when you need to go to the restroom
8. What to do when you want to sign up for something

Knowledge of classroom procedures tells your students such things as these:

1. What they are to do when you want their attention
2. Where to find the assignment
3. When a paper is due
4. How a paper is to be done
5. Where you want the paper placed
6. What they are to do when they enter the classroom
7. How to respond when the class has come to an end
8. What to do if they want to sharpen a pencil

Procedures allow a class to operate smoothly, effectively and efficiently. Such as:

1. Procedures for dismissal at the end of the period or day.
2. Procedures for quieting a class.
3. Procedures for the start of the period or day.
4. Procedures for students seeking help.
5. Procedures for the movement of students and papers.

### The Importance of Careful Planning

Research shows most behavior problems in the classroom are caused by the teacher's failure to teach students how to follow procedures.Good discipline, good control, does not just happen—it is the result of careful planning and it is consistently implemented.

1. You must know what you want, what you expect of the students.
2. You must convey your expectations to your students. In other words, don’t make

students guess what they need to do…they may guess wrong!

1. You must make them accountable by having them sign an agreement (your student/parent letter).
2. You must have a system of consequences and rewards, which are fairly and consistently carried out.
3. You must always treat a student with respect. Never allow your anger at a student’s

mistakes or misbehavior to impair your good judgment or professionalism.

### Factors that Contribute to Quality Classroom Control

Careful lesson planning is the main component of good discipline. Examples include:

1. It is a good idea to meet the students at the classroom door for the following reasons.
2. You can monitor the hall.
3. Your presence may remind students to hurry on to class.
4. The personal, friendly “Hello” conveys an attitude of interest and caring.
5. You may be able to pick up certain “vibes” to things going on that you will want to watch

during the period.

1. When students enter the classroom, there should be a routine that is to be followed.
2. An objective written on the board helps students focus and direct their energy and attention during the class period.
3. Even at a time when students are working in groups or with partners, the teacher must be in control. This is achieved by advanced preparation in which the teacher carefully explains the lesson and the expectations for completion.
4. It is generally advisable to have students submit their work at the period’s end, thus

holding them accountable and having an immediate assessment of understanding.

1. A light, fast paced lesson is more conducive to good discipline than one that is boring or undirected, where neither teacher nor student is certain about the objective or point of the lesson.

### Creating a Climate for Learning

Creating a climate for learning is probably the most important—and most difficult—task a teacher faces, but it can be even more difficult for beginning teachers. Setting the classroom environment is key. For a new teacher that means, pretending that you know what you are doing.

The most widespread management technique at home and in the classroom is “nag, nag, nag.” It’s also probably the least effective. How can you avoid making that technique your own and create a “climate for learning”? Here are some suggestions:

1. Develop a set of written expectations you can live with and enforce.
2. Be consistent. Be consistent. Be consistent.
3. Be there. Be there. Be there.
4. Be patient with yourself and with your students.
5. Make parents your allies. Call early and often. Use the word “concerned.” When

communicating a concern, be specific and descriptive. Call for positive remarks, too.

1. Don’t talk too much. Use the first 15 minutes of class for lectures or presentations, then

get the students working.

1. Break class periods into different activities. Be sure each activity flows smoothly into the next.
2. Keep all students actively involved. For example, while a student does a presentation, involve the other students in evaluating it.
3. Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room.
4. Keep your sense of perspective and your sense of humor.
5. Know when to ask for help.

### Model the Desired Behavior

Teachers must model respectful behavior. Below are a few suggestions of behavior teachers should exercise to foster a positive climate in their classes:

1. BELIEVE - that each student can succeed and tell them that you do.
2. RESPECT - the uniqueness of each student and ask them to respect it in others as well.
3. APPROVE - of positive contributions and let the class know you are pleased.
4. MOVE - around the room looking for the good work students are producing.
5. BUILD - bonds and encourage pride in students and in their effort.
6. REWARD - behavior that enhances a positive climate.
7. SHOW- you care. Call home with a positive story or comment.
8. HELP- students learn to do the right things by modeling behavior you expect.
9. AVOID - negativity always.
10. PAY ATTENTION - always pay attention to the good things.

When you create a climate of mutual respect the number of discipline issues decreases dramatically. Students begin to feel that they are part of a group in which they are valued and validated by the teacher and fellow students.

In the student-teacher relationship, a line must be drawn between the teacher and the student. This line could be labeled “respect,” and it should never be crossed. A teacher who tries to be a good sport or a buddy is making a great mistake. This teacher gradually loses the respect of students and eventually finds the class beyond his/her control.

### Classroom Management Techniques

Once you have applied the monitoring and controlling strategies suggested, the following class management activities can be put into practice:

1. Organize the room and materials (neat, clean, posters, student work, word wall, etc.).
2. Develop a workable set of rules and procedures with input from teacher and students (make clear to students the consequences of misbehavior).
3. Assure student accountability through grading (be positive).
4. Formulate and explain consequences (keep it simple, be consistent).
5. Plan activities for the first week (more is better).
6. Maintain a management system (address problems immediately…be consistent).
7. Increase instructional clarity (state objectives…model lesson).
8. Organize instruction (well-thought out, timed, varied lesson plans).
9. Adjust instruction for special groups (lesson plan provides for various levels of achievement).
10. Establish and communicate high expectations for student behavior (use positive

phrases; ‘You’re doing a great job!”).

1. Get to know students as individuals; take an interest in their plans and activities (acknowledge awards, encourage sports activities). Share a bit about yourself to connect with students.
2. Make use of humor, when suitable, to stimulate student interest or reduce classroom

tensions (don’t take yourself too seriously).

1. Learn when to walk away from a situation…learn to choose your battles wisely. Kids come to school with outs of “baggage” and sometimes it’s just better to give them some leeway rather than trying to force them into doing something.
2. Remember, you can be friendly, but you cannot be your students’ friend.

The use of certain classroom management techniques makes for well-managed classroom environments. Students need to be taught what constitutes appropriate behavior, what the school and classroom rules are, and how to follow them. It is important that these teachers are consistent in articulating demands and monitoring compliance, but the most important thing is to make sure that students know what to do in the first place.

With high school students the best results are obtained through vigilantly reminding students about the rules and procedures of the school and classroom and monitoring their compliance with them. High school students generally do regard consequences for misbehavior as fair and acceptable, provided that the consequence “fits the crime.”

The most frequently used management techniques are those that prevent small problems from escalating into big ones. Many classroom incidents can be prevented by a simple technique.

Teachers set the tone for the day by greeting each student personally as he or she enters the classroom. Use the opportunity to establish rapport and to deal with such minor problems as gum chewing, boisterous behavior, bad moods, or unwanted materials, quietly and discretely…before they erupt into public confrontations that threaten control and disrupt the class.

Once students are in the classroom, you will want to continue with some of the techniques identified below that will help you to maintain control without confrontation:

1. Establish eye contact.
2. Move around the room and increase proximity to restless students.
3. Send a silent signal.
4. Give a quiet reminder.
5. Re-direct a student’s attention.
6. Begin a new activity.
7. Offer a choice.
8. Use humor.
9. Practice positive reinforcement.
10. Don’t YELL…maintain a firm tone if necessary.

### Suggestions for Reducing Behavior Issues

As has been previously stated, the best way to avoid behavior issues is to manage your lab or classroom well. Being organized and proactive will eliminate most discipline problems. Even in the best learning environments, however, behavior problems will occur. As with other classroom management strategies, it is best to have an effective plan and system to deal with a variety of situations that may arise. There are many experts and many models, but they share some common themes:

1. RULES - Students need to know what they are. Post them so they are clearly visible. Your list should be short. Focus on what you consider important.
2. CONSEQUENCES - Identify what will happen as a result of certain behaviors: warning,

detention, parental call, referral to the Dean’s office, etc.

1. SCHOOLWIDE CONSISTENCY - Whatever your system is, it should support the school wide policies and the rules in the student handbook.

The following conditions determine effective interaction when conflicts and negative emotions surface:

1. CUES - Make eye contact with the student, place a name on the board, and continue to teach when possible.
2. NEUTRALIZE EMOTIONS - If an issue needs to be addressed, refuse to take student behavior personally, and avoid excessive emotion and confrontation.
3. DEFUSE THE SITUATION - Take a deep breath, talk to yourself internally, and avoid threats.
4. REFUSE TO BE DRAWN INTO AN ARGUMENT
5. FOCUS ON BEHAVIOR - If possible, separate the student from the rest of the class to address the behavior and the consequences.
6. RESOLUTION - Regardless of the infraction, the behavior should be an opportunity to reflect, problem solve, learn, and move on. Listen to the student and give important feedback. Allow the student to redeem him or herself, and leave on a positive note.

Finally, in a well-managed classroom or lab, students who exhibit behavior problems at the high school level sometimes have a history of behavior issues. If you suspect that may be the case, check with staff from the guidance and special education departments for pertinent information. Speak with colleagues who have the same student in their classes to determine if the student is exhibiting similar behavior with them as well. If the behaviors seem particularly disturbing, speak with the school psychologist or social worker. Identify behaviors, look for patterns, and act on your observations. It may be necessary to devise a behavior plan that involves a team to manage the student consistently.

### Common Behavior Issues, Their Causes, and Possible Solutions

There are a number of common behavior issues that need to be addressed, and which sometimes seem beyond our control. Let’s take a look at what they are, why they occur, and how you can handle them. **If you suspect any type of abuse (physical, mental, sexual, substance or alcohol) or health issue, you are legally responsible to report your suspensions and refer the student to the SAP Team.**

1. TARDINESS AND ABSENTEEISM
2. The problem: They cause disruption in the learning process and students miss essential information.
3. Possible causes: avoidance, attention getting.
4. Results: They set a negative tone and encourage a negative work ethic.
5. Your solution: Keep good records, communicate clearly with the student, staff and family, and enforce consequences.
6. SUBSTANCE ABUSE
7. The problem: Mixed messages from the media and society coupled with students’ desire to experiment and gain status.
8. Possible causes: Personal issues, students’ social circle, family history and availability.
9. Results: Destructive behavior, students not ‘school ready.’
10. Your solution: Inform students of school policy. Be alert to students for cues, times and patterns.
11. BULLYING AND HARASSMENT
12. The problem: Verbal and physical abuse interfere with student functioning and create a negative learning environment.
13. Possible causes: Learned behavior, frustration, revenge, and need for power or control.
14. Results: The perpetrator continues to use destructive means to deal with issues. The victim feels unsafe and powerless to deal with the situation.
15. Your solution: Act rather than ignore. Have both parties write what occurred. Follow school policy. If patterns emerge, refer students to support staff.
16. FIGHTING
17. The problem: Students see fighting as an acceptable method to solve conflict.
18. Possible causes: Glorification of violence in the media, lack of training in a family environment that encourages violence as a reasonable method of problem solving.
19. Results: There is a disruption of the learning environment and school wide safety issues emerge. Students and staff face potential legal ramifications.
20. Your solution: Listen for rumors and conflict both in and out of class. Provide a visible adult presence in strategic locations: hallways, the cafeteria, etc. Act on information and communicate with staff regarding peer mediation and conflict resolution.

### Avoid Negative Interactions with Students

A common problem with new teachers is language and behavior that actually makes a problem or potential problem worse.

Do Not:

1. Use deals or threats to achieve satisfactory behavior
2. Accuse a suspected wrongdoer on the basis of previous behavior
3. Ridicule a student’s dress or behavior
4. Pass your discipline problems too quickly onto someone else to solve
5. Get into a “yes you will” contest with students who defy you
6. Raise your voice or argue with students.
7. Threaten a student in any way
8. Punish an entire class when you can’t find out which one or two students did something wrong
9. Associate with other teachers that have a negative attitude towards their job or their work

**Avoid Using or allowing students to use any of the following statements with students under any circumstances:**

1. Shut up
2. You’ll never amount to anything
3. You’re just like your brother
4. Get out of here
5. I’ve had it with you
6. What’s wrong with you
7. What are you stupid
8. I give up

### Dealing with Interpersonal Violence

Career and Technical programs must aim to promote an environment that is safe, respectful, supportive of the learning environment, and free of violence and harassment. When it is determined that inappropriate behavior has been committed, appropriate action must be taken. Examples are provided below:

|  |  |
| --- | --- |
| **INAPPROPRIATE BEHAVIORS** | **CONSEQUENCES MAY INCLUDE** |
| **Verbal/Nonverbal/Written** | |
| * Use of put-downs, insults, name calling,   swearing, or offensive language   * Screaming or yelling at another * Making threats, using intimidation or getting friends to threaten or scare another | * Refer to school policies in Student Handbook and Faculty Handbook |
| **Physical** | |
| * Hitting, punching, pinching, pushing,   shoving, grabbing, slapping, kicking, choking, pulling hair, biting, throwing things, arm twisting   * Intimidation, blocking exits, punching walls, knocking things around * Damaging or destroying another’s property * Restraining, pinning someone to the wall, blocking their movements * Using weapons * Stalking | * Refer to school policies in Student Handbook and Faculty Handbook |
| **Sexual** | |
| * Name calling * Cat calls or other offensive noises or whistling * Spreading sexual gossip or graffiti * Comments about a person’s body or unwanted verbal or written sexual comments * Staring or leering with sexual overtones, sexual gestures * Forcing obscene materials on others * Pulling off or lifting clothes to expose private parts | * Refer to school policies in Student Handbook and Faculty Handbook |

### Maintaining Professional Distance

A very important reminder to new teachers is to maintain personal distance with students. New teachers especially have a tendency to want students to like them and will be very friendly towards the students. Keep a professional distance with students at all times; some students may misread a friendly gesture or comment. A few simple things to remember are:

1. When having a face-to-face conference with a student sit on the opposite side of the table or desk.
2. Never agree to meet a student beyond school grounds.
3. Never give out your home phone number, cell phone number, or your home e-mail address to a student.
4. Never have physical contact with a student. It is against the law to touch a student! Even non-threatening gestures like high-fives, pat on the back or shoulder, and friendly hugs can be misinterpreted and bring about accusations of inappropriate behavior on the part of the teacher.
5. Keep topics of conversation appropriate.
6. When you meet with a student for extra help, or if they are serving a detention, keep your classroom door open. Tell someone that you are meeting with a student after school. If possible, have another teacher or student in the room.
7. Try not to be alone with a student, especially in a remote location.
8. Do not give students rides in your personal vehicle. Do not invite students to where you live.
9. Keep in mind that what might seem completely innocent to you could be something totally different in the mind of that student. As mentioned previous…you can be friendly to your students, but you cannot be their friend!

### Communicating with Parents/Guardians

It is normal for high school students to intentionally try to disconnect their parents/guardians from their teachers at school. Teachers should be aware of this fact, but they should also realize that parents/guardians are very important partners in the education of adolescents and should be aggressive in their efforts to keep parents/guardians informed. Teachers should regard communication with the home to be an important aspect of their professional responsibility in spite of any interference on the part of students.

Although FCCTC has a variety of policies and procedures for sending information home to parents/guardians, it is the individual responsibility of each teacher to take the initiative to communicate with parents/guardians, especially when a student is exhibiting learning difficulty in school.

Above all else, parents/guardians need to believe that teachers care about their students. Parents/guardians can easily interpret a lack of caring when a teacher does not attempt to contact them in the early stages of problems. Teachers should consider parental contact an opportunity to build and strengthen relationships with parents/guardians as well as with students.

Because of the importance and potential of these contacts, teachers should prepare for conversations with parents/guardians and should also learn the skills of relating to the emotions that are connected to conversations about an individual’s child. The strategies that follow are offered to assist teachers strengthen relationships with parents/guardians.

### Strategies for Communicating With Parents/Guardians

1. Start every conversation with a parent/guardian this way, “I need your help…”
2. Prepare for the conversation by reviewing as much information as is available on the student, i.e., current grades, previous performance, attendance, discipline, etc.
3. Whether speaking on the phone or in person, always keep your tone of voice, body language and choice of words pleasant and non-threatening.
4. When in person, open the meeting with a smile and a handshake.
5. Address parents/guardians by their last names preceded by the appropriate Mr., Mrs. or Ms. (It is best that you expect to be addressed the same way.) Keep the exchange professional. Avoid getting drawn into personal conversations and personal relationships with parents/guardians.
6. Listen carefully to the parent/guardian. Eye contact is very important when meeting in person.
7. Start the conversation by saying as many positive things as you can about the student.
8. Emphasize your concern. Ask the parent/guardian for help and assistance in understanding any problems. Express a genuine interest in hearing from the parent/guardian in order to better understand their child’s strengths as well as challenges.
9. Listen actively to the parent/guardian by asking questions that can help you to understand what factors may be influencing school performance.
10. When addressing late or incomplete work, ask the parents/guardians for information as to why the assignment was not done.
11. Work with the parent/guardian to discover possible solutions or strategies to address learning difficulties. Offer specific suggestions that could be implemented at home and could help the student in school.
12. Explain grades in terms of specific skills and knowledge. Don’t recite a litany of numbers

and percentages.

1. Do not hesitate to show parents actual examples of student work to support the concerns you want to address.
2. Be specific when discussing problems. Be candid but never derogatory or insulting.
3. Never allow yourself to become emotional, even if the parent/guardian becomes upset.

Be in control at all times. Stay calm and don’t be drawn into an argument.

1. If the conversation becomes emotional, suggest suspending the meeting and schedule a time to continue.
2. Do not discuss other students. Keep the conversation focused on only the behavior or performance of the specific student being discussed.
3. Do not discuss other teachers.
4. Realize when a meeting is getting too long and is not productive and bring the meeting to a conclusion or reschedule a time to continue.
5. Ask for advice and assistance from your immediate supervisor if a parental conversation has ended badly.
6. Inform your supervisor when you believe that the parent/guardian is upset and not satisfied with a conversation they had with you.
7. End the conversation cordially. Always thank parents/guardians and encourage them to stay in touch. Provide them with specific information about how and when to contact you.
8. Remember your primary objective is to enlist the parents/guardian’s help and

cooperation. Never give up in this pursuit.

## 9. **Delivering Effective Instruction**

### Communicating High Standards and Expectations

High expectations are about believing in yourself and your students. The axiom, “They can because they think they can” is absolutely true. Believing and achieving are two sides of the same coin. When you are optimistic about each student’s chances for success, you will naturally get better results. This does not mean that all of your students will achieve in the same way and at the same rate. It does, however, mean that all your students can achieve more when you communicate a “can do” attitude and expect it of others. Start early, make it a theme and say it often: “You can and I expect that you will. I will do everything I can to get your there and I’m looking for the same from you.”

### Assigning Meaningful Homework Assignments

Research shows that, under the right conditions, homework can be a useful tool for increasing student achievement. What, then, does a new vocational technical teacher need to know about homework?

1. BENEFITS - Homework helps to reinforce work done in school, and gives the teacher a better idea of students’ strengths, weaknesses, and mastery levels. It also encourages students to work independently.
2. POLICIES - It is essential for teachers to have a homework policy that is consistent and clearly communicated. Students will need to know how much homework is worth, as well as how much and how often it will be assigned.
3. RELEVANCE - Homework must be meaningful to students. They must understand the purpose, and it should be aligned with the skills they are developing. It should never be perceived as busy work.
4. VARIETY - It is important to vary homework assignments as much as possible to avoid

the ‘homework rut’.

1. REVIEW AND GRADING - If homework was important enough to assign, it is important enough to review and discuss when it is submitted by students. It should be graded and returned promptly.

When homework is well integrated into the teaching and learning process, it can enhance skill and personal development.

### Developing Effective Assessments

**Writing Effective Assignments**

Learning has nothing to do with what the teacher COVERS. Learning has to do with what the student ACCOMPLISHES. In an effective assignment the students are told at the beginning of the assignment what they are to accomplish at the end of the lesson. Thus, if the students know what they are to learn, you increase the chances that the students will learn. The effective teacher knows the procedure for writing an assignment.

**Writing Effective Tests**

The major reason for giving a test is to find out if students have accomplished the criteria of the assignment. The criteria govern what questions and how many are to be written for a test. The criteria also govern: a) what students turn in for homework and b) how the teacher writes the test.

If the student masters a criterion, give the student enrichment (not more) work or ask the student to help other students in a cooperative mode. If the student does not master a criterion, give the student remediation or corrective help.

**Grading Effectively**

Grading on the curve is the worst thing that can be done to a group of students. Grading on the curve gives you rank order; it tells you nothing about achievement. The effective teacher does not grade on the curve. A student earns a grade based on percentage mastery of the criteria.

The role of a teacher is not to grade a student. The main role of the teacher is to help every student reach the highest possible level of achievement.

1. **The Ineffective teacher:**
2. Covers chapters
3. Finds busy work for the students
4. **The Effective Teacher:**
5. Has the students learn towards a set of criteria and
6. Teaches to the performance of those criteria

### Rubrics for Grading

A rubric is a great tool for teachers, because it is a simple way to set up grading criteria for assignments. Not only is this tool useful for teachers, it is helpful for students as well. A rubric defines in writing what is expected of the student to get a particular grade on an assignment.

*Heidi Goodrich Andrade,* a rubrics expert, defines a rubric as "a scoring tool that lists the criteria for a piece of work or 'what counts.' “For example, a rubric for an essay might tell students that their work will be judged on *purpose, organization, details, voice,* and *mechanics*.

A quality rubric also describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1) Under mechanics, for example, the rubric might define the lowest level of performance as "7-10 misspellings, grammar, and punctuation errors," and the highest level as "all words are spelled correctly; your work shows that you understand subject- verb agreement, when to make words possessive, and how to use commas, semicolons and periods."

**Why use rubrics?**

1. Rubrics help students and teachers define "quality."
2. When students use rubrics regularly to judge their own work, they begin to accept more responsibility for the end product. It cuts down on the "am I done yet?" questions.
3. Rubrics reduce the time teachers spend grading student work and make it easier for teachers to explain to students why they got the grade they did and what they can do to improve.
4. Parents usually like the rubrics concept once they understand it, and they find rubrics useful when helping with homework. As one teacher says: "They know exactly what their child needs to do to be successful."

**Involve your students**

1. Understanding a Rubric: Arrange the students into groups of four or more and give them the rubric you will be using for a particular task. Tell the students to discuss the task you have given them and create quick samples of papers which would receive marks in each of the categories. The groups will then present their results to the whole class.
2. Creating a Rubric: It is a good idea to involve your students in creating their own rubrics for classroom assignments. A student who can write the rubric for a math problem knows the whole process inside and out, and he/she can apply the knowledge and skills learned from the process to future assignments.

**Advantages to using rubrics:**

1. Teachers can increase the quality of their direct instruction by providing focus, emphasis, and attention to particular details as a model for students.
2. Students have explicit guidelines regarding teacher expectations.
3. Students can use rubrics as a tool to develop their abilities.
4. Teachers can reuse rubrics for various activities.

A good teacher not only uses assessment scores to determine a grade, but they should also use them to measure what students learned, and more importantly UNDERTSTOOD. If students do poorly, was it because they didn’t learn what was taught? If so, the instructor needs to look at his or her curriculum delivery methodology. Assessment scores are a two-way street: they measure learning, but they also measure teaching.

## 10. Building a Sustainable Career as a CTE Educator

### Protecting Your Personal Interests

Teachers must be mindful of many things in addition to the delivery of instruction. It is essential that teachers exercise care and caution in the way in which they behave around students. To protect themselves physically, mentally, legally and professionally, the following circumstances deserve emphasis:

1. **Touching Students:**

A teacher who touches a student for perfectly innocent reasons puts himself/herself at risk for accusations of abuse, sexual harassment or even assault. Even groundless charges can destroy the reputation of a teacher.

1. **Being Alone with Students:**

Teachers should avoid being alone with students, especially in locations beyond the educational setting. Allegations of misconduct can develop as a result of simple appearances.

1. **Videos and the Internet:**

Teachers should be especially careful about the selection and use of videos and websites. During the school day, even when teachers are not teaching, they should not be viewing materials containing adult content. Every school is required to have what is known as an “Acceptable Use Policy” which governs the use of the school technology network/electronic communication system. Know this policy. Read it carefully. You will be expected to sign it and return it to the school administrator. Violations of this policy will bring about disciplinary action and possibly dismissal.

1. You are required to review all instructional videos before showing them to your students. Additionally, no matter what type of video is being shown, students should have a worksheet or some type of assignment that aligns to the video.
2. **Student Records and Confidential Information:**

Teachers are responsible for protecting information about students. Conversations about individual students should be conducted privately with only those who have a right or responsibility to know the information. A student’s test score or report card grade should never be shared, especially with other students.

1. **Union Representation:**

New teachers should become acquainted with the union leaders and building representatives and should contact these individuals in the event their conduct is being questioned, where disciplinary action may be taken as a result of something they did or said in school.

### Pennsylvania Code of Professional Practice & Conduct for Educators

Legal and Moral Responsibilities of Teachers as outlined in PA Code:

**§235.1. Mission.**

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

**§235.2. Introduction.**

Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the Act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251- -12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. §12-1255(a) (10). This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

**§235.3. Purpose.**

Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner, which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

Professional educators recognize their primary responsibility to the student and the development of the student’s potential. Central to that development is the professional educator’s valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

**§235.4. Practices.**

Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator’s conduct toward students and colleagues, and the educator’s employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

Professional educators are expected to abide by the following: Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§1-101- -27-2702), other school laws of this Commonwealth, sections 1201 (a) (1), (2) and (4) and sections 1201 (b) (1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§1101.1201 (a) (1), (2) and (4), and 1101.1201 (b) (1), (2) and (4),and this chapter.

Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science. Professional educators shall maintain high levels of competence throughout their careers. Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases of discrimination is not all-inclusive. (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning. Professional educators shall impart to their students principles of good citizenship and societal responsibility. Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect. Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communications skills when responding to an issue within the educational environment. Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear compelling professional necessity as determined by the professional educator. Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student’s health and safety.

**§235.5. Conduct.**

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§235.6- -235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

**§235.6 Legal Obligations.**

The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251- 12-1268), known as the Teacher Certification Law.

The professional educator may not engage in conduct prohibited by: The Public School Code of 1949 (24 P.S. §§1-101- - 27-2702) and other laws relating to the schools or the education of children.

The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Public Official and Employee Ethics Laws, Act of October 4, 1978 (P.L. 883, No. 170), as amended, 65 P.S. §§401- -413. (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

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**§235.7. Certification.**

The professional educator may not: Accept employment, when not properly certificated, in a position for which certification is required. Assist entry into or continuance in the education profession of an unqualified person. Employ, or recommend for employment, a person who is not certificated appropriately for the position.

**§235.8. Civil rights.**

The professional educator may not: Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline. Interfere with a student’s or colleague’s exercise of political and civil rights and responsibilities.

**§235.9. Improper personal or financial gain.**

The professional educator may not: Accept gratuities, gifts or favors that might impair or appear to impair professional judgment. Exploit a professional relationship for personal gain or advantage.

**§235.10. Relationships with students.**

The professional educator may not: Knowingly and intentionally distort or misrepresent evaluations of students. Knowingly and intentionally misrepresent subject matter or curriculum.

Sexually harass or engage in sexual relationships with students. Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

**§235.11. Professional relationships.**

The professional educator may not: Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator. Knowingly and intentionally distort evaluations of colleagues. Sexually harass a fellow employee. Use coercive means or promise special treatment to influence professional decisions of colleagues. Threaten, coerce or discriminate against any colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

### Mistakes No Teacher Should Ever Make

1. Drug use
2. Lying
3. Inappropriate physical contact
4. Engaging in illegal or criminal behavior
5. Leaving the classroom/lab unsupervised
6. Neglecting the specific needs of students in special populations
7. Using inappropriate language in front of students
8. Maintaining an unprofessional appearance
9. Tolerating harassment
10. Failing to report neglect or abuse
11. Violating a student’s right to privacy
12. Cheating
13. Discriminating against students
14. Keeping sloppy records
15. Refusing to enforce school rules
16. Showing disrespect for colleagues
17. Ignoring students’ safety
18. Having poor attendance
19. Neglecting to take action to maintain order
20. Wasting instructional time

### Teachers as Leaders

Leaders begin with respect for their own worth. Society needs models of leadership. What better models of leaders than the teachers of a community?

1. Teachers can be compared productively with business executives in that teachers, like executives, develop, manage, and evaluate the work and productivity of a relatively large number of individuals on a daily basis.
2. When comparing teachers and doctors, teachers make more complex decisions than doctors do, and I make them far more frequently.
3. More teachers go into teaching because of the influence of another teacher. This is not true for other professions. Teachers have influence.
4. Teaching is the profession that makes all other professions possible.
5. We are the only profession dedicated to making the world a better place for our future generations. They are our legacy.
6. We are the only profession concerned with all youth realization that our children today are our most precious resource, that through them we will realize a better tomorrow.
7. We realize that the degree of civilization of any nation, is equivalent to the civilization of its youth.
8. Our goal is to teach students the important skills, knowledge, and values necessary to be a success in tomorrow’s world. What better way to teach these important skills, knowledge, and attitudes than to have us as models?

## 11. State and Federal Laws Important to Educators

Laws and regulations continue to be made and modified for the purpose of advancing and protecting the rights of members of our society including students and parents/guardians. In public education, a focus is placed on equal opportunity and equal protection. Certain legal references for new teachers are provided below. Whenever a concern arises that is related even remotely to laws and regulations teachers should discuss the issue with a school administrator. Laws and regulations are subject to change, thus, it is recommended that they be researched on a regular basis. The Pennsylvania Department of Education (PDE) does not represent this Toolkit as a complete list of laws and regulations or a replacement for the official copies of laws and regulations. The contractor does not represent this Toolkit as a complete list of laws and regulations or replacement for the official copies of laws and regulations.

### **TITLE VI of the Civil Rights Act of 1964 (Federal Law**)

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. This law has, and will continue to have significant impact on public education.

### TITLE IX of the Education Amendments of 1972 (Federal Law)

This law extends civil rights protection based on gender to individuals. It provides that no person shall be excluded from or discriminated against in admission to a public school or any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Title IX legislation addresses sexual harassment. Educators must understand these terms and be very sensitive to what constitutes a sexual harassment complaint.

### Sexual Harassment

Sexual harassment of students is a real and serious problem in education at all levels, including elementary and secondary schools, as well as colleges and universities. It can affect any student, regardless of sex, race, or age. Sexual harassment can threaten a student’s physical or emotional well- being, influence how well a student does in school, and make it difficult for a student to achieve his or her career goals.

**Two forms: quid pro quo and hostile environment:**

Quid pro quo harassment occurs when a school employee causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity. It can also occur when an employee causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct. For example, when a teacher threatens to fail a student unless the student agrees to date the teacher, it is quid pro quo harassment.

Hostile environment harassment occurs when unwelcome conduct of a sexual nature is so severe, persistent, or pervasive that it affects a student’s ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening or abusive educational environment. A school employee, another student, or even someone visiting the school, such as a student or employee from another school, can create a hostile environment.

Regardless of which type of harassment occurs, a school must take immediate and appropriate steps to stop it and prevent it from happening again. The judgment and common sense of the teachers and administrators are important elements of any response.

### The Rehabilitation Act of 1973 (P.L. 93-112) “Section 504” (Federal Law)

As part of the Rehabilitation Act of 1973, Section 504 became the first federal civil rights law to protect the rights of individuals with disabilities.

**Section 504 provides that:** “no otherwise handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

1. Discrimination against individuals with disabilities is prohibited by the federal government within programs and activities receiving federal financial assistance, including public schools.
2. Students who have a physical or mental impairment that substantially limits one or more of their major life activities are protected.
3. Most schools require a recent diagnosis by a physician or clinician.
4. Those who have disabilities such as orthopedic impairments or medical conditions such as hepatitis, but do not qualify for special education services are included.

**A 504 plan states**: the disability and its effect on a major life activity (learning is a major life activity). The plan lists a series of accommodations that the school will provide in order for the student to benefit from the full range of programs and activities that the school provides. Examples of accommodations: time requirements for testing, learning aids such as electronic devices, software, preferential seating, and extra time for passing between classes.

### Americans with Disabilities Act, 1990 (Federal Law)

In 1990, the Americans with Disabilities Act (ADA) was passed, giving full civil rights to all individuals with disabilities. It extends Section 504 by prohibiting discrimination in public and private sector services and telecommunications.

For students with disabilities, the ADA prohibits discrimination and extends the right of access to all educational programs and services whether or not the school receives the federal funding.

### Carl D. Perkins Vocational Technical Education Act (P.L. 105-332 (Federal Law)

This federal law that provides significant funding to school districts and public two-year colleges for

programs that meet the law’s definition of vocational and technical education.

### Individuals with Disabilities Education Improvement Act (IDEA) (Federal Law)

IDEA is the federal law addressing educating individuals with disabilities. Some key pieces include:

1. Ensuring students with disabilities are included in accountability systems.
2. Reducing the special education paperwork by deleting short-term objectives and benchmarks from Individual Education Programs (IEP) (except for students who take alternate assessments).
3. Establishing methods to reduce the number of students from culturally and linguistically diverse backgrounds that are inappropriately placed in special education.
4. Ensuring the discipline provisions for students with disabilities continue to protect the rights of these students to a free, appropriate public education.
5. Providing funding for professional development for special educators.

### No Child Left Behind (NCLB) ACT (Federal Law)

The No Child Left Behind Act of 2001 may represent the most significant change in federal regulation of public education over the last 30 years. The statue affects schools (including vocational technical schools and programs) in many ways. Its requirements fall into roughly four areas:

1. Testing and accountability
2. Employment and hiring practices
3. Choices for parents/guardians
4. Miscellaneous provisions

**Choices for Parents/Guardians**

No Child Left Behind gives parents options for helping their children if they are enrolled in schools where student test scores fall below the state’s identified “passing” grades. Schools receiving Title I funds must issue an annual Report Card to every parent that includes information on teacher qualifications and school test results.

**School Choice for Safety**

States receiving NCLB funds must establish and implement a statewide policy allowing a student who attends a persistently dangerous public school, or who becomes a victim of a violent criminal offense while at school, to attend a different public school.

**Pupil Privacy**

NCLB requires local school districts to adopt student privacy policies, in consultation with parents.

**Constitutionally Protected School Prayer**

To be eligible for funds under NCLB, a local school district must certify that it does not deny participation in constitutionally protected prayer.

**Boy Scouts**

If a school allows youth or community groups to meet in its facilities before or after school, it may not deny similar access to the Boys Scouts of America or any other group defined as a patriotic society.

**Sex Education**

NCLB expands the ban on using ESEA funds to operate a program of condom distribution in schools and prohibits funds from going to programs that distribute any kind of contraceptives.

**Military Recruiters**

Under No Child Left Behind, local school districts receiving funds must, upon request, give military recruiters basic contact information (names, addresses, and telephone numbers) about high school students.

**Homeless Students**

No Child Left Behind underscores federal protections for homeless students. Simply put, local school districts may not discriminate against students because of their homelessness.

**Ban on Indoor Smoking**

A section entitled Pro-children Act of 2001 prohibits federal, state, or local agencies from permitting smoking in indoor facilities owned or leased by school districts.

### McKinney-Vento Homeless Assistance Act (Federal Law)

The primary purpose of the law is to provide continuity and necessary services to students who become students that will allow them to achieve the educational standards set for all children. The law reiterates that homeless students are to be permitted to participate in all the programs for which they are eligible.

## 12. Career and Technical Education Teacher Certification Process

### PA Vocational Teacher Certification Requirements

The Three Pennsylvania Centers for Professional Development in Career and Technical Education (IUP, Penn State, and Temple) provide vocational teacher certification services to Career and Technical Education (CTE) teachers in Pennsylvania. All CTE teachers must obtain a state-issued vocational teaching certificate. Program and certification requirements are available on the each Centers website and subject to change including 60 credit requirement (18 + 42 = 60).

Current Certificate information may be accessed on the PDE Website >> Certifications Following is the sequence for full vocational certification.

### Sequence for full vocational certification

1. **Emergency Certificate:**

A teacher with the appropriate background and experience may begin teaching prior to completing all state requirements by obtaining an Emergency Permit valid for one school year. This allows teachers to formally demonstrate their expertise.

1. **Vocational Intern Certificate:**

To receive this certificate, prospective teachers must prove they possess technical skills in one occupational area to teach Pennsylvania youth. This is demonstrated by passing an Occupational Competency Assessment. The Intern Certificate is valid for 3 years. The following requirements for the Vocational I certificate must be completed during this time:

1. Demonstrate 4 years (8,000 hours) wage-earning experience in the occupational area
2. Complete undergraduate/graduate course requirements (18 credits)
3. Complete the state-required Praxis I in Reading and Writing
4. **Vocational Instructional I Certificate:**

The Vocational I Certificate is valid for 8 years. The following requirements for the Vocational II certificate must be completed during this time:

1. Completion of an approved Educator Induction Program
2. Be evaluated by local school administration (PDE 82-1 form)
3. Completion of three years in satisfactory teaching on the Vocational I certificate, evaluated by local school administration
4. Completion of required undergraduate/ graduate course (42 Credits) (total of 60 = 18 + 42)
5. Completion the state-required Praxis I (PPST) in Mathematics
6. Assessment through the PDE 430 review
7. **Vocational Instructional II Certificate**

To maintain Teaching Certificate, Educators must adhere to the Pennsylvania Code of Professional Practice & Conduct for Educators as well as complete all requirements of PDE Teacher Information Management System:

1. Act 48 requirement mandates that all educators earn 180 continuing education hours or 6 college credits every five years to keep their certificate active. Those who hold the Vocational II certificate may continue with college coursework to earn the Bachelor’s and/or Master’s degree that may be required for additional educational certificates.
2. Obtain Act 34, Act 151, Act 114, Act 168 clearances every 5 years
3. Suicide Prevention Training
4. Child Abuse Reporter Training

### Occupational Competency Assessment (OCA) Program Application Process

1. Attend a CTE Certification Information Session Schedule 2012-2013
2. Schedule an interview with Center staff
3. Forward a completed OCA Application Evaluation Form to the mailing address below
4. Send a transcript verifying education attained: acceptable documents include a high school diploma, GED score or a college diploma Official transcripts must be sent directly from the issuing institution
5. Return a completed Notarized Record of Occupational Experience Form, including letters from employers. Employers' letters must comply with the following guidelines: ◦ The letter must be dated and must be written on the employer's business letterhead
6. All letters must be mailed by the employer directly to Vocational Education/CITE (see mailing address given below)
7. The job title, dates of employment, hours worked per week, duties, responsibilities, and (if you are no longer employed by the company), the reason for leaving must be indicated in the letter
8. The letter should mention the degree of satisfaction the candidate has rendered as an employee
9. The letter should be signed by an official of the firm and must include that individual's official title
10. Applicants who have owned or operated their own business must provide a minimum of six notarized letters of verification. These letters should be from reliable sources, such as customers and/or suppliers, and should describe the nature of the business and the applicant's specific occupational competency, with dates indicating when the service was rendered. In addition, applicants should submit with the application, a brief notarized statement describing their business, including dates and the specific nature of the work performed
11. Individuals who are licensed in certain occupational areas (e.g., cosmetology, health, etc.) must submit a copy of their license
12. For individuals with special needs, please indicate physical conditions or handicaps that require special accommodation.

### Updating Technical Skills on Permanent Certificate

State-of-the-art occupational skills are critical in Career and Technical Education (CTE). The Center assists by:

1. Arranging occupational experiences for CTE teachers. Novice and experienced CTE teachers may update their skills by participating in a supervised work experience
2. Offering variable 1 to 3 credit undergraduate and graduate courses in Supervised Work Experience
3. Offering occasional assistance to teachers who choose tutoring in a specific occupational area, or who would like to design a personal internship
4. All requirements are subject to change. Click here for the OCA page of the PDE website.

### Act 48 – Continuing Professional Education

Continuing Professional Education is important in Pennsylvania. Act 48 of 1999 requires all Pennsylvania educators holding Pennsylvania public school certification including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility and all vocational certificates to participate in ongoing professional education.

It is the responsibility of the educator to monitor credits or hours status on the Department of Education’s website during the five-year period. It is the responsibility of the educator to contact the provider to correct any discrepancies in credits reports.

For additional information visit the PDE Act 48 guidelines website.

## 13. Collaborating with Colleagues

Working effectively with colleagues is an essential part of a successful first year. To provide the best possible service to your students, you need to develop quality relationships with your fellow staff members as well. Many new teachers have natural concerns about working with veteran faculty members. Here are some suggestions to enhance your relationships with your colleagues:

1. COMMUNICATE - Learn names of staff members early in the year. Respond to memos, phone messages and emails promptly.
2. USE YOUR EMOTIONAL INTELLIGENCE - Avoid getting caught up and hung up. In any organization, people have different points of view. Avoid egos and power struggles. When working with difficult staff members, stand up for yourself without being confrontational. Seek out positive and supportive staff.
3. BOUNDARIES - Maintain a professional demeanor. Refuse to allow your personal life to spill into your workspace. Be mindful of appropriate information, and avoid gossip and rumors. When having a conversation about a student, keep the information confidential at all times.
4. MEETINGS - Be on time. Listen. Have adequate and accurate information. Be clear, direct, and brief. Record essential information.
5. ACTION vs TALK - You will earn your colleagues’ respect more through action than through

talk. Do what you say you are going to do.

1. ADD TO THE SCHOOL CULTURE AND CLIMATE - Have a ‘can do’ attitude that tells your

colleagues you are a team player. Add to morale by being a positive force on your staff.

1. BE A BUILDER - Build relationships. Build teams. Build a better workplace by cooperating with your colleagues.
2. Your success as a new teacher will develop as you interact effectively with the faculty and staff.

As you build relationships, you will begin to see yourself as an important part of a team, and earn a reputation as a dependable and resourceful staff member.

### Building Learning Communities

Evidence shows that in schools where teachers work and talk together about effective instruction, the job satisfaction of individual teachers as well as student performance is enhanced. The following suggestions support collaboration that can benefit the new teacher.

1. **Maintain an open door** - Welcome colleagues to observe your classes and arrange to visit

colleagues’ classes.

1. **Build strong relationship skills** - Make the effort to work well with others including the principal and parents/guardians.
2. **Negotiate in favor of students** - Take the initiative to modify curriculum and instruction for the good of the students and the school.
3. **Maintain a commitment to ongoing planning** - Use and value common planning time for developing curriculum, improving instruction and addressing student learning issues.
4. **Extend networking beyond the school** - Make use of conferences, the web and other means to stay connected with those outside of the school that can educate and serve your students.
5. **Reflect on practice** - Read about new approaches to curriculum and instruction and have conversations with your colleagues about improving your practice.
6. **Demonstrate a willingness to explore -** Try different approaches to teaching and be open to learning new skills and content.

## 14. Occupational Advisory Committee (OAC)

The main purpose of an Occupational Advisory Committee (OAC) is to strengthen the career and technical education program of a school by making recommendations for program improvement and providing technical assistance to assure the most up-to-date curriculum content, appropriate applications of technology, and the implementation of new teaching strategies.

Advisory committees are a vital link between the career and technical education program and business and industry. Committee members representing business, industry, labor and the general public bring a unique perspective to education and training programs. They provide a viewpoint which is invaluable to the career and technical education program.

Advisory committees serve in an advisory capacity only. They do not have administrative or governing authority. Nevertheless, their work is important to the effective operation of a career and technical education program. Programs with a close association and function in cooperation with business, industry, labor, employers, employees and the general public are usually more successful than those which do not have such an association.

### Responsibilities of the OAC Membership

1. Provide advice on establishment and maintenance of a realistic education program
2. Provide advice about curricula content, training techniques and equipment
3. Investigate the types of facilities and equipment currently used in business and industry
4. Assist in the preparation and selection of course materials
5. Inform school personnel of changes in the labor market
6. Research and explain technical information
7. Determine student and community interest in cooperative education and adult classes
8. Inform the school about business and industry personnel needs
9. Follow up on recommendations made to technology instructors, administrators, and the Joint Operating Committee
10. Research and recommend changes in computer technology education programs
11. Identify opportunities for internships and cooperative work experience
12. Encourage cooperation and a better understanding of career education programs among employers, students and the general public
13. Develop plans for recognizing outstanding students
14. Be an advocate for career and technical education within the community
15. Recommend resource personnel, guest speakers and instructors for technology education programs
16. Serve as judges for local awards, contests, and testing

## 15. **NOCTI – End of Program Assessment**

National Occupational Competency Testing Institute (NOCTI) is a leading provider of high-quality occupational competency assessment products and services to secondary and post-secondary educational institutions in the United States and around the world. The Whitener Group, a wholly owned subsidiary of NOCTI was created in 1999 to serve the special needs of our business and industry clients.

With over three decades of experience in designing and developing occupational competency assessments, NOCTI provides over 170 standardized technical assessments in a variety of occupational fields. NOCTI’s services include job and task analysis, test development, written and performance assessments delivered in both online and hard copy format, scoring services, cut score workshops and specialized reporting. These products and services are built upon nationally validated, workplace-based standards.

NOCTI, a not-for-profit corporation, is governed by a Consortium of States consisting of representatives from each of the fifty states and U.S. territories. Leadership and administrative control is vested in a twelve-member Board of Trustees with expertise in career and technical education and a strong commitment to improving America’s workforce.

While all of Pennsylvania’s students have been taking part in the PSSA assessments as required in part by the Elementary and Secondary Education Act (ESEA), CTE students have also been required by The Carl D. Perkins Vocational and Technical Education Act to take a CTE occupational/skills assessment test.

This test, originally contracted to the National Occupational Competency Testing Institute (NOCTI) is administered to students who are soon to complete their individual CTE program curriculum. The test is a combination of written and practical (hands on) assessments. The purpose of the test is to evaluate students’ levels of competency in their areas of study.

Linking/aligning the NOCTI written and performance assessments to your technical competencies is a requirement of lesson planning and delivery. Some call this teaching to the test…we call it teaching what kids need to know!

Please take a moment to learn more about NOCTI by exploring the NOCTI website.

## 16. PDE/BCTE Program of Study

### The Development of Pennsylvania POS

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 require the development and implementation of career and technical programs of study (POS). Programs of Study incorporate secondary education and postsecondary education elements; include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

POS is similar to PA initiatives such as Tech Prep, career pathways, career academies and career clusters.

The development of statewide POS is underway and will continue through the requirements of the 2006-2013 Perkins IV Act related to the Classification of Instructional Program (CIP) Codes that align to the PA Department of Labor and Industry’s High Priority Occupations list. Current POS that have been developed by the Bureau of Career and Technical Education (BCTE) and are available on the PDE website.

For each POS, a committee is established which includes statewide representation from business and industry, instructors and administrators from secondary and postsecondary education, and other interested parties. A blended competency list is developed from submissions of competency lists from career and technical education programs across the state. Then national competencies are included from sources such as VTECS, MAVCC and O\* NET. This list is then presented to the POS committee for validation and alignment to an end-of-program assessment. BCTE personnel, including Program Specialists and the PA State Tech Prep Coordinator assist all committees throughout the development of each phase of this project.

## 17. Students Occupationally and Academically Ready (SOAR)

**Mission of SOAR:**

The mission of SOAR (Students Occupationally and Academically Ready) is to prepare students for college and careers in a diverse, high-performing workforce.

**Goal of SOAR:**

SOAR is the career and technical Program of Study (POS) educational plan that articulates the secondary career and technical programs to postsecondary degree or diploma or certificate programs. SOAR programs lead students into a career pathway that align the secondary courses to a postsecondary program to complete a degree or certificate.

**Definition of SOAR:**

SOAR is built on programs of study which incorporate secondary education and postsecondary education elements and include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content. These career and technical programs of study includes a statewide articulation agreement partnership between secondary schools

and postsecondary institutions

**SOAR Supports High Demand Careers:**

SOAR programs prepare today’s student for High Priority Occupations (HPO) which include career categories that are in high demand by employers, have higher skill needs, and are most likely to provide family sustaining wages.

**Benefits of SOAR:**

1. Saving Money on College Tuition
2. Saving Time by Shortening College Attendance
3. Getting on the Right Career Pathway
4. Entering the Job Market Ready
5. Getting a Consistent Education

**Frameworks of SOAR:**

1. Secondary Components
2. Validated Competency Lists
3. Alignment to PA Academic Standards
4. Articulation to Postsecondary
5. PDE/BCTE Career and Technical Education Program Approval
6. End of Program Assessment
7. Industry Certification Alignment, if appropriate

**Statewide Articulation Information of SOAR:**

**Program Agreement:** Articulation for advanced credit transfer is made possible when Perkins-allocated postsecondary institutions and Pennsylvania secondary schools offering SOAR programs agree to the terms and conditions stated in the Perkins Statewide Articulation Agreement. This agreement outlines the general agreement conditions between secondary and postsecondary institutions and student qualification measures allowing for the student to acquire postsecondary education credits leading to an industry- recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

**SOAR Advanced College Credit Opportunities:**

SOAR Programs offer qualifying students advanced credit(s) with partnering postsecondary institutions in aligned CTE programs. To view current advanced credit opportunities articulated with postsecondary institutions, go to the equivalency search results at PATRAC

## 18. Dual Enrollment and College in the High School

Today’s world is a globally competitive one. All Pennsylvania students must graduate from high school prepared for college and careers in our global economy. The FCCTC has created partnerships with area colleges that enable our students to earn college credits while still in high school.

**Goals of the Dual Enrollment program:**

1. Prepare students for post-secondary success by giving them firsthand exposure to college-level work
2. Support students as they make the transition from high school to post-secondary education
3. Increase student’s access to postsecondary education
4. Dual Enrollment increases the rigor of the CTC curriculum
5. Dual Enrollment provides students with the opportunity to enter post-secondary education with up to 15 earned college credits
6. Completing college credits gives college-bound high school students a head start and eases the transition from high school to college

### How do students earn college credits in a CTC program

***Dual Enrollment*:** students earn college credits by taking college level classes taught by FCCTC staff or college faculty members (German I). Please see our career counselor and review the FCCTC Dual-Enrollment Directory). Except for German, all dual enrollment courses are offered during the school day and are offered at a reduced rate.

***Articulation Agreements***: students can be credited with college coursework if they plan to continue their education at a post-secondary school that has an articulation agreement with the FCCTC. College articulation agreements exist for all FCCTC programs.

# ANNOTATED BIBLIOGRAPHY

1. Mentoring New Teachers (1998) Hal Portner.

Best parts: pp 69-75, Tips and Observations. Good general survey of mentor’s role.

1. Coaching and Mentoring (2000) India Podsen. First Year and Student Teachers

Excellent in-depth coverage of the coaching and mentoring roles with forms, templates, agendas, and check lists: p. 185, Lesson Plan Template; p. 187, Classroom Management Plan Template; p. 182-83, Criteria for Unit Plan Evaluation; and p. 177-81, First Year Teacher Checklist

1. Maximizing Mentoring (2003) Rudney & Guillaume.

The stress is on the mentor’s role and the possible involvement of a university or college evaluator. Good quotes on teaching and from teachers about the process of becoming a teacher.

1. New Teacher Induction (2003) Breax & Wong.

Very colorful presentation of a smorgasbord of facts, model programs, quotes, and ideas. Focuses on a

Louisiana school district’s successful teacher induction program and provides a snapshot of scores of other districts’ programs.

1. 25 Biggest Mistakes Teachers Make and How to Avoid Them (2000) Carolyn Orange.

235 Scenarios are presented as illustrations of the 25 mistakes. Solutions to each scenario are provided.

1. First Year Teacher’s Survival Kit (2002) Julia Thompson.

472-page book that ends with Stress Management for Educators.

1. Students Who Drive You Crazy (2002) Jeffrey A. Kottler. Corwin Press

Very helpful and fairly short (123 pages) book that describes student behavior and provides strategies for teachers to deal with the behavior. There is a chapter on parents and colleagues who drive you

crazy, but most of the emphasis is on students.

1. Overview of Career and Technical Education (2004) John Scott, Michelle Sarkees-Wircenski. American Technical Publishers, Inc.

This book is a great resource on the foundations of career and technical education, especially the

philosophical, legislative and historical perspective.

1. 101 Answers for New Teachers and Their Mentors (2003) Annette L. Breaux. Eye on Education, Larchmont, N.Y.

Each answer is covered on one page and they are organized in six categories: Classroom Management, Planning, Instruction, Professionalism, Motivation and Rapport, and A Teacher’s Influence. This book is a good survey of positive practices for effective teachers.

1. Rookie Teaching for Dummies (2003) W. Michael Kelley. Wiley Publishing, Inc. New York, NY

An award winning math teacher wrote this book. It is written in the somewhat breezy style of the rest of the ‘Dummies’ series and it is quite lengthy. It would serve as a yearlong resource for the second year teacher who would be helped by the reflections and the resources.

1. An Interactive Toolkit for New Vocational Technical Education Teachers. The Original Toolkit was created by practicing teachers and administrators. The Carl D. Perkins Vocational & Technical Education Act (P.L. 105-332) provided funding for the Toolkit through a contract between Minuteman Regional Technical School and the Massachusetts Department of Education.
2. Beyond Mentoring, How to Attract Support and Retain New Teachers (2001). John Saphier, Susan Freedman, and Barbara Aschheim. Teachers 21, Newton, MA.

This is a useful book for school or district leaders, including teachers, who are responsible for the entire

process described in the title. A systemic and therefore comprehensive approach is emphasized with employment, evaluation, mentoring, and other activities all wrapped around good teaching.

1. Teaching Your Occupation to Others (1998) Paul A Bott. Allyn and Bacon; Boston, MA

The subtitle is, A Guide to Surviving the First Year, and is a good description of what is covered in this publication. It covers quite a range of topics including how to get into teaching, the role of the teacher, techniques of teaching, and how to organize instruction. This very practical book covers a lot of ground that vocational technical teachers will appreciate.

1. First Year Teachers Survival Kit. (2002) Julia Thompson. Jossey-Bass: San Francisco, CA

This is an excellent resource stocked with useful, practical strategies for the new teacher. This book has strategies and tips on how to plan a lesson, complete a seating chart, details daily routines, but it

also includes sections on how the new teacher can take care of themselves and where to go for help when needed.

1. Your First Year Teaching as a High School Teacher (2001) Lynn Rominger, Suzanne Laughrea, Packard and Natalie Elkin. Three Rivers Press; New York, NY

Within the pages of this book the new teacher will find helpful hints from veteran teachers, useful vocabulary terms, and encouragement regarding the teaching profession. This resource is easy to read

and is a practical hand-book for any new high school teacher. It is full of real world advice and will answer those day to day questions most new teachers have at the start of their career.

1. Assertive Discipline for Secondary School Educators: Lee Canter

There are four videos that accompany workbooks. The videos are entitled: Becoming Assertive and Determining a Discipline Plan; Putting Your Discipline Plan into Action; Dealing with Chronic and Severe Discipline Problems Applying Assertive Skills to Problem Situations. Each scenario has been gleaned from real experiences of teachers. The sections entitled “Frequently Asked Questions” and “Monthly Tips for Teachers” are most informative.

1. Tools for Teaching (2000) Fred Jones. Frederick H. Jones & Associates, Inc., Santa Cruz, CA

This book and the video series that accompanies it are outstanding resources for new teachers. Jones’

advice and specific suggestions on how to prevent class disruptions from interfering with teaching is as good as any resource that exists on this subject. Chapters such as the one on “working the crowd” has

strategies for new teachers as well as veteran teachers, that can have an immediate impact on the

learning that takes place in a classroom. Teachers as well as administrators should consider Jones’ comment that “The biggest impediment to working the crowd in a typical classroom is the furniture.” Chapter 18 on “Eliminating Backtalk” is a must read.

1. How to Be an Effective Teacher, The First Days of School (1998) Harry and Rosemary Wong. Harry K. Wong Publications, Inc.; Mountain View, CA

If you can read only one book this should be it. Teachers unanimously state that Harry Wong’s book

gives excellent and very specific examples of how to be an effective teacher. His guidelines for constructive discipline and how to avoid common pitfalls are practical and very doable for new teaching.

One teacher writes, “This book is the bible of basic teaching methods. Wong’s fundamentals are the

building blocks of success. The puzzling little things that we as teachers run into are sometimes the

blocking mechanisms of effective teaching methods. This book is the answer to that puzzle.”

1. Fires in the Bathroom: Advice for Teachers from High School Students. Kathleen Cushman

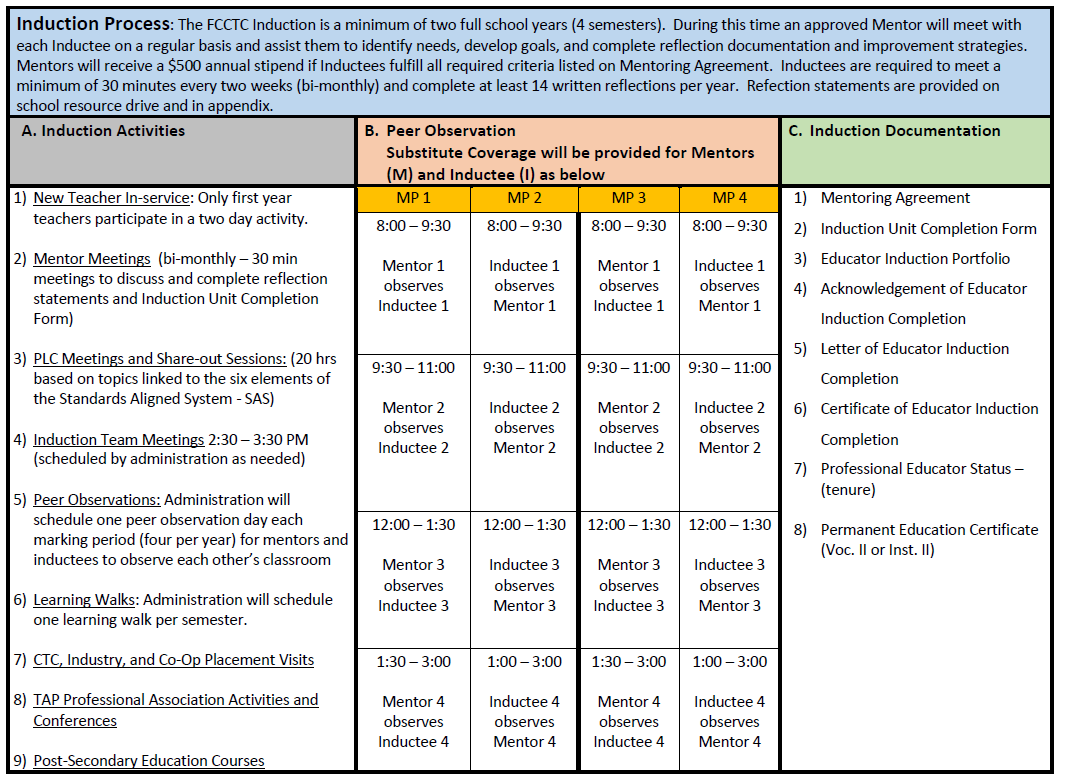
This book is as enjoyable as it is valuable. It acknowledges that students are an underutilized resource for teaching teachers how to teach. Eighteen students collaborate and share what students wish for

and what they have to say about things that happen in school. They make the point that teachers can learn a great deal by listening to their students.

1. An Interactive Toolkit for New Vocational Technical Education Teachers. The Original Toolkit was created by practicing teachers and administrators. The Carl D. Perkins Vocational & Technical Education Act (P.L. 105-332) provided funding for the Toolkit through a contract between Minuteman Regional Technical School and the Massachusetts Department of Education.

# APPENDIX

## FCCTC Educator Induction Framework



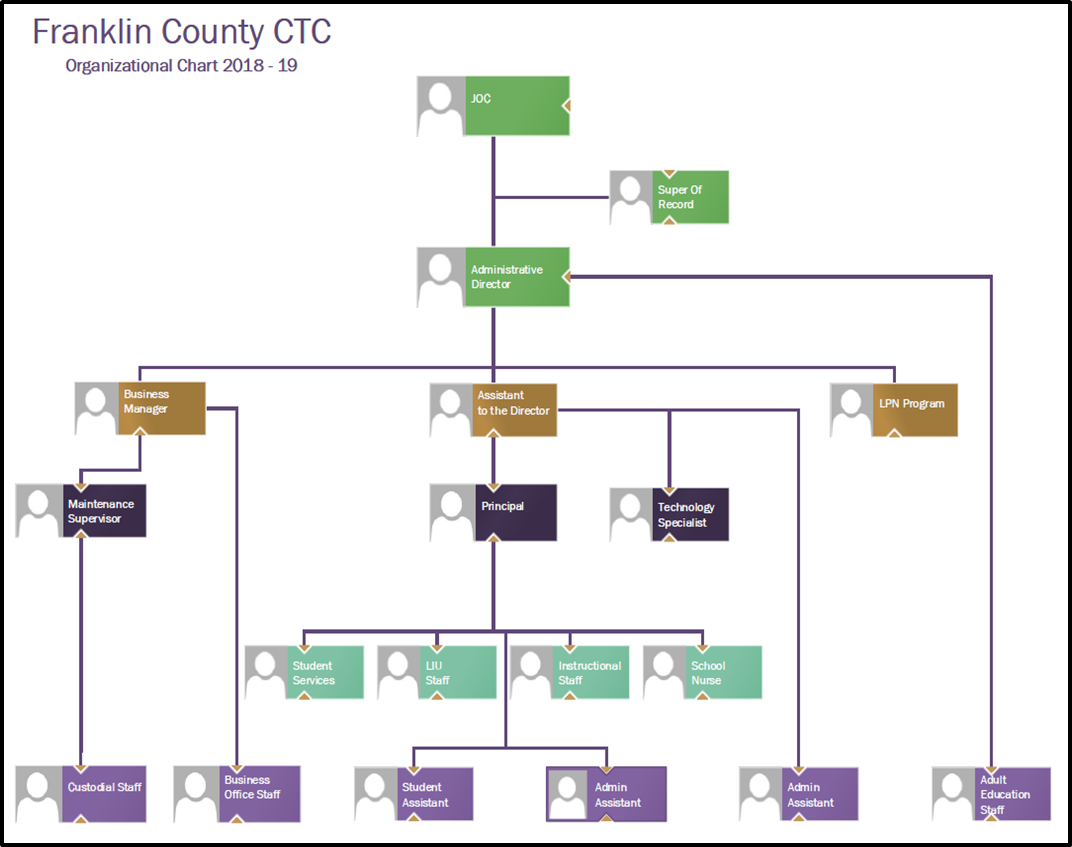
[(see text)](#_Educator_Induction_Framework)

## [Professional Development Framework for Professional Learning Communities (PLC)](#_Professional_Development_Activities)



[(see text)](#_Professional_Development_Framework_1)

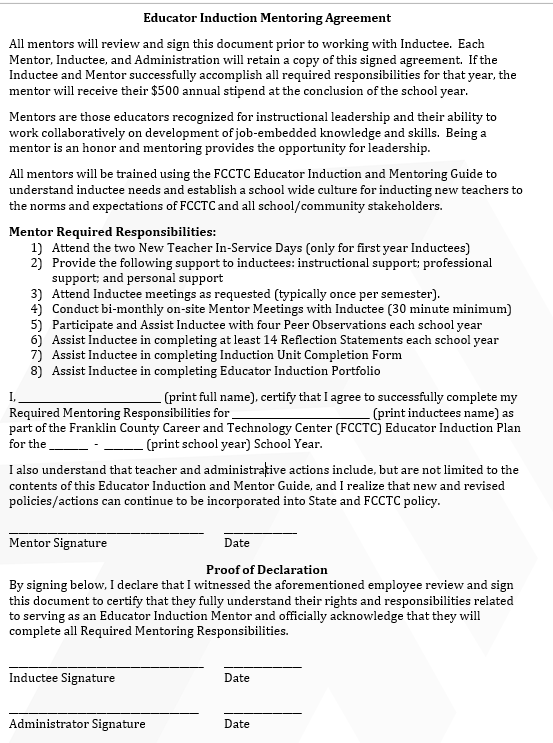
## FCCTC Organizational Chart



[(see text)](#_FCCTC_Organizational_Chart_1)

## 

## [Mentoring Agreement](#_Mentoring_Agreement_1)



## FCCTC Induction Unit Completion Form

Directions: This document is intended to log progress and document the completion of all units and topics within the FCCTC Educator Induction and Mentoring Guide. Inductees should bring this form to all meetings with: Mentor, Induction Team, and Administrators for them to sign periodically and continually monitor the Inductee’s progress throughout Induction process. In the presence of their Mentor each Inductee should check off each box to designate that they have reviewed and understand the information provided in each unit of the Educator Induction and Mentor Guide. When this document has been completed and signed it must be placed into the Educator Induction Portfolio for final evaluation and completion of Educator Induction Program. [(see text)](#_Induction_Unit_Completion_1)

Introduction

* Educator Induction Team
* Mentors
* Inductees
* Goals
* Competencies
* Needs Assessment
* Professional Development Activities and Topics
* Evaluation and Monitoring
* Induction Activities
* Induction Documentation
* Inductee Portfolio

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

1. Preparing for the Start of the School Year

* Challenges of Education in the 21st Century
* School’s Policies and Procedures
* Facilities and Personnel
* FCCTC Organizational Chart
* Inductee and Mentor Relationship
* Classroom Survival Strategies
* Develop Routines and Procedures

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

2. Strategies for Maximizing Instructional Time

* First Day of School Checklist
* Seven Things Students Want to Know on the First Day of School
* Foster Positive Relationships with Students
* Be Prepared and Organized
* Tips to Begin the Year Strong

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

3. Strategies for Managing the Classroom/Lab Environment

* Sample FCCTC Daily Classroom/Lab Schedule
* Setting Goals and Standards
* Goals that Will Help Teachers Become Better
* Personal Goals Relating to Self and Relationships
* Monitoring and Grading Students
* Morning Routines
* Organization Strategies
* Build a Support System
* Effective Management of the Learning Environment
* Strategies for Managing the Classroom
* Six Attributes and Characteristics of Good Teachers
* Dealing with Stress
* Consider the Advice and Suggestions of Others
* Autonomous Teachers

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

4. Characteristics of Effective Teaching

* Ability to Motivate
* Using the Student Questionnaire as a Strategy for Motivating Students
* Using Academic Integration Strategies to Get Unmotivated Students Working
* Integrate Rigorous, Relevant Math that is Relevant to Technical Tasks
* Career and Technical Student Organizations (CTSOs)
* Monitoring Student Behavior
* Promoting Equity
* Recognizing and Appreciate Student Diversity
* Incorporating Different Learning Styles into Lesson Plans

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

5. Student Assessments

* Clear Standards
* Types of Assessment
* Factors Influencing Assessment
* Summative Assessment
* Formative Assessment
* Equity Principles
* Reviewing Student Work

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

6. Special Populations

* Standard Accommodations
* Timing Assessments
* Changes in Test Setting
* Changes in Test Presentation

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

7. Health and Safety

* Lab Safety
* Organizing the Lab for Safety
* Student Training Safety Log

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

## 

8. Reinforcing Positive Behavior and Mutual Respect

* Dealing with Discipline
* Establish a set of procedures
* The Importance of Careful Planning
* Factors that Contribute to Quality Classroom Control
* Creating a Climate for Learning
* Model the Desired Behavior
* Classroom Management Techniques
* Common Behavior Issues, Their Causes, and Possible Solutions
* Avoid Negative Interactions with Students
* Dealing with Interpersonal Violence
* Maintaining Professional Distance
* Communicating with Parents/Guardians

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

9.Delivering Effective Instruction

* Communicating High Standards and Expectations
* Assigning Meaningful Homework Assignments
* Developing Effective Assessments
* Rubrics for Grading
* Involve your students

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

## 

10. Building a Sustainable Career as a CTE Educator

* Protecting Your Personal Interests
* Pennsylvania Code of Professional Practice & Conduct for Educators
* Mistakes No Teacher Should Ever Make
* Teachers as Leaders

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

11. State and Federal Laws Important to Educators

* TITLE VI of the Civil Rights Act of 1964 (Federal Law)
* TITLE IX of the Education Amendments of 1972 (Federal Law)
* Sexual Harassment
* The Rehabilitation Act of 1973 (P.L. 93-112) “Section 504” (Federal Law)
* Americans with Disabilities Act, 1990 (Federal Law)
* Carl D. Perkins Vocational Technical Education Act (P.L. 105-332 (Federal Law)
* Individuals with Disabilities Education Improvement Act (IDEA) (Federal Law)
* No Child Left Behind (NCLB) ACT (Federal Law)
* McKinney-Vento Homeless Assistance Act (Federal Law)

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

12. Career and Technical Education Teacher Certification Process

* PA Vocational Teacher Certification Requirements
* Emergency Certificate
* Vocational Intern Certificate
* Vocational Instructional I Certificate
* Vocational Instructional II Certificate
* Occupational Competency Assessment (OCA) Program Application Process
* Act 48 – Continuing Professional Education

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

13. Collaborating with Colleagues

* Building Learning Communities

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

14. Occupational Advisory Committee (OAC)

* Responsibilities of the OAC Membership

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

15. NOCTI – End of Program Assessment

* National Occupational Competency Testing Institute

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

16. PDE/BCTE Program of Study

* The Development of Pennsylvania POS

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

17. Students Occupationally and Academically Ready (SOAR)

* Mission, Goal, and Definition
* Benefits
* Frameworks
* Statewide Articulation Information

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

18. Dual Enrollment and College in the High School

* Goals
* Earn college credits
* Harrisburg Area Community College and Penn College of Technology

Signatures/Date: Inductee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_

## FCCTC Educator Induction Portfolio

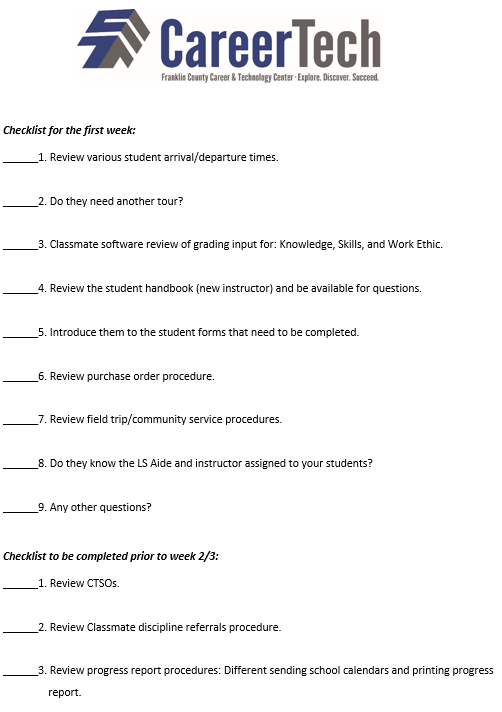
Each FCCTC Inductee will prepare/complete, print, organize, and sign (if applicable) all the required items and documents in the provided binder with appropriate dividers for each of the 12 sections in the proper order as outlined in the Educator Induction Portfolio Table of Contents below:

**Table of Contents**

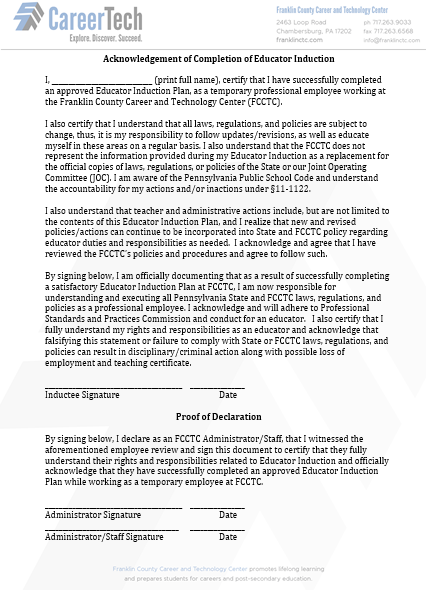
1. Educator Induction and Mentoring Guide
2. Mentoring Agreement
3. Induction Unit Completion Form
4. Inductee Observations and Evaluations
   1. Six Samples of Walkthrough Observation Forms - two per school year
   2. Six bi-annual Formal Observations – two per year
   3. Six Satisfactory Formal Evaluations (PDE 82-1 forms) – two per school year
5. Educator Induction Team Meeting Documentation
   1. Professional Learning Committee Framework – Professional Development Schedule
   2. Agendas, Sign-in Sheets, Handouts, Projects/Activities - minimum of 16 (eight per year)
6. Reflection Statements – minimum of 28 (14 per school year)
   1. Mentor Meetings
   2. Peer Observations
   3. Learning Walks
   4. CTC/Industry/Co-op Visits
   5. Conferences and Events
7. Planning Evidence
   1. Back to School Checklist
   2. Five Sample Lesson Plans (including 1 Math and 1 Literacy)
   3. Program Curriculum Outline
   4. One Sample Learning Guide
   5. Two Sample OAC Minutes (one fall and one Spring)
   6. One Sample five-year equipment list
8. Assessment Evidence
   1. NOCTI Scores Summary (for three years)
   2. Three Sample Exams with Answer Keys
   3. One Sample Research based project/report
   4. One Project-Based Learning Example
9. Professional Credentials
   1. PDE Teaching Certificate or Letter
   2. College Transcript (if applicable)
10. Professional Development
    1. Agendas/Information related to Professional Development/Conferences
    2. TAP Activities/Assignments
    3. Act 48 Certificates of Completion
    4. Teacher Information Management System (TIMS) Summary Report
11. Vocational Certification Process (if applicable)
    1. PSU WFED Program Examples: Statement of Educational Philosophy; Student Handbook created by Instructor; Essay Analyzing Teaching Methods; Resume; Self-Critique of Teaching; Essay on Reflection of Teaching Competence; Essay on Educational Short and Long Term Goals
12. Supplemental Materials/Appendix: (POS, Professional Association, or CTSO related)
    1. Certificates of Completion
    2. Industry Certifications/Credentials
    3. News Paper/Blog/Newsletter Articles
    4. Letters of Support
    5. Pictures/Summaries of Projects and Programs related to Program or CTSO

[(see text)](#_Educator_Induction_Portfolio)

## Back to School Checklist

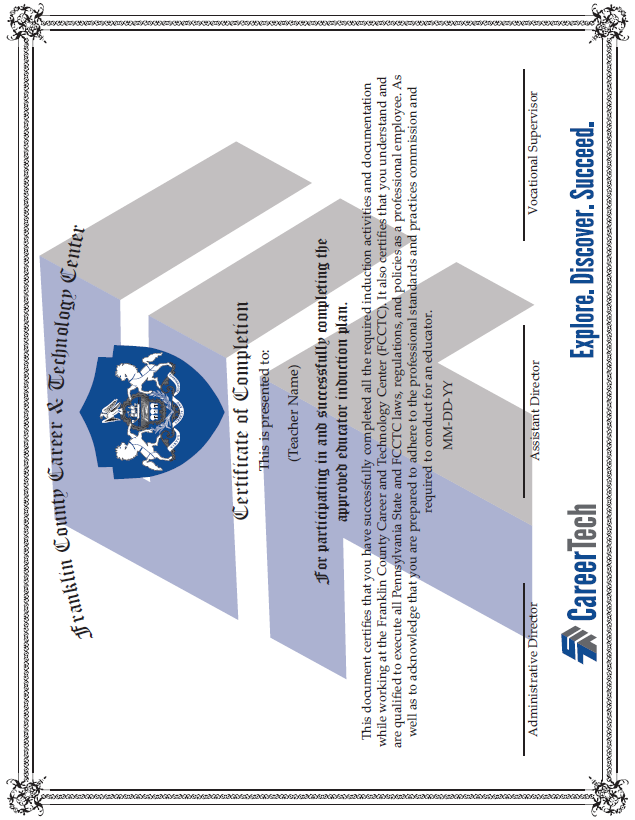


## Acknowledgement of Completion of Induction Form



[(see text)](#_Acknowledgement_of_Educator)

## Certificate of Educator Induction Completion



[(see text)](#_Certificate_of_Educator)

## Example Reflection Statement Questions

Use these questions to guide discussion and reflection during mentor meetings and other activities include:

**General Reflection:**

1. What, When, Where, Who, How, Why did you do this activity?
2. What were results or what did you learn?
3. How will you use these results or Knowledge in the future to improve your Teaching Abilities?

**Modeling Reflection – Questions to Ask With Students:**

1. Was this activity successful….why or why not?
2. If we do this again, what can I do differently to help you learn more?
3. Did this activity help you learn more than others we’ve done? Why?

**Classroom Culture – Questions to Ask About Your Rules & Relationships:**

1. Are the relationships that I have with my students helping or hindering their ability to learn?
2. Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?
3. Was my demeanor and attitude towards my class today effective for student learning?
4. Am I excited to go to work today?
5. Are my students excited to come to my class today?
6. What choices have I given my students lately?
7. Can I explain at least one thing special about each of my student’s personal lives?

**Curriculum and Instruction – Reflection on Assessment and Grading Practices:**

1. Does my gradebook accurately reflect student learning?
2. Do my assessments really reflect learning, or merely task completion or memorization skills?
3. Why did I REALLY choose this particular lesson to cover this objective?
4. What evidence do I have my students are learning?
5. What new strategies have I tried lately that might benefit a student I am struggling with?
6. In what ways am I challenging students who are clearly being successful in my classroom?
7. What do I do when students aren’t learning in my classroom?
8. Which students benefited from this activity?
9. Which students did not benefit from this activity?

**Collaboration – Questions to Ask Ourselves About Our Place in a Professional Learning Community:**

1. In what areas can I still improve professionally?
2. What’s stopping me from improving in these areas?
3. In what ways can I support my colleagues in their student’s learning?
4. Do my actions as a teacher show my belief that all students can learn at a high level?
5. Do my actions as a teacher show that I take pride in my work?
6. Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?
7. Are the relationships I have with my student’s parents conducive to improving learning?

**Mental Health – Questions to Help Teachers Maintain a Healthy Outlook:**

1. What new ideas have I tried in my classroom lately to keep myself energized about teaching?
2. What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?
3. What things am I currently doing that I could realistically make less of a priority in my profession?
4. How much time have I spent with my friends and family in the last two weeks?

## Reflection Statement

|  |
| --- |
| 1. **Inductee Statement:**   Please write a brief reflection explaining what Induction Activity or topic you are reflecting upon; the date and location activity occurred, why you choose this particular activity; what you learned through this reflection; and explain how you will use this information in the future to improve or modify your teaching methods and practices.   1. **Mentors Comments:** 2. **Signatures and Dates:**   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**  **Inductee Date**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**  **Mentor Date**  [(see text)](#_Mentor_Meetings) |

## Personal Notes

**Personal Notes**