

Profile

LEA Type		AUN
Career and Technical Center		122097007
Address 1		
2740 York Road		
Address 2		
City	State	Zip Code
Jamison	PA	18929
Chief School Administrator		
Dr Mark Covelle		
Chief School Administrator Email		
mcovelle@mbit.org		
Educator Induction Plan Coordinator Name		
Lauren Doherty		
Educator Induction Plan Coordinator Name Email		
ldoherty@mbit.org		
Educator Induction Plan Coordinator Phone Number		Extension
215-3432480		120

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Mark Covelle	Administrative Director	Administrator	School Board of Directors
Lauren Doherty	Assistant Administrative Director	Administrator	School Board of Directors
Matthew Gale	CTE Supervisor	Administrator	Administration Personnel
Sherry Appleton	Medical and Health Professions Teacher	Teacher	Administration Personnel
Cynthia Midgett	Dental Occupations Instructor	Teacher	Administration Personnel
Elizabeth Fala	Instructional Assistant	Other	Administration Personnel
Nancy Doster	Administrative Assistant	Other	Administration Personnel
James Davey	Multimedia Technology Instructor	Teacher	Administration Personnel
Steven Guinan	Work-Based Education Coordinator	Education Specialist	Administration Personnel
Malcolm Roach	Construction Carpentry Instructor	Teacher	Administration Personnel
Robert Schwarz	Automotive Technology Instructor	Teacher	Administration Personnel
Lise Rich	Special Education Teacher	Education Specialist	Administration Personnel

Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No
Other	

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

MBIT identifies potential mentors based on exceptional work performance, demonstrated continuous learning, and a history of effective collaboration. The mentorship program includes specific training modules on continuous learning, reflective practices, and comprehensive knowledge of institutional policies, procedures, and available resources. The selection criteria prioritize individuals who not only excel in their roles but also model a commitment to professional growth and collaboration. Mentor candidates undergo a thorough screening process that assesses their ability to work effectively with others and their willingness to assume additional responsibilities. This approach guarantees that mentors not only possess the necessary skills and knowledge but also demonstrate a proactive and collaborative mindset. Continuous monitoring, feedback mechanisms, and regular evaluations contribute to the ongoing improvement of the mentorship program.

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No
Other	

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

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

New teachers to MBIT attend one day of New Teacher Induction at the Bucks IU focused on some of the PDE required components for new teachers including Act 13, Act 48, the Professional Ethics and Standards Framework, and trauma informed instruction. Throughout the year, they also attend additional best practices sessions focused on questioning, engagement, formative assessment, etc. New hires are also oriented to the school during the summer. Each month, participants meet with their mentors around specific monthly topics. They engage in learning walks and observations on a monthly basis as well. Throughout the year, workshops are also offered on non-instructional days focused on strengthening new teachers' skills. There are additional new teacher orientation sessions through Temple University that are specific to CTE's that are offered to new hires as well. A majority of the learning is face to face while the optional Temple sessions are virtual.

Educator Induction Plan Topic Areas

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

New Teacher Induction 23-24 Year 1.pdf

New Teacher Induction 23-24 Year 2.pdf

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

4b: Maintaining Accurate Records

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

1f: Designing Student Assessments

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

3b: Using Questioning and Discussion Techniques

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

4c: Communicating with Families

4b: Maintaining Accurate Records

3a: Communicating with Students

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Selected Observation and Practice Framework(s):

3b: Using Questioning and Discussion Techniques

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior

3a: Communicating with Students

1b: Demonstrating Knowledge of Students
2c: Managing Classroom Procedures
2e: Organizing Physical Space

Timeline

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

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy
2b: Establishing a Culture for Learning
1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

Timeline

Year 2 Fall

Year 2 Summer

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

4f: Showing Professionalism

Timeline

Year 1 Fall

Evaluation and Monitoring

Evaluation and Monitoring

MBIT comprehensively monitors and evaluates the Educator Induction Program, ensuring its effectiveness and responsiveness. The process includes weekly meetings between new teachers, mentors, and administrators, providing a continuous feedback loop. Annual surveys gather participant insights on the program's impact. The Building Leadership Team, including mentors, offers crucial feedback during monthly meetings, incorporating diverse perspectives into the evaluation process. Data collection is systematic, covering program design, implementation, and outcomes. Regular observations assess the fidelity of program delivery, and participant surveys focus on satisfaction and perceived benefits. The Building Leadership Team's feedback provides a broader organizational context, ensuring alignment with school goals and culture. Documentation and record-keeping are integral, capturing meeting details, survey responses, and team feedback. The collected data informs actionable recommendations for continuous improvement, fostering adaptability to evolving needs.

Induction Plan

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

Confirm that all first-year teachers are required to participate in the induction program.

Yes

If "No" is selected, please explain what individuals were not included in the Induction Program and why.

Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date
Lauren M. Doherty	2024-01-03

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date
Mark Covelle	2024-01-23