
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Academic Standards and Assessment Report **Monday, September 21, 2009**

Entity: Wilkes-Barre CTC
Address: Jumper Rd Plains Twp
PO Box 1699
Wilkes-Barre, PA 18705-0699

Educational Community

Wilkes-Barre Area Career and Technical Center is a part-time career and technical center which serves students from 10th through 12th grade. WBACTC provides academic and technical education for students from five sending school districts as well as tuition students from non-member districts. Twenty-five programs of study are offered. In addition, the school offers ninth grade programs for both career exploration students, students with IEPs, and an academic enrichment program for socio-economically disadvantaged students without IEPs.

WBACTC, operating since 1972, is a 166,000 square foot facility situated on 41 acres in Plains Township, Pennsylvania and is just north of the city of Wilkes-Barre. The single-level school is fully accessible to all those with special needs. The school is located just off of State Route 315 and is easily accessible from Interstate 81.

WBACTC provided career and technical programs on a half-day basis to 834 students for the 2008-2009 school year. The number includes:

- Wilkes-Barre Area — 297 students
 - Coughlin — 137 students
 - Meyers — 78 students
 - GAR — 82 students
- Pittston Area — 100 students
- Crestwood Area — 84 students
- Hanover Area — 108 students
- Greater Nanticoke Area — 117 students
- Luzerne Intermediate Unit 18 — 75 students
- Other tuition paying school districts not included in the Articles of Agreement — 53 students

As stated above, there are twenty-five career and technical programs of study, an adult practical nursing, and evening programs offered at WBACTC. There are both morning and afternoon sessions which typically consists of ninth and tenth grade students attending the morning session and eleventh and twelfth grade students attending the afternoon session. Morning session students arrive at their home schools and are bused to WBACTC, attend their career/technical classes and are bused back to their sending schools for their academic subjects. Afternoon session students depart their sending schools after receiving their academic subjects and arrive at WBACTC for afternoon career/technical training.

In order to provide strong partnerships with parents/guardians, industry, and community services, WBACTC has established an affiliation with approximately *eighty-two* local industries. These businesses and others have the opportunity to assist and advise WBACTC on curriculum development, changes in technology, and professional pedagogy during the bi-annual Occupational Advisory Committee Meetings. In-house

committees monitor safety, equipment, shop layout, and other areas necessary for the effective delivery of instructional programs.

Capstone and Diversified Cooperative Education, internships, clinical experiences, and summer job placement are available at appropriate times in the students' development. Job shadowing opportunities are also provided throughout the year. Many of these students have gained employment through these school/industry related experiences.

Approximately one half of the students who attend the WBACTC receive a free or reduced lunch. Over 50% of the current WBACTC enrollment is comprised of special populations' students.

Mission

The mission of the Wilkes-Barre Area Career and Technical Center, partnering with its sponsoring districts, community, parents, and students, is to contribute to a high quality career/technical and academic education for its students who, upon completion, are able to become responsible citizens, critical thinkers, successful competitors in a world-wide economy, and possess the skills to be life-long learners.

Vision

The Wilkes-Barre Area Career and Technical Center's vision is to provide the best technical and academic education possible for each student. This will be accomplished by guiding each student in developing the necessary skills and knowledge to meet the demands of our advancing society. We will incorporate good work ethics, foster independence and interpersonal skills, and assist in developing a strong sense of self esteem to prepare our students for the workforce.

Shared Values

All students are lifelong learners.

Students self-esteem will increase as they progress through their chosen career.

Educational planning will reflect the student's diverse background, abilities, interests and needs.

Students, parents, the community and school all contribute to the success of the educational process.

Individual Career and Technical Education programs will be responsive to changes in technology and community workforce needs.

Students will be given the opportunity to specialize within their chosen career paths.

Students will be provided a safe and secure learning environment.

Successful career education needs to be accompanied by academic progress.

Implementation of community and workforce recommendations is critical to the success of the career and technical education programs.

The students' individual rights will be balanced by their civic responsibilities.

Career Technical educators will be highly qualified, competent and motivated in their field of study.

Provide the opportunity for academic support to meet the needs of career and academic standardized testing.

Instructors will be familiar and proficient with the most current techniques and equipment.

Instructors will have the opportunity to undergo continual professional development and training, to insure a quality education for all students.

Goals

The Academic Standards Goal and the Student Achievement Goal are directly related to student achievement. The strategies and activities associated with these two goals are specifically designed to improve student performance in the academic standards. The remaining goals, except for the Safety and Security Goal, are indirectly related to student achievement. While the the relationship is indirect, the members of the Academic Standards and Assessment Subcommittee strongly feel that the successful completion of these goals will also result in increased student achievement.

The WBACTC does not graduate students. However, the school is committed to being an active partner in assisting the sending schools to achieve AYP and ensuring our shared students score at the proficient level on the PSSA.

The goals were developed by the Academic Standards and Assessment (ASA) Subcommittee. The Professional Education Report Subcommittee collaborated on those ASA goals that included activities with a professional education component. Likewise,

The Student Services Report Subcommittee collaborated on those ASA goals that included activities that were common to the Student Services Report.

As is evident by the strategies and activities aligned with the goals, partnerships with the community and business sector is a priority. The current partnerships have served the school and students well, however, enhancing their scope will better enable the school to meet the career and post-secondary education needs of our students.

The goals and aligned strategies and activities that are related to student achievement are aggressive and comprehensive. The WBACTC is committed to provide our students with content areas that are fully embedded with the mathematics and reading standards and anchors.

The WBACTC is committed to supporting the professional education of its staff. Through these goals, opportunities will be provided for staff members to increase their skills in their content area, use data to design content and assessment, become aware of the newest technologies that are being used in the workplace, gain skills in the mathematics and reading standards and anchors, meet the needs of struggling students, and create a classroom that is conducive to learning and that mirrors the requirements found in the real world.

Safety and security has been identified as an area that must remain a strong point at the WBACTC. Not only is it important to provide training for the staff, it is also important that the students be trained in all aspects of school safety and keeping the premises secure.

A future consideration will be the full embedding of the science standards into the career/technical content areas. The science anchors should be more fully developed and local testing data more valid by the mid-point review of this strategic plan. The ASA Subcommittee will consider developing a science goal at that time.

Goal: Academic Standards

Description: Academic standards, anchors, and appropriate assessment techniques will be incorporated into the content/shop area curriculum. Students will be afforded every opportunity to increase their proficiency as benchmarks are set by the state.

Goal: Collaboration Between School and Community

Description: The goal is to promote new relationships as well as maintain existing partnerships with sponsoring schools, parents/guardians, industry, and community by maintaining and further establishing resources through open, appropriate and professional means of communication. New contacts will be continually sought.

Goal: Employee Training and Professional Development

Description: The goal is to provide instructors and staff the opportunity to be highly qualified and motivated beyond state requirements through academic and professional development within their specified and related disciplines.

Goal: Safety and Security

Description: All students will be provided with a safe and secure educational environment. Students will receive ongoing training and testing on shop safety in accordance with applicable federal, state, and school regulations.

Goal: Student Achievement

Description: The goal is to foster the ability in our students to become critical/creative thinkers and lifelong learners who can become contributors to the community through quality career and academic education.

Goal: Student Attendance

Description: Student attendance will show a two percent improvement each year. The baseline attendance percentage was 82.14% for school year 2008-2009.

Goal: Technologies and Facilities

Description: The goal is to ensure a dynamic and technologically advanced learning environment to keep pace with a continuously changing high-tech industry. The students will be provided with the opportunity to achieve a seamless transition into industry and/or post-secondary education through technologically integrated and educationally advanced training.

Academic Standards

The curriculum of the WBACTC is aligned with the Pennsylvania Academic Standards. A cross reference has been formulated between the reading, math, science, and career education and work standards and is incorporated into the educational/technical program of the WBACTC. Emphasis is placed on the students' abilities to recognize and apply the standards within their specific career fields. The WBACTC has adopted the standards consistent to those in Chapter 4 under Section 4.12.

Graduation Requirements

Since the WBACTC is a half-day elective, students do not graduate from WBACTC. However, their Career and Technical Education can impact their graduation status at the

sending schools. Students are required to meet performance standards for each competency and to exhibit the skills required to be successful in their chosen career areas. In lieu of a diploma, students at WBACTC are given the opportunity to achieve:

- Pennsylvania Skills Certificate
- WBACTC Certificate of Completion Hours
- Career Specific Industry Credentials
- Post-Secondary Advanced Placement Through Articulation Agreements

Strategic Planning Process

The Wilkes-Barre Area Career and Technical Center (WBACTC) is a part-time area career-technical school serving students from five member high schools and additional high schools on a tuition basis. Although the academic subjects are provided to the students at their sending schools and, consequently, state assessment results are attributed to those buildings, the WBACTC supplements the academics by embedding the Pennsylvania State Academic Standards within the school's planned instruction. As a result of this commitment, the WBACTC has placed a high emphasis within its strategic plan strategies to assist the students in achieving the state standards at a high level.

Due to an administrative change at the WBACTC, the current administration was not notified of the time-line for Phase 3 schools to complete their strategic plan. In cooperation with the Pennsylvania Department of Education, an extension was approved in April of 2009. With the plan due by September 30, 2009, work began immediately. It was determined that four reports are due by the September 30, 2009 extension deadline. These reports are: The Academic Standards and Assessment Report; The Professional Education Report; The Teacher Induction Report; and The Student Services Report.

As a requirement for a grant application in 2008, The Educational Technology Report was independently developed and submitted and approved in 2008. Although this report is approved and not required for submission, the WBACTC, during the implementation phase of the entire strategic plan, will treat the Educational Technology Report as a "fluid" document and will make any necessary alterations or additions to assure its congruency with the entire strategic plan.

Any special education students attending the WBACTC are covered by the Special Education Report filed by their home district. Also, the Luzerne Intermediate Unit 18 (LIU 18) rents space from the WBACTC for special education classes. These students are covered by the LIU 18's Special Education Report. As a result, the WBACTC is not required to submit a Special Education Report.

The director and principal of the WBACTC assumed all responsibilities for the strategic plan and a facilitator was hired by the joint operating committee in early May of 2009. The role of the facilitator is to assure that all components of the strategic plan are in alignment with PDE requirements and assist the subcommittees with their work. The principal and director organized, managed, and were responsible for all committee and subcommittee tasks.

The school staff, both professional and non-professional, were canvassed for membership on the Strategic Planning Team. All that responded were appointed. The remainder of the planning team is comprised of the various constituencies that are necessary for compliance. The joint operating committee selected its own representatives as well as administrators, parents, community/business members and students. Subcommittees were formed for the four required reports. These subcommittees include: The Academic Standards and Assessment Subcommittee, The Professional Education Subcommittee, The Student Services Subcommittee, and The Teacher Induction Subcommittee. Chairpersons and subcommittee assignments were made by participant personal preference. The subcommittee chair and membership assignments for the Educational Technology Subcommittee were continued.

Communication activities were primarily electronic. E-mail provided the core of the communication infrastructure for members of the planning team while the general public was kept informed through the school's website. The school's website was also used to disseminate the surveys and needs assessments both internally and to the general public.

Data collection became the first priority. Baseline disaggregated PSSA, in both mathematics and reading, data was collected from the sending high schools for the students attending the WBACTC. All additional data, including attendance rates and other standardized test results, was available through the school's technology center. Additionally, an online survey was created and distributed, both internally and externally, that collected "process," "contextual," and "perceptual" data. Also included with the survey, but only for the appropriate constituencies, were a Student Services Needs Assessment and a Professional Education Needs Assessment. This data, along with input from the staff and planning team determined the initiatives and directions within the strategic plan.

The subcommittees met at various times and, reported their work, to date, to the entire Strategic Planning Committee for consensus. It was the subcommittees that analyzed data and synthesized the strategies suggested by the analysis. It was the responsibility of each subcommittee to report their findings and strategies to the entire Strategic Planning Team. The members of each subcommittee will assume the leadership role in the implementation phase of the strategic plan. Subcommittee members will oversee all activities aligned with their particular subcommittee.

The first Strategic Planning Team meeting was held on June 11, 2009. Consensus was achieved for all reports made by all four subcommittees. Subcommittee work continued throughout July and August for the report sections that were not completed by the June

11th meeting. The final Strategic Planning Team meeting was held on August 13, 2009. The remainder of the strategic plan initiatives were submitted and achieved consensus among all those in attendance.

The final version of the strategic plan was advertised and made available for public scrutiny for thirty days beginning August 21, 2009. On September 21, 2009 the strategic plan was approved by the Joint Operating committee of the WBACTC.

Strategic Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|--------------------|------------------------------------|----------------------------|---------------------------|
| Guarneri, Junell | Head Start English Instructor | Secondary School Teacher | Teacher Volunteer |
| Halesey, Peter | Acting Administrative Director | Administrator | Joint Operating Committee |
| Lakkis, Joe | Law Enforcement Instructor | Secondary School Teacher | Teacher Volunteer |
| Leiby, Janice | Horticulture Instructor | Secondary School Teacher | Teacher Volunteer |
| LoBrutto, Tina | Health Assistant Instructor | Secondary School Teacher | Teacher Volunteer |
| Maguire, Karen | Cosmetology Instructor | Secondary School Teacher | Teacher Volunteer |
| Majikes, Frank | Principal | Administrator | Joint Operating Committee |
| Namey, David | Electrical Construction Instructor | Secondary School Teacher | Teacher Volunteer |
| Okrasinski, Robert | Community Member | Community Representative | Joint Operating Committee |
| Pistack, Joe | Head Start Mathematics Instructor | Secondary School Teacher | Teacher Volunteer |

Goals, Strategies and Activities

Goal: Academic Standards

Description: Academic standards, anchors, and appropriate assessment techniques will be incorporated into the content/shop area curriculum. Students will be afforded every opportunity to increase their proficiency as benchmarks are set by the state.

Strategy: Promote Measures to Increase Academic Achievement.

Description: Strategies will be incorporated into the educational delivery system to enable the students to better achieve the state standards.

Activity: Curriculum Development

Description: Academic and career/technical instructors will receive training on how to analyze, interpret and develop curriculum based on data.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--------------------------------------|-----------|
| Majikes, Frank | Start: 9/3/2009 Finish: 4/29/2011 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|--|
| 1.00 | 2 | 55 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|--|--|
| The educator will be trained in the skills and knowledge of retrieving and analyzing data as well as making instructional decisions based on that data. | Determining appropriate instructional strategies is wholly dependent upon quality assessment. In a data-driven atmosphere, quality assessment is dependent upon the ability to make good decisions based on data from those assessments. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff |

professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists | <ul style="list-style-type: none"> • High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans |

Status: Not Started — Upcoming

Activity: Pre-Nocti

Description: All career/technical instructors will administer the pre-NOCTI test.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|------------------|---|
| Majikes, Frank | Start: 9/30/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Activity: Special Needs Services

Description: Services for special needs population students will be updated and expanded through collaboration with instructors, sending school personnel, parents, and community, educational, and government agencies.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------|---|
| Majikes, Frank | Start: 10/30/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Goal: Collaboration Between School and Community

Description: The goal is to promote new relationships as well as maintain existing partnerships with sponsoring schools, parents/guardians, industry, and community by maintaining and further establishing resources through open, appropriate and professional means of communication. New contacts will be continually sought.

Strategy: Promote and Maintain New and Existing Contacts With the Community

Description: Opportunities will be created to initiate and/or expand communication, collaboration, and educational exchanges with the community and business sector.

Activity: Attending Career Awareness Seminars

Description: School counselors from the sending schools will have the opportunity to attend career awareness seminars.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------------------------|------------|
| Majikes, Frank | Start: 9/30/2009 Finish: Ongoing | \$2,500.00 |
|----------------|-------------------------------------|------------|

Status: Not Started — Upcoming

Activity: Career Night

Description: An annual career night will be held to allow the staff to interact with the community/business sector representatives as well as students and parents.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------------------------|------------|
| Majikes, Frank | Start: 9/30/2009 Finish: Ongoing | \$2,500.00 |
|----------------|-------------------------------------|------------|

Status: Not Started — Upcoming

Activity: Cooperative Education Curriculum

Description: The Cooperative Education Curriculum will be rewritten.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|--------------------------------------|---|
| Majikes, Frank | Start: 12/1/2009 Finish: 6/1/2010 | - |
|----------------|--------------------------------------|---|

Status: Not Started — Upcoming

Activity: Eighth Grade Tours

Description: WBACTC instructors will interact with potential students through an annual eighth grade tour of the WBACTC facilities and programs.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-----------------|---|
| Majikes, Frank | Start: 1/1/2010 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Activity: Occupational Advisory Committee

Description: The Occupational Advisory Committee (OAC) will be used to maintain and improve community involvement and increase student employability skills.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------|------------|
| Majikes, Frank | Start: 11/30/2009 | \$5,000.00 |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Activity: Utilization of Media Resources

Description: Interactive community outreach through the school website and promotional CD will be enhanced.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------|-------------|
| Majikes, Frank | Start: 11/30/2009 | \$10,000.00 |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Goal: Employee Training and Professional Development

Description: The goal is to provide instructors and staff the opportunity to be highly qualified and motivated beyond state requirements through academic and professional development within their specified and related disciplines.

Strategy: Promote Continuing Education

Description: Continuing education among the WBACTC faculty and staff will be promoted through an adequate number of in-services, conferences, and workshops.

Activity: Conference/Workshops/In-service

Description: The JOC and administration will collaborate with the teachers to provide a minimum of 4 days for each faculty member to attend meaningful in-service sessions, update trainings, conferences and workshops.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--|-------------|
| Majikes, Frank | Start: 10/30/2009 Finish: 4/30/2014 | \$25,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|--|
| 6.00 | 4 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| The school staff's skills and knowledge can be enhanced in all areas of pedagogy in respect to instruction, data analysis, content area knowledge and skills, and assessment. | A comprehensive and strengthen staff development program is essential for the delivery of a high quality educational program. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and</u> |

community partners.

For school and district administrators, and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents• School counselors• Other educational specialists | <ul style="list-style-type: none">• High school (grades 9-12) | <ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• Mathematics• History• Career Education and Work• Economics• Geography |

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA |
|---|---|

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Journaling and reflecting
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: Not Started — Upcoming

Goal: Safety and Security

Description: All students will be provided with a safe and secure educational environment. Students will receive ongoing training and testing on shop safety in accordance with applicable federal, state, and school regulations.

Strategy: Increase Safety and Security of All Students, Faculty, and Staff at the WBACTC

Description: Measures will be developed, improved upon, and implemented to ensure the safety of those attending the WBACTC.

Activity: Progressive Discipline

Description: The administration and faculty will Collaborate on revising the student discipline policy.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------|---|
| Majikes, Frank | Start: 9/30/2009 | - |
| | Finish: 5/31/2010 | |

Status: Not Started — Upcoming

Activity: School-Wide Safety Training

Description: A universal school-wide safety training program for faculty, staff, and students will be implemented.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|---------------------------------------|------------------|
| Majikes, Frank | Start: 9/30/2009 Finish: 5/30/2014 | \$2,500.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|------------------------------------|---|--|
|------------------------------------|---|--|

| | | |
|------|---|----|
| 2.00 | 1 | 90 |
|------|---|----|

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|-------------------------|---|
|---|-------------------------|---|

| | | |
|---|-----------------|----------|
| Wilkes-Barre Area Career and Technical Center | • School Entity | Approved |
|---|-----------------|----------|

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|-----------------------------|------------------------------------|-------------------------------|
|-----------------------------|------------------------------------|-------------------------------|

| | | |
|---|---|--|
| Basic First Aid, CPR, and, pending an agreement among all parties, OSHA Certification | It is important that all staff are regularly trained in First Aid, CPR, and shop safety in order that students and staff will be protected. | |
|---|---|--|

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists | <ul style="list-style-type: none"> High school (grades 9-12) | <ul style="list-style-type: none"> Health, Safety and Physical Education |

| Follow-up Activities | Evaluation Methods |
|-----------------------------|---------------------------|
|-----------------------------|---------------------------|

- | | |
|--|--|
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting | <ul style="list-style-type: none"> Participant survey |
|--|--|

Status: Not Started — Upcoming

Activity: School-Wide Security Training

Description: A universal school-wide security training program for faculty, staff, and students will be implemented.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|---------------------------------------|-----------|
| Majikes, Frank | Start: 9/30/2009 Finish: 5/31/2010 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 1.00 | 1 | 90 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|--|
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|--|------------------------|
| Updated knowledge will be provided in regard to improvements to the security system and procedures. | The security of students and staff is of paramount importance. | |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists | <ul style="list-style-type: none"> High school (grades 9-12) | <ul style="list-style-type: none"> Health, Safety and Physical Education |

| Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> Journaling and reflecting | <ul style="list-style-type: none"> Participant survey |

Status: Not Started — Upcoming

Goal: Student Achievement

Description: The goal is to foster the ability in our students to become critical/creative thinkers and lifelong learners who can become contributors to the community through quality career and academic education. A 2% increase in the percentage of students scoring proficient or better on the PSSA in mathematics and reading will be established as the performance indicator for each of the remaining years of the strategic plan. When 2009 PSSA disaggregated test results are available from member school districts for baseline data, the yearly performance indicators will be set.

Strategy: Improving Student Achievement Through Various Forms of Pedagogy and Assessment

Description: Various assessment and pedagogical strategies will be utilized to enhance the ability of the staff to assess and improve the achievement of the students.

Activity: Critical/Creative Thinking Skills

Description: The staff will have training to enhance techniques to improve and better assess the students' critical/creative thinking skills.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--------------------------------------|-----------|
| Majikes, Frank | Start: 9/3/2009 Finish: 4/29/2011 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 2.00 | 2 | 55 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|--|
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|--|--|
| The faculty will be trained to include in the planned instruction a requirement for students to use critical/creative skills in their content area. | Chapter 4 of the Pennsylvania State School Code recommends that these skills be included in all content areas. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling |

- students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists | <ul style="list-style-type: none"> High school (grades 9-12) | <ul style="list-style-type: none"> Career Education and Work |

| Follow-up Activities | Evaluation Methods |
|--|--|
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers | <ul style="list-style-type: none"> Review of participant lesson plans |

Status: Not Started — Upcoming

Activity: Enhancing and Enriching Critical Thinking in Mathematics and English/Creative Writing

Description: The JOC and administration will look into the feasibility of hiring a full-time teacher certified in mathematics and a full-time teacher certified in English. Their focus will be on the academic enrichment and enhancement of the critical thinking skills required for Mathematics and English/Creative Writing. Additionally, they will provide training, as coaches, to the staff for the inclusion of these skills into all the content areas.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|--------------|
| Majikes, Frank | Start: 9/3/2009 Finish: 6/2/2014 | \$530,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 2.00 | 2 | 55 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|--|
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|--|--|
| The faculty will be trained in the cross-curricular inclusion of the Mathematics and English/creative writing standards/anchors in their content area by the mathematics and English/reading coaches. | The Pennsylvania Department of Education recommends that the mathematics and reading/creative writing skills be included in all content areas. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan</u> |

strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|--|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists | <ul style="list-style-type: none"> • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics • Career Education and Work |

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Review of participant lesson plans |
|--|--|

Status: Not Started — Upcoming

Goal: Student Attendance

Description: Student attendance will show a two percent improvement each year. The baseline attendance percentage was 82.14% for school year 2008-2009.

Strategy: Encouraging Better Attendance by Improving the Instructional and Classroom Environment and Developing a More Rigorous Attendance Policy

Description: The staff will be trained in instructional, management, and assessment techniques as well as in the techniques of how to create an environment that is authentic to the work place. Classroom activities that are meaningful and mirror the real-life conditions that exist in business and Industry will improve the learning environment for the students. As a result of this improved learning environment, attendance will be enhanced. Additionally, more rigorous procedures will be enacted through the rewriting of the attendance policy.

Activity: Monitoring Attendance

Description: The administration and faculty will collaborate on revising the attendance policy.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------|---|
| Majikes, Frank | Start: 9/30/2009 | - |
| | Finish: 5/31/2010 | |

Status: Not Started — Upcoming

Goal: Technologies and Facilities

Description: The goal is to ensure a dynamic and technologically advanced learning environment to keep pace with a continuously changing high-tech industry. The students will be provided with the opportunity to achieve a seamless transition into industry and/or post-secondary education through technologically integrated and educationally advanced training.

Strategy: Maintain a Technologically Advanced Learning Environment.

Description: Measures will be advanced to ensure that the students at the WBACTC have the opportunity to use and be trained in the use of the latest technologies.

Activity: Job Shadowing for Students

Description: Contacts will be established that allow classroom experiences to foster real-world connections.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------|---|
| Majikes, Frank | Start: 11/30/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Activity: Maintaining Contacts With Business and the Community

Description: Maintaining contacts with business and community to ensure a seamless transition into the workforce or post-secondary education for our students.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|------------------|---|
| Majikes, Frank | Start: 9/30/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Activity: Occupational Advisory Committee Recommendations

Description: All Occupational Advisory Committee recommendations will be followed.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|------------------|---|
| Majikes, Frank | Start: 9/30/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Activity: Technology Training for the Faculty

Description: The staff will be trained in the use of the latest educational technology.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--------------------------------------|------------------|
| Majikes, Frank | Start: 9/3/2009 Finish: 4/29/2011 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|------------------------------------|---|--|
| 1.00 | 2 | 55 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|--|
| The staff will be trained in various aspects of the Skyward software as well as shop specific technology. | The adoption of Skyward by the school requires all staff to be trained on an ongoing basis. Further, shop specific technology training is required in order that the latest equipment and software be used effectively. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists | <ul style="list-style-type: none"> High school (grades 9-12) | <ul style="list-style-type: none"> Science and Technology Career Education and Work |

| Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> Review of participant lesson plans |

- Journaling and reflecting

Status: Not Started — Upcoming

Measurable Annual Improvement Targets

The Wilkes-Barre Area Career and Technical Center’s plan to improve student achievement includes implementation of the stated goals and measurement of the progress of the goals during the course of the Strategic Plan. Our instructors, school counselors and Special Needs Coordinator will monitor the progress of students using data from PSSA scores and the Pre-NOCTI Study Guide. Students who are proficient will continue to receive appropriate instruction to maintain and increase level of proficiency. Those students who score below proficient will receive supplementation and enrichment in Math and English/creative writing classes, as well as Career and Work standards. The Wilkes-Barre Area Career and Technical Center will monitor progress based on the strategic plan goals.

Curriculum, Instruction and Instructional Materials

The Wilkes-Barre Area Career and Technical Center is an extension of nine (9) sending high schools. All programs offered are “electives” in the students’ schedules. The WBACTC emphasizes a diversified, high quality curriculum that offers career and academic education for its students who, upon completion, are able to become responsible citizens, critical thinkers, and successful competitors in a world-wide economy, and possess the skills to be life-long learners.

Curriculum, instruction and assessment at WBACTC will be aligned with Pennsylvania Math and Reading standards, programs of study, and industry standards. In addition to teacher initiated assessments, PSSA and NOCTI testing will be used to gauge student progress. WBACTC has articulation agreements with various post-secondary institutions which award college credits to student who complete required competencies.

Additionally, WBACTC also offers Capstone Cooperative Education Programs and a variety of shop specific industry certifications. The administration and faculty of WBACTC continuously work with local business and industry representatives to support existing programs and add new ones to meet the needs of the community and workforce.

Assessments and Public Reporting

Wilkes-Barre Area Career and Technical Center administers the NOCTI test (National Occupation Competency Testing Institute) to measure learning in program specific areas. The majority of programs offer national and state recognized industry based certifications. Certificates of hours completed are distributed to students at the end of their senior year. Results of NOCTI assessments are reported to the JOC at a public meeting and student achievement is recognized at the awards ceremony in May. In compliance with the required confidentiality of our students, individual grades are not disclosed to the general public. However, parents/guardians will be able to access these results via the Internet as of September, 2009.

Targeted Assistance For Struggling Students

Students are targeted for assistance based on recommendations from teachers, grade reports, student requests, or parent requests. Students are provided assistance as needed to help the student attain success. Interventions for struggling students will include, but are not limited to:

- Math and English/Creative Writing academic preparatory classes
- Special Needs Academic Enrichment Instructors
- LIU #18 Itinerant Services
- Assigned Instructional Aides

Support for Struggling Schools

WBACTC is a single campus school.

Qualified, Effective Teachers and Capable Instructional Leaders

The WBACTC is a half day Career and Technical School. All new teachers are required to participate in a state approved Induction Program. Vocational II teacher certification is obtained through the completion of state approved post-secondary programs. Instructors holding a Vocational II certification are required to fulfill the requirements of Act 48 which mandates a minimum of 180 hours of continuing education coursework every five years. Administrators are also required to complete a minimum number of hours, including programs specifically designed to increase their skills as instructional leaders, in order to maintain their certification. In order to continue to be qualified, effective and

capable instructors, and instructional leaders, the professional staff participates in many professional development activities. These activities may include:

Post secondary certification requirements

Professional Education workshops

Temple University Teacher Leadership seminars

Temple University VITALE Program

Qualification requirements for Industry Certification

Supplemental services provided by Special Needs Personnel and Luzerne Intermediate Unit itinerant services

Integration of Academic Standards into program curriculum

Program specific professional development seminars

The participation in the above activities will help promote and benefit student achievement and success across the curriculum.

Parent and Community Participation

Information to students and parents/guardians regarding educational opportunities are provided through a variety of venues. These include: the sending school or WBACTC guidance department, news releases to the regional media, presentations made in local schools by CTC faculty and students, CTC brochures and publications, CTC presentations to community based organizations, CTC participation in public service projects, CTC involvement in regional economic and educational initiatives, direct mailings and mailing to individual groups of students or parents, parent and student meetings at school, web accessible daily student progress reporting, invitations to attend events at CTC, and Awards Night. All programs at WBACTC have parents, graduates, business leaders, community representatives on Occupational Advisory Committees. Their members attend bi-annual meetings at WBACTC and advise instructors on new technology, business trends and safety issues. Most of the programs have partnerships with state and national organizations which have input into program content.

WBACTC has articulation agreements with the following schools:

- Luzerne County Community College

- Johnson College

- Pennsylvania College of Technology
- WBACTC Practical Nursing Program
- Triangle Technical Institute

Pre-Kindergarten Transition

No Pre-Kindergarten Offered.

Utilization of Resources and Coordination of Services

| Service/Resource | Description | Type |
|--|---|------------------|
| 140-Student Computers, 31-Teacher Computers, 10-SmartBoards, 1-Computer Lab | Provide access to technology | Instructional |
| Additional Faculty for Enrichment, Instructional Staff, Luzerne Intermediate Unit Itinerant Services | Utilized for enrichment and critical thinking skills in the areas of Mathematics and English/Creative Writing. | Instructional |
| Articulation Agreements | The WBACTC has developed articulation agreements with post secondary schools. These schools include the Luzerne County Community College, Johnson College, the WBACTC Practical Nursing Program, and the Triangle Technical Institute. The schools are also visited by our students throughout the school year. | Student Services |
| Career/Technical Instructors | Vocational Instructors will identify and select appropriate trade specific credentials. Build participation in Occupational Advisory Committees and Business relationships. | Instructional |
| Children Service Center of Wyoming Valley, Northeast Counseling, and The Bridge | These services address the psychological, social, and emotional needs of our students and their families, as well as providing both individual and group counseling and consultation services. | Student Services |
| CTC and Sending School Guidance Counselors, Attendance Coordinator, In-School Suspension Specialist | Facilitate learning in cooperation with instructors | Student Services |
| Discipline Policies From Sending Schools | Used as a reference for re-writing a comprehensive CTC discipline policy | Student Services |
| Diversified and Capstone Cooperative Instructors, Career and Workforce Specialist | Promote and facilitate career pathways and maintain communication with Business and Industry. | Student Services |

| | | |
|--|---|------------------|
| General Advisory Committee | The WBACTC General Advisory establishes the general and overall rules within which the daily operations of the Center are to be governed. | Student Services |
| Luzerne County Children and Youth | The Children and Youth Services of Luzerne County provide assistance for reported cases of suspected child endangerment or abuse. | Student Services |
| Luzerne County Community College, Johnson College, Pennsylvania College of Technology, WBACTC Practical Nursing Program, Triangle Technical Institute, | WBACTC has developed articulation agreements with the post secondary schools listed. | Instructional |
| Luzerne County Intermediate Unit #18 | Provides student resources, consultation and transition services. | Student Services |
| Luzerne County Juvenile Probation | The WBACTC has developed a cooperative relationship with the Luzerne County Office of Juvenile Probation in order to meet the needs of our students and their families that have been entered into their program. | Student Services |
| Luzerne County Workforce Investment Board | The WBACTC has partnered with the Luzerne County Workforce Investment Board to provide opportunities for students in the areas of career development, skill development, and academic development. | Student Services |
| Occupational Advisory Committee | An Occupational Advisory Committee is in place in each instructional area to facilitate an ongoing improvement in both safety and technological advancements in each field. | Student Services |
| PA Career Link Luzerne County Pre-Apprenticeship Program | This program provides WBACTC seniors, in the building and construction trades, the opportunity to make contacts with local Unions in their field by entering into an early apprenticeship program. | Student Services |
| Participating Schools Student Services Departments | Each of our Participating School District Student Service Offices collaborates and cooperates with WBACTC to ensure student success. | Student Services |
| Pennsylvania Department of Education | The Pennsylvania Department of Education provides effective administration of the Commonwealth's resources enabling schools to maintain the highest of standards in the delivery of instruction to its students. | Student Services |
| Plains Twp. Police | The Plains Twp. Police Department assists the in-house school resource officer, as per the memorandum of understanding. | Student Services |

| | | |
|--|--|---------------------------|
| Pre-NOCTI and NOCTI Assessments, Career/Technical Instructors, Occupational Advisory Committee | Administer Pre-NOCTI and NOCTI assessments yearly | Instructional |
| Professional Consultants | Utilized as required | Other |
| Project Mom | The WBACTC has partnered with Project Mom to provide counseling and consultation to pregnant and parenting students and their families. | Student Services |
| Safety Committee, Security and Surveillance Equipment | Review of safety procedures, policies, and issues. | Facilities/Infrastructure |
| Students Against Destructive Decisions (S.A.D.D.) | The S.A.D.D. program provides students with the best prevention tools possible to deal with the issues of underage drinking, other drug use, impaired driving and other destructive decisions. | Student Services |
| Teacher Associates, Special Needs Aides, Hall Monitor, School Police Officer | Assist and protect professional staff and students. Facilitate student learning | Student Services |
| WBACTC Safety Committee | The WBACTC Safety Committee develops and implements a quality safety and health program to safeguard our students and employees. | Student Services |
| Wyoming Valley Drug and Alcohol | The WBACTC has partnered with Wyoming Valley Drug and Alcohol for counseling and crisis intervention related to the use of illegal and illicit drugs. | Student Services |

Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Strategic Planning Committee
Monday, September 21, 2009

Entity: Wilkes-Barre CTC
Address: Jumper Rd Plains Twp
PO Box 1699
Wilkes-Barre, PA 18705-0699

Barletta, Nicole

Affiliation: Computer Instructor **Reports:**
Membership Category: Secondary School Teacher • Teacher Induction Report
Appointed By: Teacher Volunteer

Bartoli, Al

Affiliation: Diesel Instructor **Reports:**
Membership Category: Secondary School Teacher • Student Services Report
Appointed By: Teacher Volunteer

Christian, William

Affiliation: Technology Coordinator **Reports:**
Membership Category: Ed Specialist - Instructional Technology • Educational Technology Report
Appointed By: Joint Operating Committee

Clark, Robert Dr.

Affiliation: Business Advisory Committee
Membership Category: Business Representative No reports have been associated with this participant.
Appointed By: Joint Operating Committee

Evans, James

Affiliation: Business Advisory Committee
Membership Category: Business Representative No reports have been associated with this participant.
Appointed By: Joint Operating Committee

George, Tony

Affiliation: School Resource Officer **Reports:**
Membership Category: Other • Student Services Report
Appointed By: Joint Operating Committee

Guarneri, Junell

Affiliation: Head Start English Instructor
Membership Category: Secondary School Teacher
Appointed By: Teacher Volunteer

Reports:

- Academic Standards and Assessment Report

Halesey, Peter

Affiliation: Acting Administrative Director
Membership Category: Administrator
Appointed By: Joint Operating Committee

Reports:

- Academic Standards and Assessment Report
- Teacher Induction Report
- Professional Education Report
- Educational Technology Report
- Student Services Report

Joyce, David

Affiliation: Culinary Arts Instructor
Membership Category: Secondary School Teacher
Appointed By: Teacher Volunteer

Reports:

- Student Services Report

Karambelas, Clayton

Affiliation: Business Advisory Committee
Membership Category: Business Representative
Appointed By: Joint Operating Committee

No reports have been associated with this participant.

Kozerski, John

Affiliation: Head Start Social Studies Instructor
Membership Category: Secondary School Teacher
Appointed By: Teacher Volunteer

Reports:

- Student Services Report

Ladd, Joe

Affiliation: Graphic Arts Instructor
Membership Category: Secondary School Teacher
Appointed By: Teacher Volunteer

Reports:

- Professional Education Report

Lakkis, Joe

Affiliation: Law Enforcement Instructor
Membership Category: Secondary School Teacher
Appointed By: Teacher Volunteer

Reports:

- Academic Standards and Assessment Report

Langhorne, Cathy

Affiliation: Parent
Membership Category: Parent
Appointed By: Joint Operating Committee

Reports:

- Professional Education Report

Langhorne, Donald

Affiliation: Student
Membership Category: Other
Appointed By: Joint Operating Committee

Reports:

- Professional Education Report

Leiby, Janice

Affiliation: Horticulture Instructor
Membership Category: Secondary School Teacher
Appointed By: Teacher Volunteer

Reports:

- Academic Standards and Assessment Report

LoBrutto, Tina

Affiliation: Health Assistant Instructor
Membership Category: Secondary School Teacher
Appointed By: Teacher Volunteer

Reports:

- Academic Standards and Assessment Report

Maguire, Karen

Affiliation: Cosmetology Instructor
Membership Category: Secondary School Teacher
Appointed By: Teacher Volunteer

Reports:

- Academic Standards and Assessment Report

Okrasinski, Robert

Affiliation: Community Member **Reports:**
Membership Category: Community Representative

- Academic Standards and Assessment Report
- Teacher Induction Report
- Professional Education Report
- Educational Technology Report
- Student Services Report

Appointed By: Joint Operating Committee

Patton, Amy

Affiliation: School Detention Monitor **Reports:**
Membership Category: Other

- Student Services Report

Appointed By: Joint Operating Committee

Piazza, Jeffrey

Affiliation: Attendance Officer **Reports:**
Membership Category: Other

- Teacher Induction Report

Appointed By: Joint Operating Committee

Pistack, Joe

Affiliation: Head Start Mathematics Instructor **Reports:**
Membership Category: Secondary School Teacher

- Academic Standards and Assessment Report

Appointed By: Teacher Volunteer

Quinn, Martin

Affiliation: Joint Operating Committee Member
Membership Category: Board Member No reports have been associated with this participant.
Appointed By: Joint Operating Committee

Richards, Ted

Affiliation: Student
Membership Category: Other
Appointed By: Joint Operating Committee

Reports:

- Professional Education Report

Richards, Ted Sr.

Affiliation: Parent
Membership Category: Parent
Appointed By: Joint Operating Committee

Reports:

- Professional Education Report

Sincavage, George

Affiliation: Business Advisory Committee
Membership Category: Business Representative
Appointed By: Joint Operating Committee

No reports have been associated with this participant.

Solomon, Leo

Affiliation: Retired School Superintendent
Membership Category: Community Representative
Appointed By: Joint Operating Committee

Reports:

- Professional Education Report

Thomas, Michael

Affiliation: Business Advisory Committee
Membership Category: Business Representative
Appointed By: Joint Operating Committee

Reports:

- Professional Education Report

Toole, Maryanne

Affiliation: Joint Operating Committee Member
Membership Category: Board Member
Appointed By: Joint Operating Committee

No reports have been associated with this participant.

Trethaway, Harold

Affiliation: Business Advisory Committee
Membership Category: Business Representative
Appointed By: Joint Operating Committee

No reports have been associated with this participant.

White, Bill

Affiliation: Guidance Counselor
Membership Category: Ed Specialist - School Counselor
Appointed By: Volunteer

Reports:

- Teacher Induction Report

Yurkoski, Linda

Affiliation: Ed Specialist - Career Specialist
Membership Category: Other
Appointed By: Volunteer

Reports:

- Professional Education Report

Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Professional Education Report **Monday, September 21, 2009**

Entity: Wilkes-Barre CTC
Address: Jumper Rd Plains Twp
PO Box 1699
Wilkes-Barre, PA 18705-0699

Professional Education Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|--------------------|-----------------------------------|----------------------------|---------------------------|
| Halesey, Peter | Acting Administrative Director | Administrator | Joint Operating Committee |
| Ladd, Joe | Graphic Arts Instructor | Secondary School Teacher | Teacher Volunteer |
| Langhorne, Cathy | Parent | Parent | Joint Operating Committee |
| Langhorne, Donald | Student | Other | Joint Operating Committee |
| Majikes, Frank | Principal | Administrator | Joint Operating Committee |
| Miller, Harry | Ed Specialist - Diversified Coop | Other | Volunteer |
| Miller, Molly | Culinary Arts Instructor | Secondary School Teacher | Teacher Volunteer |
| Okrasinski, Robert | Community Member | Community Representative | Joint Operating Committee |
| Richards, Ted | Student | Other | Joint Operating Committee |
| Richards, Ted Sr. | Parent | Parent | Joint Operating Committee |
| Solomon, Leo | Retired School Superintendent | Community Representative | Joint Operating Committee |
| Thomas, Michael | Business Advisory Committee | Business Representative | Joint Operating Committee |
| Yurkoski, Linda | Ed Specialist - Career Specialist | Other | Volunteer |

Needs Assessment

Reflections

There are currently no reflections selected for this section.

The mission of the Wilkes-Barre Area Career and Technology Center, partnering with its sponsoring districts, community, parents and students, is to contribute to a high quality, career and academic education for its students who, upon completion, are able to become responsible citizens, critical thinkers, successful competitors in a world-wide economy, and possess the skills to be life-long learners.

To assure the educational needs of our student population, it is imperative, that our faculty and staff obtain professional development that is current and relative to outstanding teaching practices and directed towards improving student learning. Wilkes-Barre Area CTC conducted a strategic plan survey/needs assessment to identify the educational needs of our faculty, staff and community members. That survey helped determine that the following activities were needed in order to improve professional development. Activities for all the identified "needs" were developed, they were aligned with specific goals/strategies, and are represented in various reports associated with this strategic plan. In addition, the Professional Education Act 48 Committee will conduct ongoing assessment of individual and career center professional development needs while this plan is in effect.

Assessment Results

The academic and career/technical standards have been integrated into all aspects of the curriculum at WBACTC.

Student Attendance

Student attendance will meet a 10% improvement.

Student Achievement

To foster the ability of our students to become critical/creative thinkers and lifelong learners who can become contributors to the community through quality career and academic education.

Advisory Committees

OAC meetings with business and industry representatives are held bi-annually to advise on best practices, equipment purchases and validity of curriculum. GAC recommends long range plans and future programs. They help identify professional development experiences for instructors and business and industry tours for administrators.

Academic Standards

Academic standards and anchors will continue to be incorporated into the curriculum. Students will be afforded every opportunity to increase their proficiency as benchmarks are set by the state.

Employee Training and Professional Development

Provide instructors the opportunity to be highly qualified and motivated beyond state requirements through academic and professional development within their specific field and related disciplines.

Safety and Security

All students will be provided with a safe and secure educational environment. Students will receive ongoing training and testing on shop safety in accordance with applicable federal, state and school regulations.

Technologies and Facilities

Ensuring a dynamic and technologically advanced learning environment to keep pace with a continuously changing high-tech industry is an identified need. The WBACTC will provide our students with the opportunity to achieve a seamless transition into industry and/or post-secondary education through technologically integrated and educationally advanced training.

Professional Education Action Plan

Goal: Academic Standards

Description: Academic standards, anchors, and appropriate assessment techniques will be incorporated into the content/shop area curriculum. Students will be afforded every opportunity to increase their proficiency as benchmarks are set by the state.

Strategy: Promote Measures to Increase Academic Achievement.

Description: Strategies will be incorporated into the educational delivery system to enable the students to better achieve the state standards.

Activity: Curriculum Development

Description: Academic and career/technical instructors will receive training on how to analyze, interpret and develop curriculum based on data.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--------------------------------------|-----------|
| Majikes, Frank | Start: 9/3/2009 Finish: 4/29/2011 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 1.00 | 2 | 55 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|--|
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|--|---|
| The educator will be trained in the skills and knowledge of retrieving and analyzing data as well as making instructional decisions based on that data. | Determining appropriate instructional strategies is wholly dependent upon quality assessment. In a data-driven atmosphere, quality assessment is dependent upon the ability to make good decisions based on data from those assessments. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic |

- standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists | <ul style="list-style-type: none"> • High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans |

Status: Not Started — Upcoming

Goal: Advisory Committees

Description: The information from the semi-annual meetings with business, industry, and education will be used to further the knowledge of the school staff to better deliver the content areas in respect to the current trends being used in business and industry.

Strategy: The General Advisory Committee and the Occupational Advisory Committee Will Provide Information for the Staff

Description: The OAC meetings with business and industry will be held semi annually to advise on best practices, equipment, purchases and validity of curriculum. The GAC will recommend long range plans and future programs.

Activity: Interaction Format with the OAC and GAC

Description: Staff development procedures will be enacted for an exchange of information between the school staff and the OAC and GAC.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--------------------------------------|------------------|
| Majikes, Frank | Start: 9/30/2009 Finish: 6/2/2014 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|------------------------------------|---|--|
| 2.00 | 2 | 55 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| The faculty and administration will acquire the latest information on shop related equipment and trends in the local economy. | PDE regulations require that all CTC's conduct these meetings in order that we keep up to date on industry standards. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and |

skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists | <ul style="list-style-type: none"> • High school (grades 9-12) | <ul style="list-style-type: none"> • Career Education and Work |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |

Status: Not Started — Upcoming

Goal: Employee Training and Professional Development

Description: The goal is to provide instructors and staff the opportunity to be highly qualified and motivated beyond state requirements through academic and professional development within their specified and related disciplines.

Strategy: Promote Continuing Education

Description: Continuing education among the WBACTC faculty and staff will be promoted through an adequate number of in-services, conferences, and workshops.

Activity: Conference/Workshops/In-Service

Description: The JOC and administration will collaborate with the teachers to provide a minimum of 4 days for each faculty member to attend meaningful in-service sessions, update trainings, conferences and workshops.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--|-------------|
| Majikes, Frank | Start: 10/30/2009 Finish: 4/30/2014 | \$25,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 6.00 | 4 | 30 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|--|
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| The school staff's skills and knowledge can be enhanced in all areas of pedagogy in respect to instruction, data analysis, content area knowledge and skills, and assessment. | A comprehensive and strengthen staff development program is essential for the delivery of a high quality educational program. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given |

to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists | <ul style="list-style-type: none"> • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • Mathematics • History • Career Education and Work • Economics |

- Geography

| Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |

Status: Not Started — Upcoming

Goal: Safety and Security

Description: All students will be provided with a safe and secure educational environment. Students will receive ongoing training and testing on shop safety in accordance with applicable federal, state, and school regulations.

Strategy: Increase Safety and Security of All Students, Faculty, and Staff at the WBACTC

Description: Measures will be developed, improved upon, and implemented to ensure the safety of those attending the WBACTC.

Activity: School-Wide Safety Training

Description: A universal school-wide safety training program for faculty, staff, and students will be implemented.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|---------------------------------------|------------|
| Majikes, Frank | Start: 9/30/2009 Finish: 5/30/2014 | \$2,500.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 2.00 | 1 | 90 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|-------------------------------|
| Basic First Aid, CPR, and, pending an agreement among all parties, OSHA Certification | It is important that all staff are regularly trained in First Aid, CPR, and shop safety in order that students and staff will be protected. | |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists | <ul style="list-style-type: none"> High school (grades 9-12) | <ul style="list-style-type: none"> Health, Safety and Physical Education |

| Follow-up Activities | Evaluation Methods |
|--|--|
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting | <ul style="list-style-type: none"> Participant survey |

Status: Not Started — Upcoming

Activity: School-Wide Security Training

Description: A universal school-wide security training program for faculty, staff, and students will be implemented.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-----------------------------|-----------|
|--------------------|-----------------------------|-----------|

| | | |
|----------------|---------------------------------------|---|
| Majikes, Frank | Start: 9/30/2009 Finish: 5/31/2010 | - |
|----------------|---------------------------------------|---|

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
|-----------------------------|--|---|

| | | |
|------|---|----|
| 1.00 | 1 | 90 |
|------|---|----|

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|------------------|--|
|----------------------------------|------------------|--|

| | | |
|---|---|----------|
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |
|---|---|----------|

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

| | | |
|---|--|--|
| Updated knowledge will be provided in regard to improvements to the security system and procedures. | The security of students and staff is of paramount importance. | |
|---|--|--|

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists | <ul style="list-style-type: none"> High school (grades 9-12) | <ul style="list-style-type: none"> Health, Safety and Physical Education |

| Follow-up Activities | Evaluation Methods |
|----------------------|--------------------|
|----------------------|--------------------|

| | |
|---|--|
| <ul style="list-style-type: none"> Journaling and reflecting | <ul style="list-style-type: none"> Participant survey |
|---|--|

Status: Not Started — Upcoming

Goal: Student Achievement

Description: The goal is to foster the ability in our students to become critical/creative thinkers and lifelong learners who can become contributors to the community through quality career and academic education. A 2% increase in the percentage of students scoring proficient or better on the PSSA in mathematics and reading will be established as the performance indicator for each of the remaining years of the strategic plan. When 2009 PSSA disaggregated test results are

available from member school districts for baseline data, the yearly performance indicators will be set.

Strategy: Improving Student Achievement Through Various Forms of Pedagogy and Assessment

Description: Various assessment and pedagogical strategies will be utilized to enhance the ability of the staff to assess and improve the achievement of the students.

Activity: Critical/Creative Thinking Skills

Description: The staff will have training to enhance techniques to improve and better assess the students' critical/creative thinking skills.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--------------------------------------|------------------|
| Majikes, Frank | Start: 9/3/2009 Finish: 4/29/2011 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 2.00 | 2 | 55 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|--|---|
| The faculty will be trained to include in the planned instruction a requirement for students to use critical/creative skills in their content area. | Chapter 4 of the Pennsylvania State School Code recommends that these skills be included in all content areas. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional |

decision-making.

*For school and district administrators,
and other educators seeking
leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents• School counselors• Other educational specialists | <ul style="list-style-type: none">• High school (grades 9-12) | <ul style="list-style-type: none">• Career Education and Work |

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers | <ul style="list-style-type: none">• Review of participant lesson plans |
|---|--|

Status: Not Started — Upcoming

Activity: Enhancing and Enriching Critical Thinking in Mathematics and English/Creative Writing

Description: The JOC and administration will look into the feasibility of hiring a full-time teacher certified in mathematics and a full-time teacher certified in English. Their focus will be on the academic enrichment and enhancement of the critical thinking skills required for Mathematics and English/Creative Writing. Additionally, they will provide training, as coaches, to the staff for the inclusion of these skills into all the content areas.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|-------------------------------------|------------------|
| Majikes, Frank | Start: 9/3/2009 Finish: 6/2/2014 | \$530,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|------------------------------------|---|--|
| 2.00 | 2 | 55 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|-----------------------------|------------------------------------|-------------------------------|
|-----------------------------|------------------------------------|-------------------------------|

The faculty will be trained in the cross-curricular inclusion of the Mathematics and English/creative writing standards/anchors in their content area by the mathematics and English/reading coaches.

The Pennsylvania Department of Education recommends that the mathematics and reading/creative writing skills be included in all content areas.

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff

professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|--|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists | <ul style="list-style-type: none"> • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics • Career Education and Work |

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Review of participant lesson plans |
|--|--|

Status: Not Started — Upcoming

Goal: Student Attendance

Description: Student attendance will show a two percent improvement each year. The baseline attendance percentage was 82.14% for school year 2008-2009.

Strategy: Encouraging Better Attendance by Improving the Instructional and Classroom Environment and Developing a More Rigorous Attendance Policy

Description: The staff will be trained in instructional, management, and assessment techniques

as well as in the techniques of how to create an environment that is authentic to the work place. Classroom activities that are meaningful and mirror the real-life conditions that exist in business and Industry will improve the learning environment for the students. As a result of this improved learning environment, attendance will be enhanced. Additionally, more rigorous procedures will be enacted through the rewriting of the attendance policy.

Activity: Shadowing for Teachers

Description: The school will provide opportunities for the faculty to visit and shadow people who work in their respective career fields.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|---------------------------------------|------------------|
| Majikes, Frank | Start: 9/30/2009 Finish: 5/30/2014 | \$13,750.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 55 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|---|--|
| The faculty will experience real world working conditions. | Contacts will be established that allow classroom experiences to foster real world connections. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that |

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists | <ul style="list-style-type: none"> • High school (grades 9-12) | <ul style="list-style-type: none"> • Career Education and Work |

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Journaling and reflecting | <ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Review of participant lesson plans • Review of written reports summarizing instructional activity |
|--|--|

Status: Not Started — Upcoming

Goal: Technologies and Facilities

Description: The goal is to ensure a dynamic and technologically advanced learning environment to keep pace with a continuously changing high-tech industry. The students will be provided with the opportunity to achieve a seamless transition into industry and/or post-secondary education through technologically integrated and educationally advanced training.

Strategy: Maintain a Technologically Advanced Learning Environment.

Description: Measures will be advanced to ensure that the students at the WBACTC have the opportunity to use and be trained in the use of the latest technologies.

Activity: Technology Training for the Faculty

Description: The staff will be trained in the use of the latest educational technology.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--------------------------------------|------------------|
| Majikes, Frank | Start: 9/3/2009 Finish: 4/29/2011 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 1.00 | 2 | 55 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|--|
| The staff will be trained in various aspects of the Skyward software as well as shop specific technology. | The adoption of Skyward by the school requires all staff to be trained on an ongoing basis. Further, shop specific technology training is required in order that the latest equipment and software be used effectively. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff |

professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists | <ul style="list-style-type: none"> • High school (grades 9-12) | <ul style="list-style-type: none"> • Science and Technology • Career Education and Work |

| Follow-up Activities | Evaluation Methods |
|--|--|
| <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Journaling and reflecting | <ul style="list-style-type: none"> • Review of participant lesson plans |

Status: Not Started — Upcoming

Annual Review Process

The professional education committee will meet as required but, no less than twice per year. The committee will review data on program effectiveness and make revisions as necessary. The design is based on the principles that needs must be determined by the individual, be self directed, and provide for individual differences. The plan will be reviewed annually to assure that the plan provides options that allow for both professional and personal growth and collaboration between and among faculty and that the plan supports the attainment of local goals, allows for the application of concepts learned, and addresses certification requirements. These measures are in place to assure that the plan prepares the faculty and staff to fully implement the regulations and standards set forth by BCTE and PDE.

The committee and administration will identify changes in certification requirements and PDE requirements and will modify the plan, as needed, to assure compliance with current regulations and standards. Amendments to this plan will be made by the committee and approved by the joint operating committee.

Documentation verifying participation in any of the noted options will be maintained and reviewed by the administration and the committee. All details of the Professional Education Plan will be developed and approved by the committee. The Joint Operating Committee will review and ratify the plan annually.

To assure the full participation of faculty and staff, an explanation of the Professional Development Plan will be included in the induction activities and reviewed with new faculty members. Reference to the Professional Development Plan and activities associated with the Professional Development Plan will be included in staff development activities. Notice of professional development activities will be provided to faculty and staff members as the school becomes aware of them.

Faculty and staff are encouraged to inform the committee and WBACTC administration of individual professional development needs as they arise and as the opportunities become available.

Funding for professional development is budgeted each year. The amount budgeted for professional development will be consistent with the expressed interest of faculty and staff, WBACTC's annual goals, and the resources available.

Documentation monitoring the participation in professional education activities will be maintained.

Supporting Documents

There are currently no supporting documents selected for this section.

Contact Information

Superintendent or Chief Administrative Officer: Peter Halesey

E-mail: phalesey@wbactc.org

Telephone: 570 822-4131

Fax: 570 823-4304

Appendix B

Entity Information Page

Entity: Wilkes-Barre CTC

Address:

Jumper Rd Plains Twp
PO Box 1699
Wilkes-Barre, PA 18705-0699

Superintendent or Chief Administrative Officer: Peter Halsey

E-mail: phalsey@wbactc.org

Telephone: 570 822-4131

Fax: 570 823-4304

Professional Education Committee Chairperson: Molly Miller

E-mail: mmiller@wbactc.org

Telephone: 570 822-4131

Fax: 570 823-4304

Act 48 Reporting Contact: Frank Majikes

E-mail: fmajikes@wbactc.org

Telephone: 570 822-4131

Fax: 570 823-4304

Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Student Services Report **Monday, September 21, 2009**

Entity: Wilkes-Barre CTC
Address: Jumper Rd Plains Twp
PO Box 1699
Wilkes-Barre, PA 18705-0699

Educational Community

Wilkes-Barre Area Career and Technical Center is a part-time career and technical center which serves students from 10th through 12th grade. WBACTC provides academic and technical education for students from five sending school districts as well as tuition students from non-member districts. Twenty-five programs of study are offered. In addition, the school offers ninth grade programs for both career exploration students, students with IEPs, and an academic enrichment program for socio-economically disadvantaged students without IEPs.

WBACTC, operating since 1972, is a 166,000 square foot facility situated on 41 acres in Plains Township, Pennsylvania and is just north of the city of Wilkes-Barre. The single-level school is fully accessible to all those with special needs. The school is located just off of State Route 315 and is easily accessible from Interstate 81.

WBACTC provided career and technical programs on a half-day basis to 834 students for the 2008-2009 school year. The number includes:

- Wilkes-Barre Area — 297 students
 - Coughlin — 137 students
 - Meyers — 78 students
 - GAR — 82 students
- Pittston Area — 100 students
- Crestwood Area — 84 students
- Hanover Area — 108 students
- Greater Nanticoke Area — 117 students
- Luzerne Intermediate Unit 18 — 75 students
- Other tuition paying school districts not included in the Articles of Agreement — 53 students

As stated above, there are twenty-five career and technical programs of study, an adult practical nursing, and evening programs offered at WBACTC. There are both morning and afternoon sessions which typically consists of ninth and tenth grade students attending the morning session and eleventh and twelfth grade students attending the afternoon session. Morning session students arrive at their home schools and are bused to WBACTC, attend their career/technical classes and are bused back to their sending schools for their academic subjects. Afternoon session students depart their sending schools after receiving their academic subjects and arrive at WBACTC for afternoon career/technical training.

In order to provide strong partnerships with parents/guardians, industry, and community services, WBACTC has established an affiliation with approximately *eighty-two* local industries. These businesses and others have the opportunity to assist and advise WBACTC on curriculum development, changes in technology, and professional pedagogy during the bi-annual Occupational Advisory Committee Meetings. In-house

committees monitor safety, equipment, shop layout, and other areas necessary for the effective delivery of instructional programs.

Capstone and Diversified Cooperative Education, internships, clinical experiences, and summer job placement are available at appropriate times in the students' development. Job shadowing opportunities are also provided throughout the year. Many of these students have gained employment through these school/industry related experiences.

Approximately one half of the students who attend the WBACTC receive a free or reduced lunch. Over 50% of the current WBACTC enrollment is comprised of special populations' students.

Mission

The mission of the Wilkes-Barre Area Career and Technical Center, partnering with its sponsoring districts, community, parents, and students, is to contribute to a high quality career/technical and academic education for its students who, upon completion, are able to become responsible citizens, critical thinkers, successful competitors in a world-wide economy, and possess the skills to be life-long learners.

Vision

The Wilkes-Barre Area Career and Technical Center's vision is to provide the best technical and academic education possible for each student. This will be accomplished by guiding each student in developing the necessary skills and knowledge to meet the demands of our advancing society. We will incorporate good work ethics, foster independence and interpersonal skills, and assist in developing a strong sense of self esteem to prepare our students for the workforce.

Shared Values

All students are lifelong learners.

Students self-esteem will increase as they progress through their chosen career.

Educational planning will reflect the student's diverse background, abilities, interests and needs.

Students, parents, the community and school all contribute to the success of the educational process.

Individual Career and Technical Education programs will be responsive to changes in technology and community workforce needs.

Students will be given the opportunity to specialize within their chosen career paths.

Students will be provided a safe and secure learning environment.

Successful career education needs to be accompanied by academic progress.

Implementation of community and workforce recommendations is critical to the success of the career and technical education programs.

The students' individual rights will be balanced by their civic responsibilities.

Career Technical educators will be highly qualified, competent and motivated in their field of study.

Provide the opportunity for academic support to meet the needs of career and academic standardized testing.

Instructors will be familiar and proficient with the most current techniques and equipment.

Instructors will have the opportunity to undergo continual professional development and training, to insure a quality education for all students.

Strategic Planning Process

The Wilkes-Barre Area Career and Technical Center (WBACTC) is a part-time area career-technical school serving students from five member high schools and additional high schools on a tuition basis. Although the academic subjects are provided to the students at their sending schools and, consequently, state assessment results are attributed to those buildings, the WBACTC supplements the academics by embedding the Pennsylvania State Academic Standards within the school's planned instruction. As a result of this commitment, the WBACTC has placed a high emphasis within its strategic plan strategies to assist the students in achieving the state standards at a high level.

Due to an administrative change at the WBACTC, the current administration was not notified of the time-line for Phase 3 schools to complete their strategic plan. In cooperation with the Pennsylvania Department of Education, an extension was approved in April of 2009. With the plan due by September 30, 2009, work began immediately. It was determined that four reports are due by the September 30, 2009 extension deadline. These reports are: The Academic Standards and Assessment Report; The Professional Education Report; The Teacher Induction Report; and The Student Services Report.

As a requirement for a grant application in 2008, The Educational Technology Report was independently developed and submitted and approved in 2008. Although this report is approved and not required for submission, the WBACTC, during the implementation phase of the entire strategic plan, will treat the Educational Technology Report as a “fluid” document and will make any necessary alterations or additions to assure its congruency with the entire strategic plan.

Any special education students attending the WBACTC are covered by the Special Education Report filed by their home district. Also, the Luzerne Intermediate Unit 18 (LIU 18) rents space from the WBACTC for special education classes. These students are covered by the LIU 18’s Special Education Report. As a result, the WBACTC is not required to submit a Special Education Report.

The director and principal of the WBACTC assumed all responsibilities for the strategic plan and a facilitator was hired by the joint operating committee in early May of 2009. The role of the facilitator is to assure that all components of the strategic plan are in alignment with PDE requirements and assist the subcommittees with their work. The principal and director organized, managed, and were responsible for all committee and subcommittee tasks.

The school staff, both professional and non-professional, were canvassed for membership on the Strategic Planning Team. All that responded were appointed. The remainder of the planning team is comprised of the various constituencies that are necessary for compliance. The joint operating committee selected its own representatives as well as administrators, parents, community/business members and students. Subcommittees were formed for the four required reports. These subcommittees include: The Academic Standards and Assessment Subcommittee, The Professional Education Subcommittee, The Student Services Subcommittee, and The Teacher Induction Subcommittee. Chairpersons and subcommittee assignments were made by participant personal preference. The subcommittee chair and membership assignments for the Educational Technology Subcommittee were continued.

Communication activities were primarily electronic. E-mail provided the core of the communication infrastructure for members of the planning team while the general public was kept informed through the school's website. The school's website was also used to disseminate the surveys and needs assessments both internally and to the general public.

Data collection became the first priority. Baseline disaggregated PSSA, in both mathematics and reading, data was collected from the sending high schools for the students attending the WBACTC. All additional data, including attendance rates and other standardized test results, was available through the school's technology center. Additionally, an online survey was created and distributed, both internally and externally, that collected “process,” "contextual," and “perceptual” data. Also included with the survey, but only for the appropriate constituencies, were a Student Services Needs Assessment and a Professional Education Needs Assessment. This data, along with input

from the staff and planning team determined the initiatives and directions within the strategic plan.

The subcommittees met at various times and, reported their work, to date, to the entire Strategic Planning Committee for consensus. It was the subcommittees that analyzed data and synthesized the strategies suggested by the analysis. It was the responsibility of each subcommittee to report their findings and strategies to the entire Strategic Planning Team. The members of each subcommittee will assume the leadership role in the implementation phase of the strategic plan. Subcommittee members will oversee all activities aligned with their particular subcommittee.

The first Strategic Planning Team meeting was held on June 11, 2009. Consensus was achieved for all reports made by all four subcommittees. Subcommittee work continued throughout July and August for the report sections that were not completed by the June 11th meeting. The final Strategic Planning Team meeting was held on August 13, 2009. The remainder of the strategic plan initiatives were submitted and achieved consensus among all those in attendance.

The final version of the strategic plan was advertised and made available for public scrutiny for thirty days beginning August 21, 2009. On September 21, 2009 the strategic plan was approved by the Joint Operating committee of the WBACTC.

Strategic Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|--------------------|--------------------------------------|----------------------------|---------------------------|
| Bartoli, Al | Diesel Instructor | Secondary School Teacher | Teacher Volunteer |
| George, Tony | School Resource Officer | Other | Joint Operating Committee |
| Halesey, Peter | Acting Administrative Director | Administrator | Joint Operating Committee |
| Joyce, David | Culinary Arts Instructor | Secondary School Teacher | Teacher Volunteer |
| Kozerski, John | Head Start Social Studies Instructor | Secondary School Teacher | Teacher Volunteer |
| Majikes, Frank | Principal | Administrator | Joint Operating Committee |
| Okrasinski, Robert | Community Member | Community Representative | Joint Operating Committee |
| Patton, Amy | School Detention Monitor | Other | Joint Operating Committee |

Current Student Services

| Service/Resource | Description |
|---|---|
| Articulation Agreements | The WBACTC has developed articulation agreements with post secondary schools. These schools include the Luzerne County Community College, Johnson College, the WBACTC Practical Nursing Program, and the Triangle Technical Institute. The schools are also visited by our students throughout the school year. |
| Children Service Center of Wyoming Valley, Northeast Counseling, and The Bridge | These services address the psychological, social, and emotional needs of our students and their families, as well as providing both individual and group counseling and consultation services. |
| CTC and Sending School Guidance Counselors, Attendance Coordinator, In-School Suspension Specialist | Facilitate learning in cooperation with instructors |
| Discipline Policies From Sending Schools | Used as a reference for re-writing a comprehensive CTC discipline policy |
| Diversified and Capstone Cooperative Instructors, Career and Workforce Specialist | Promote and facilitate career pathways and maintain communication with Business and Industry. |
| General Advisory Committee | The WBACTC General Advisory establishes the general and overall rules within which the daily operations of the Center are to be governed. |
| Luzerne County Children and Youth | The Children and Youth Services of Luzerne County provide assistance for reported cases of suspected child endangerment or abuse. |
| Luzerne County Intermediate Unit #18 | Provides student resources, consultation and transition services. |
| Luzerne County Juvenile Probation | The WBACTC has developed a cooperative relationship with the Luzerne County Office of Juvenile Probation in order to meet the needs of our students and their families that have been entered into their program. |
| Luzerne County Workforce Investment Board | The WBACTC has partnered with the Luzerne County Workforce Investment Board to provide opportunities for students in the areas of career development, skill development, and academic development. |
| Occupational Advisory Committee | An Occupational Advisory Committee is in place in each instructional area to facilitate an ongoing improvement in both safety and technological advancements in each field. |
| PA Career Link Luzerne County Pre-Apprenticeship Program | This program provides WBACTC seniors, in the building and construction trades, the opportunity to make contacts with local Unions in their field by entering into an early apprenticeship program. |
| Participating Schools Student Services Departments | Each of our Participating School District Student Service Offices collaborates and cooperates with WBACTC to ensure student success. |

| | |
|--|--|
| Pennsylvania Department of Education | The Pennsylvania Department of Education provides effective administration of the Commonwealth's resources enabling schools to maintain the highest of standards in the delivery of instruction to its students. |
| Plains Twp. Police | The Plains Twp. Police Department assists the in-house school resource officer, as per the memorandum of understanding. |
| Project Mom | The WBACTC has partnered with Project Mom to provide counseling and consultation to pregnant and parenting students and their families. |
| Students Against Destructive Decisions (S.A.D.D.) | The S.A.D.D. program provides students with the best prevention tools possible to deal with the issues of underage drinking, other drug use, impaired driving and other destructive decisions. |
| Teacher Associates, Special Needs Aides, Hall Monitor, School Police Officer | Assist and protect professional staff and students. Facilitate student learning |
| WBACTC Safety Committee | The WBACTC Safety Committee develops and implements a quality safety and health program to safeguard our students and employees. |
| Wyoming Valley Drug and Alcohol | The WBACTC has partnered with Wyoming Valley Drug and Alcohol for counseling and crisis intervention related to the use of illegal and illicit drugs. |

Needs Assessment

Reflections

There are currently no reflections selected for this section.

A school review by the Pennsylvania Department of Education during the 2008-2009 school year indicated that many of the WBACTC students are not proficient in the areas of mathematics and reading. This, coupled with a review of student grades and PSSA scores is a clear indication that our students require more academic enrichment and remediation. There is a need to expand academic support services and instruction throughout the school. This will ensure that each student has the opportunity to overcome any academic deficiency while at the same time enhancing the career and technical education of our students.

After interviewing our instructors and both sending school counselors and our own in-house school counselors we have found a commonality among the students in our building, they are mainly from low socio-economic dysfunctional homes which lack the support system necessary to promote learning. The notion of "doing better than your parents" is something not stressed because of many other factors that exist in the home. There is also a common misunderstanding amongst our students and their families that selecting a career path is enough to succeed in today's world. A greater emphasis must be placed upon having our students realize and understand that there is a symbiotic relationship in the "real world" between choosing a successful career path and having the academic confidence to sustain upon graduation from high school in today's global

economy. The need exists for the WBACTC to expand its services to encourage our students to take advantage of the support systems in place within the school and community and to provide a seamless transition from their chosen career path to the workforce.

A Student Services Needs Assessment was developed as a part of the strategic planning process. The data from this device was available to the Student Services Subcommittee.

Action Plan

Goal: Academic Standards

Description: Academic standards, anchors, and appropriate assessment techniques will be incorporated into the content/shop area curriculum. Students will be afforded every opportunity to increase their proficiency as benchmarks are set by the state.

Strategy: Promote Measures to Increase Academic Achievement.

Description: Strategies will be incorporated into the educational delivery system to enable the students to better achieve the state standards.

Activity: Special Needs Services

Description: Services for special needs population students will be updated and expanded through collaboration with instructors, sending school personnel, parents, and community, educational, and government agencies.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------|---|
| Majikes, Frank | Start: 10/30/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Goal: Collaboration Between School and Community

Description: The goal is to promote new relationships as well as maintain existing partnerships with sponsoring schools, parents/guardians, industry, and community by maintaining and further establishing resources through open, appropriate and professional means of communication. New contacts will be continually sought.

Strategy: Promote and Maintain New and Existing Contacts With the Community

Description: Opportunities will be created to initiate and/or expand communication, collaboration, and educational exchanges with the community and business sector.

Activity: Eighth Grade Tours

Description: WBACTC instructors will interact with potential students through an annual eighth grade tour of the WBACTC facilities and programs.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-----------------|---|
| Majikes, Frank | Start: 1/1/2010 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Goal: Safety and Security

Description: All students will be provided with a safe and secure educational environment. Students will receive ongoing training and testing on shop safety in accordance with applicable federal, state, and school regulations.

Strategy: Increase Safety and Security of All Students, Faculty, and Staff at the WBACTC

Description: Measures will be developed, improved upon, and implemented to ensure the safety of those attending the WBACTC.

Activity: Progressive Discipline

Description: The administration and faculty will Collaborate on revising the student discipline policy.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------|---|
| Majikes, Frank | Start: 9/30/2009 | - |
| | Finish: 5/31/2010 | |

Status: Not Started — Upcoming

Goal: School Counseling Services

Description: An annual review of the comprehensive school counseling program will meet or exceed targets established by a needs assessment.

Strategy: Counselor/Student Interaction

Description: The school counselors will provide a planned approach to meet the individual needs of each diverse student assigned to them throughout the school year.

Activity: Monthly Principal/Counselor Meetings

Description: WBACTC's administration and school counselors will continue to meet monthly with school counselors and administration from sending schools to review procedures and update policies regarding school counseling services for students.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|------------------|---|
| Majikes, Frank | Start: 10/1/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Activity: School Counseling Program

Description: The school counselors will revise and update the comprehensive school counseling program.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|------------------|---|
| Majikes, Frank | Start: 11/2/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Goal: Student Achievement

Description: The goal is to foster the ability in our students to become critical/creative thinkers and lifelong learners who can become contributors to the community through quality career and

academic education. A 2% increase in the percentage of students scoring proficient or better on the PSSA in mathematics and reading will be established as the performance indicator for each of the remaining years of the strategic plan. When 2009 PSSA disaggregated test results are available from member school districts for baseline data, the yearly performance indicators will be set.

Strategy: Improving Student Achievement Through Various Forms of Pedagogy and Assessment

Description: Various assessment and pedagogical strategies will be utilized to enhance the ability of the staff to assess and improve the achievement of the students.

Activity: Enhancing and Enriching Critical Thinking in Mathematics and English/Creative Writing

Description: The JOC and administration will look into the feasibility of hiring a full-time teacher certified in mathematics and a full-time teacher certified in English. Their focus will be on the academic enrichment and enhancement of the critical thinking skills required for Mathematics and English/Creative Writing. Additionally, they will provide training, as coaches, to the staff for the inclusion of these skills into all the content areas.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|-------------------------------------|------------------|
| Majikes, Frank | Start: 9/3/2009 Finish: 6/2/2014 | \$530,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|------------------------------------|---|--|
| 2.00 | 2 | 55 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Wilkes-Barre Area Career and Technical Center | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|--|--|
| The faculty will be trained in the cross-curricular inclusion of the Mathematics and English/creative writing standards/anchors in their content area by the mathematics and English/reading coaches. | The Pennsylvania Department of Education recommends that the mathematics and reading/creative writing skills be included in all content areas. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. |

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|--|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists | <ul style="list-style-type: none"> • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics • Career Education and Work |

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Review of participant lesson plans |
|--|--|

Status: Not Started — Upcoming

Activity: Specialized Curriculum

Description: The faculty will ensure the availability of information in each specialized curriculum, especially to students, parents/guardians, and district personnel.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-----------------|---|
| Majikes, Frank | Start: 1/4/2010 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Goal: Technologies and Facilities

Description: The goal is to ensure a dynamic and technologically advanced learning environment to keep pace with a continuously changing high-tech industry. The students will be provided with the opportunity to achieve a seamless transition into industry and/or post-secondary education through technologically integrated and educationally advanced training.

Strategy: Maintain a Technologically Advanced Learning Environment.

Description: Measures will be advanced to ensure that the students at the WBACTC have the opportunity to use and be trained in the use of the latest technologies.

Activity: Job Shadowing for Students

Description: Contacts will be established that allow classroom experiences to foster real-world connections.

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------|---|
| Majikes, Frank | Start: 11/30/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Narratives

Developmental Services

Counseling Philosophy

The primary objective of the Counselors within the School Counseling Department of the Wilkes-Barre Area Career and Technical Center (WBACTC) is to ensure the successful completion of approved career and technical education programs by students enrolled in Wilkes-Barre Area Career and Technical Center. Successful completion is defined as having completed the required competencies of the career and technical program area and having passed the academic subjects required for graduation.

The school counselors provide student recruitment services, student orientation services, career advisement services, student assessment services, information services, public relations services, planning, placement, and follow-up services to help students for life after secondary education.

School Counselors at the sending high schools within the consortium of schools served by the Wilkes-Barre Area Career and Technical Center constitute one of the most important forces in the overall success of the students enrolled in programs at WBACTC. WBACTC counselors provide scheduling and orientation information to the sending school counseling personnel. Sending school district personnel ensure that students understand the opportunities available to them through the various career and technical education programs offered at WBACTC. WBACTC school counselors assist the sending school counselors in recruiting students for the various programs and ensure that all students have the opportunity to apply to WBACTC.

Once enrolled at WBACTC, the WBACTC counselors provide educational and career counseling services, as well as assisting students in pursuing post secondary education.

Objectives

I. SERVICES RELATED TO INDIVIDUAL ASSESSMENT:

1. To assist all students in developing both short and long term educational careers and goals.
2. To assist all students in understanding the difference between achievement and ability and the relationship between achievement and ability.

3. To assist the students in acquiring an accurate self-concept through test interpretation and self-evaluation.
4. To maintain an accurate student record keeping system of student achievement.

II. SERVICES RELATED TO ORIENTATION AND INFORMATION:

1. To create and assist in the dissemination of information concerning Wilkes-Barre Area Career and Technical Center to current and potential future students.
2. To inform students about counseling services, including the purposes and services available.
3. To create an awareness of economic development and the need for employees, particularly those related to local, state, and national high priority occupations.
4. To recruit students and provide information related to non-traditional occupations, and to provide non-traditional speakers or role models in presenting career information.
5. To provide accurate information about all aspects of each approved career and technical program, and the educational requirements for the specific jobs within these fields.
6. To assist the faculty in providing career outlook and employment data to students.
7. To disseminate information related to the approved Programs of Study offered at WBACTC.

III. SERVICES RELATED TO COUNSELING ACTIVITIES:

1. To assist the sending school counselors in the process of student enrollment, selection and placement.
2. To assist WBACTC students in understanding their aptitudes and abilities.
3. To assist WBACTC students to acquire problem-solving skills.
4. To provide support services and students enrolled in programs non-traditional to their gender.

5. To provide assistance to teachers who have students enrolled in their programs non-traditional to the students' gender.
6. To cooperate with the sending school counselors, students, and parents identifying unmet student needs, and to provide a plan that ensures student needs are met.

IV. SERVICES RELATED TO PLACEMENT AND FOLLOW-UP:

1. To assist students, in cooperation with the career and technical program teacher and the co-operative education teacher, in finding full or part-time post secondary employment in an area related to the student's career and technical training program.
2. To assist students, in cooperation with the career and technical program teacher and the co-operative education teacher, in finding related part-time or summer employment.
3. To assist students in the application and enrollment process for post secondary education.
4. To conduct a comprehensive follow-up study of WBACTC students who have left or graduated from a WBACTC program.

Health Services

Health Services at Wilkes-Barre Area Career and Technical Center are coordinated between the School Nurse who is a Registered Nurse and the sending high schools School Nurses. This ensures continuity of services for our part-time students. The School Nurse coordinates the distribution of prescription medications, as well as care for the health and wellness of our students.

Injury, First Aid and Illness

In the event of an accident or illness occurring, first aid will be administered and the parents will be contacted as warranted. If school personnel are unable to contact the parent/guardian when an emergency arises, the School Nurse will provide medical attention as necessary or contact 911 for emergency medical services.

Any student who is injured or becomes ill notifies his/her teacher immediately. The teacher will contact the School Nurse. The School Nurse or designee will assess the situation and determine a course of action. If students are unable to continue with their education program, the parent/guardian will be notified to transport the student home.

Diagnostic, Intervention and Referral Services

Personnel

WBACTC is supervised jointly by the Administrative Director and a Building Principal and staffed by:

1. Two school counselors
2. Two Certified Cooperative Education Coordinators
3. Certified Career and Technical Education Teachers for each approved program
4. Four Ninth Grade Headstart/Academic Enrichment Teachers
5. Dean of Students
6. Eight Instructional Assistants

Monitoring of Students with IEP's

WBACTC monitors student progress by using electronic grading application software (Skyward) in which progress reports are generated and sent to the parents, sending school district and one copy placed in their file. It is planned by WBACTC that parents will soon have secure access through the Internet to view the child's grades at their convenience. The Itinerant Services teacher meets with students who have IEP's. In addition, the Headstart/Academic Enrichment Instructors and instructional assistants meet with the students to discuss their progress in the career/technical program. The Headstart/Academic Enrichment instructors and instructional assistants have the opportunity to meet the Itinerant Services Teacher to discuss students' progress. The Itinerant Service Teacher also provides information for the IEP to the sending school district special education via email, paper reports, and phone conversations. This way there is collaboration between Wilkes-Barre Area Career and Technical Center and the sending school districts. Monitoring students at WBACTC is both an internal and external process, which is an extensive process keeping the best interest of the students in mind during the process. The information that is shared with the districts helps to make any changes necessary to assist the student via the IEP process. This may include the sending school district providing assistants, talking with the student and providing the appropriate services necessary to ensure student success. The monitoring process assists in making sure students are in an

appropriate placement at Wilkes-Barre Area Career and Technical Center, this process is continuous.

Consultation and Coordination Services

Coordination with Sending Schools and Local Agencies

The relationship of WBACTC and the schools in the WBACTC consortium requires a cooperative and collaborative effort in the area of school counseling or pupil personnel services. The WBACTC school counseling services are implemented cooperatively and evaluated annually to ensure that each student receives the services that they need without duplication. As a result, a great deal of communication takes place between the student's counselor here at WBACTC and the student's counselor at the sending school district.

Meetings between the counselors of the sending schools and WBACTC are conducted monthly. Each sending school assigns one or more counselors specifically designated to work directly with the counselors at WBACTC to ensure a cooperative effort in the area of guidance services. At these meetings, procedures are established and agreed upon concerning scheduling, appropriate placement of students with IEP's, transition of students, program scopes and sequences, approved Programs of Study, ancillary services, special education services, and economic needs.

Student Assistance Program

Wilkes-Barre Area Career and Technical Center serves students from five sending districts and many tuition paying school districts in a half-day delivery system. Therefore, all of our students are served by a Student Assistance Program in their sending school district.

Teacher Referrals

Teachers who notice questionable behavior (e.g., physical, verbal aggressiveness, noticeable changes in personality) in a student should complete the WBACTC Discipline/Guidance Referral Form and send to the student's assigned WBACTC counselor.

The WBACTC counselor will meet with the student to discuss his/her behavior and the underlying reason(s) for it.

The WBACTC counselor will check all items that apply on the Discipline/Guidance Referral Form and return it to the teacher. Alternatively, the

counselor may inform the teacher of the disposition of the counseling session by contacting him/her via phone or in person.

Student Referrals

Students who are concerned about their peers should speak with their teachers and/or WBACTC counselor.

If the student voices his/her concern regarding another student with the teacher, the teacher should complete the Discipline/Guidance Referral Form and send it to the WBACTC counselor.

If the student contacts the WBACTC counselor directly or is sent to him/her by the instructor, the counselor is responsible for contacting the high school counseling office. The Discipline/Guidance Referral Form need not be completed.

Students may also leave an anonymous voice mail referral with the school counselors.

Communication

Information to students and parents/guardians regarding educational opportunities are provided through a variety of venues. These include: the sending or home school guidance department, news releases to the regional media, presentations made in local schools by CTC faculty and students, CTC brochures and publications, CTC presentations to community based organizations, CTC participation in public service projects, CTC involvement in regional economic and educational initiatives, direct mailings and mailing to individual groups of students or parents, parent and student meetings at school, Web accessible daily student progress reporting, invitations to attend events at CTC, Awards Night, and invitations to participate in advisory committees.

The School Nurse works in conjunction with the school counselors, provides information to parents or guardians as appropriate. The school nurse distributes brochures and informational fliers to faculty and students on issues pertaining to the health concerns and wellness of CTC students. The School Nurse also pursues individualized contact via telephone, e-mail or U.S. mail with the parent or guardian. The School Nurse maintains an open line of communication with community health personnel and with the school nurse(s) and health personnel of the sending/home school districts.

WBACTC's communication activities are predominantly related to the career development and overall success of the student. Individual instructors and school counselors integrate the information to be conveyed to the parent into the curriculum. Information to be communicated has a direct or indirect relationship to the curriculum and is relevant to the mission of the WBACTC.

Information to the parents/guardians and the community is communicated through a variety of venues. These venues include the student handbook, school calendar, the school's website, direct mail and individualized letters, telephone calls or e-mails. Handouts and fliers are used to provide parents with additional information. Permission slips for student field trips also include notice of such activities. WBACTC policies and publications extend a public invitation for members of the community to visit WBACTC and to attend special functions held at or sponsored by the WBACTC. Information about the WBACTC is also provided to sending schools for inclusion in the sending schools' newsletters, PA announcements, news releases and documents.

Assurance for the Collection, Maintenance, and Dissemination of Student Records

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures the following:

- The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with § 12.31(a) and § 12.32
- The plan shall be maintained in compliance with § 12.31(b) and made available to PDE in compliance with § 12.31(c)

Assurance for the Operation of Student Services and Programs

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § § 780-101—780-144)
- The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- The Student Services Report complies with § 12.41(b), § 12.41(c), and § 12.42 (consistent with the Early Intervention Services System Act (11 P.S. § § 875-101—875-503))
- Consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

Supporting Documents

Supporting Documents - Attachment

- Wellness Policy

Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Teacher Induction Report **Monday, September 21, 2009**

Entity: Wilkes-Barre CTC
Address: Jumper Rd Plains Twp
PO Box 1699
Wilkes-Barre, PA 18705-0699

Teacher Induction Planning Participants

| Name | Affiliation | Membership Category | Appointed By |
|--------------------|---|----------------------------------|---------------------------|
| Barletta, Nicole | Computer Instructor | Secondary School Teacher | Teacher Volunteer |
| Halesey, Peter | Acting Administrative Director | Administrator | Joint Operating Committee |
| Majikes, Frank | Principal | Administrator | Joint Operating Committee |
| Moran, Sean | Capstone Co-Operative Education Coordinator | Secondary School Teacher | Teacher Volunteer |
| Okrasinski, Robert | Community Member | Community Representative | Joint Operating Committee |
| Piazza, Jeffrey | Attendance Officer | Other | Joint Operating Committee |
| White, Bill | Guidance Counselor | Ed Specialist - School Counselor | Volunteer |

Goals and Competencies

The Wilkes-Barre Area Career & Technical Center Induction Plan provides information and support for new teachers, thereby ensuring an orderly and successful transition through their first year of teaching. Goals of the program are as follows:

- A. To provide a support network to insure the process of transition from an employee at work to a teacher in a school takes place in an orderly manner.
- B. To provide a formal structure through which new staff members may become acquainted with Wilkes-Barre Area Career & Technical Center policies, procedures and resources.
- C. To provide assistance in the development of instructional skills and strategies related to curriculum instruction and classroom management.
- D. To assist new teachers in understanding and fulfilling their role in accomplishing the school's mission, goal and student learning outcomes by helping them do the following:
 - 1) Improve teaching skills
 - 2) Improve knowledge of teaching strategies based on effective teaching research
 - 3) Improve classroom management skills
 - 4) Become acclimated to the school's policies, programs, services and procedures
 - 5) Develop awareness of individual learning styles
 - 6) Develop effective instruction and assessment techniques
 - 7) Develop an effective safety program

Assessment Processes

Based upon school needs identified through the Strategic Planning process, and new employee needs identified by the Induction Committee, this Induction Plan has been created to provide various professional development opportunities for all new educators. These activities will enhance their knowledge, while allowing them to become more effective teachers. Suggestions for topics and activities arose from sources including surveys from mentors and inductees, discussions with other Induction Team members, parents, students, community members, members of our participating school districts, and input from teachers who have recently completed the program.

Most career and technical teachers do not follow the traditional baccalaureate teacher education program. Instead, most enter the profession through non-traditional pathways. Through a collaborative venture with Temple University, educators receive professional education related to the fundamentals of teaching. Through this induction program, the Wilkes-Barre Area CTC will supplement this formal coursework with information, in-service programs, and mentoring related to the day-to-day needs of the individual teacher.

Of critical importance to the Wilkes-Barre Area CTC is that new teachers understand the importance of safety practices in the operation of all equipment, the alignment of tasks with state academic standards (as well as national industry standards), the process for student credentialing and certification, research-based industry practices, and the Code of Professional Standards and Conduct for Educators.

Throughout the school year, both the inductees and mentors will complete various assessment instruments to monitor the progress of new teachers. Based upon these assessments, support will be provided to inductees to meet specific needs. At the end of the school year, the Teacher Induction Council will review the program checklist and approve the satisfactory completion of the program by each new educator. Documentation will be kept on file, and will be approved by the Joint Operating Committee of the Wilkes-Barre Area CTC.

Mentor Selection

SELECTION AND FUNCTION OF MENTOR TEAMS

Membership

The mentor team shall consist of two (2) members of the administration and one mentor teacher for each inductee. Other staff members will be involved as needed.

Selection Procedures

Any teacher or regular mentor team staff member may volunteer to participate in this program. Selection of teachers will be based upon past performance in the classroom, involvement in school activities, willingness to serve on this committee, and any mandated requirement as set forth by the Pennsylvania Department of Education.

Selection Criteria for Mentor Team Teachers

- A. Completed three years of successful teaching experience at the Wilkes-Barre Area Career & Technical Center.
- B. Level II Certification.
- C. Display a positive attitude toward Career & Technical Education.
- D. Demonstrate competence in instruction, classroom management and planning.
- E. Desire to provide assistance to first-year teachers outside the classroom environment.
- F. Other recommended criteria include:
 - 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) Compatible schedules so the mentor and inductee can meet regularly
 - 9) Approved to serve as a mentor teacher by the entire teacher induction committee.

Functions of Mentor Team

- A. Introduce first-year teacher to the faculty.
- B. Familiarize first-year teacher to the building and grounds.
- C. Provide material and analysis of:
 - 1) Philosophy.
 - 2) Chapter 4 Curriculum Guidelines.
 - 3) Strategic Planning.
 - 4) Faculty Handbooks.
 - 5) Formulation of Craft Advisory Committee.
 - 6) Review classroom and instructional management principles.
 - 7) Detail school/community/parent/teacher relations.
 - 8) Explain areas with special interests and needs.
 - 9) Explain opportunities for neighborhood/community contact outside formal teaching role.
 - 10) Review professional practice and conduct for educators.

Roles and Responsibilities

A. Administration

- 1) Insure that the induction program is completed
- 2) Participate in scheduled activities
- 3) Submit reports to the Department of Education when required
- 4) Plan and schedule induction meetings and activities
- 5) Identify training needs for support teachers
- 6) Conduct the orientation program
- 7) Evaluate and modify the induction program

B. Inductee

All participants in the induction program should be aware of their following responsibilities:

- 1) Attend all orientation activities that include beginning teacher seminars and activities.
- 2) Communicate needs to respective mentor teacher and/or induction team members.
- 3) Observe experienced teachers/specialists in their educational setting.
- 4) Meet regularly with your mentor teacher.
- 5) Participate in the evaluation of the annual review of the teacher induction plan.
- 6) Maintain a journal of your activities completed.
- 7) Make an effort to implement suggestions or recommendations made by the mentor teacher or induction team members.
- 8) Strive to obtain professionalism
- 9) Complete teacher induction Appendix A and all additional appendix's required to be completed.

C. Mentor Teachers

The criteria for the selection of the mentor teacher will include the following:

- 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) Compatible schedules so the mentor and inductee can meet regularly

Specific mentor responsibilities should be specified and may include:

- 1) Facilitate a good start to the year.
- 2) Meet with the inductee regularly.
- 3) Model good instructional practices.
- 4) Observe the inductee.
- 5) Offer suggestions for improvement.
- 6) Provide professional and personal support.
- 7) Maintain a confidential relationship with the inductee.
- 8) Serve as a liaison.
- 9) Aid the inductee in meeting the goals and objectives of the Induction Program.
- 10) Make suggestions to help first-year teachers organize and manage the classroom.
- 11) Participate in all scheduled activities.
- 12) Evaluate and modify the induction program

Provide assistance and guidance to first-year teachers. Properly selected and trained mentors are critical to success of the induction program. Therefore, mentors will meet with other mentors to discuss mentoring issues and receive training in:

- 1) The purpose of the induction program and the role of a mentor.
- 2) Communication skills.
- 3) Listening skills.
- 4) Coaching and conferencing skills.
- 5) Effective teacher/specialist skills.
- 6) Problem solving.
- 7) Knowledge of adult learning and development.

The program includes a study of the Code of Professional Practice and conduct for educators. The Code of conduct is reprinted in the “Activities and Topic” section of the Teacher Induction Report as Appendix L.

Among the topics to be covered in the induction plan (as outlined in Standard #4) is the Code of Professional Practice and Conduct for Educators Instruction Manual published by the Professional Standards and Practices Commission (January, 1995). This manual will be reviewed within the first 90 days of employment each year in which there is an inductee.

Records of participation are maintained.

At the end of the school year, the council will review the Teacher Induction Program Checklist (Appendix J). If the review is satisfactory, signatures of completion will be affixed to the checklist. Copies of the checklist will be held in the central file of the CTC, personnel file of the inductee, and duly recorded in the minutes of the public meeting of the Board of Education/JOC.

The design and content of the program are described as follows:

- A. The Administration will provide an orientation program to first year teachers and first year long-term substitute teachers during the five additional days prior to the start of the school year. See Appendix "C."
- B. First year teachers will participate in a Teacher In-Service Program with the entire staff prior to the start of the school year. See Appendix "D."
- C. The Administration will provide an on-going Staff Development Program for all teachers to strengthen their instructional skills. See Appendix "E."
- D. A Support Council will be formed to provide additional resources and assistance to the first year teacher.
- E. First year teachers, as well as all regular teachers will be encouraged to participate in workshops to up-date their skills in new technology, procedures, and techniques in their respective career & technical program. When possible, visitations to other CTC schools will be scheduled.
- E. First year teachers, along with regular teachers, will attend all faculty meetings scheduled which are designed to keep staff updated on all procedures and functions. See Appendix "F."
- F. In addition to the In-Service and staff development programs, the mentor team will schedule meetings throughout the school year to discuss the following:
 - 1) Teacher supervision-evaluation
 - 2) Student grade procedures
 - 3) Textbook requisitions
 - 4) Advisory Committees
 - 5) Public relations
 - 6) Other items of concern

APPENDIX B

WILKES-BARRE AREA CAREER & TECHNICAL CENTER TEACHER INDUCTION

INDUCTEE SELF-EVALUATION FORM

Welcome to the Wilkes-Barre Area Career & Technical Center!

The year ahead will be a busy one adapting to a new environment. Your mentor teacher and mentor team will be working with you to make your transition into the school as

smooth and professionally rewarding as possible. This self-evaluation form is the first step in getting you acquainted with our school.

NAME _____ DATE _____

SCHOOL ASSIGNMENT _____ PROGRAM AREA _____

1. Is there anyone you would like to meet with prior to the beginning of the school year?
(Administrator, building principal, guidance, subject matter supervisor(s), department head, maintenance personnel, other _____).
2. Your first day in the CTC can be used to provide assistance in areas you consider important. Indicate what those areas would be.
3. Grade level and subject matter assignments:
 - a) Have you been notified of your grade level assignment?
 - b) Have you been notified of your subject matter responsibilities?
 - c) Have you encountered any problem obtaining manuals, teachers' guides or other subject area materials necessary in developing lesson plans?
 - d) Is there any major subject matter supervisor(s) you wish to meet with before the opening of school?
4. Is there any information about your job that you would request information on? Please indicate.
5. Below is a list of topics that can be of help in assessing your immediate needs. Check off the items that you are in need of advice.
 - a) Subject matter support
 - b) Class management advice
 - c) Instructional techniques
 - d) Building familiarity
 - e) Neighborhood and community familiarity
 - f) Professional faculty contact
 - g) University or college information
 - h) Certification clarifications
 - i) Teacher organization contacts

Personal needs

- a) Locating living quarters

b) Shopping area

Other (Explain)

APPENDIX C

WILKES-BARRE AREA CAREER & TECHNICAL CENTER TEACHER INDUCTION

FIRST YEAR TEACHER ORIENTATION PROGRAM CURRENT SCHOOL YEAR

DAY 1

Introduction to Wilkes-Barre Area Career & Technical Center

1. Teaching Requirement

- Welcome
- Certification and Teacher Induction Program
- Health Requirements and Employee Background Checks

2. Contract

- Pay, Benefits and Personal Leave Days

3. Faculty Handbook

- Daily Schedule
- Breaks
- Conference Request
- Request to Leave School
- Staff Committees

4. Teacher Supervision and Evaluation

LUNCH

5. Organization of Shop and Facilities

- Inventory of Equipment
- Purchase Order Requisitions

- Stock requisitions
- Use of telephones
- Custodial/Maintenance Requests
- Facilities Damage Report

6. Tour of the Facilities

7. Shop Preparation

8. Question and Answer Period - Studio B

DAY 2

1. Survival Skills for New Teachers

2. Class Management and Techniques

3. Competency Based Curriculum (refer to Program Review Outline)

- Elements of a Planned Course
- Lesson Plans and Strategies
- Criteria for Evaluation

4. Elements of a Planned Course

- Scope and Sequence
- Course Outline
- Task Listing
- Performance Objective
- Lesson Plans

LUNCH

5. Elements of a Planned Course

6. Shop Preparation

7. Question and Answer Period

DAY 3

1. Fund Raising Activities

2. Audio Visual Materials and Requests

3. Classroom Library, Texts and Reference Books
4. Student Organization Fund Raising Activities
5. Use of Multi-Media Center and Equipment, Channel 1
6. Capstone Co-Op and Diversified Co-Op Programs

LUNCH

7. Advisory Committees
8. Student Support Services
 - Learning Facilities
 - Guidance Counselor
 - Teacher of Cooperative Education
9. Federal and State Mandates
 - MSDS
 - Teacher Induction
 - Other
10. Substitute Teachers
11. Shop Preparation
12. Dean of Students
13. Harassment Policies
14. Act 48
15. Question and Answer Period

DAY 4

1. Student Handbook
 - Lockers
 - Hall Passes
 - Student Driving

- Discipline Code
- 2. Field Trips
- 3. Safety and Teacher Liability

LUNCH

- 4. Student Rights and Responsibilities
 - Corporal Punishment
 - Searches
 - Computer Usage Contract
 - Cell Phone Use
- 5. Student Attendance and Records
 - Emergency Cards
 - Permanent Record Cards
- 6. Professional Association
- 7. Shop Preparation
- 8. Question and Answer Period

DAY 5

- 1. Shop Preparation
- 2. Fire Drill Evacuation
- 3. Question and Answer Period

APPENDIX D

WILKES-BARRE AREA CAREER & TECHNICAL CENTER TEACHER INDUCTION

TEACHER IN-SERVICE AUGUST - CURRENT SCHOOL YEAR

| | | |
|-----------|---|--------------------------|
| 8:00 A.M. | - | Current Topics |
| 12 Noon | - | Lunch |
| 1:00 P.M. | - | Continued Current Topics |
| 3:00 P.M. | - | Adjournment |

WILKES-BARRE AREA CAREER & TECHNICAL CENTER TEACHER INDUCTION

IN-SERVICE DAY ADMINISTRATORS' TOPICS

The pages listed following each administrator's topic are found in the Instructor/Administrator Handbook and should be reviewed by all instructors.

Mr. Peter Halesey — Acting Administrative Director

- Textbooks received during summer months
- Act #116, eye protection devices (two copies in folders)
- Book Inventory (copy in folder)
- Policy for discarding obsolete text and reference books
- Procedures for requisitions & purchasing of non-bid materials
- Guidelines - tools and tool crib
- Tool Equipment Disposition Record
- Storage shed, storage rooms & accessory room assignments
- Use of WBACTC facilities
- Lockers
- Lock Disposition Record
- Policy for class visitation
- Lock inventory (two copies in folder)
- State Right to Know Law

- Surplus property received during summer months
- Student organizations
- Open House
- Teacher absence & substitute request
- Substitutes
- Building Maintenance

Mr. Majikes, Principal

- Right To Know Law
- Daily schedule
- Policy on child abuse and child neglect
- Early dismissal policy
- Student driving policy
- Sending students to school nurse
- Visitors
- Telephone calls
- Special needs programs
- LIU18 use of the building
- Occupational/General Advisory Committees

Mr. Majikes, Principal

- Teacher information to outside organizations
- Student information to outside organizations
- The School Store
- Teacher Induction
- Faculty duty assignments
- Parking roster
- Student schedule procedure
- Student tour roster
- PDE information
- Fund raising activities
- Awards Day
- Outside publicity
- Parents Information Night
- Student Testing

Business Office: Mrs. Anne Kline, Business Manager, Mrs. Teresa Rostock, Bookkeeper/Financial Aide Asst./Asst. Purchasing Agent/Cafeteria Mgr., Mrs. Karen Jones, Asst. Cafeteria Mgr., Bulk Purchasing/Bookkeeper Payable & Receivable/Asst. Payroll Clerk

- Payroll
- Benefits
- Free & Reduced Lunch Program

- Student insurance
- Inventory
- Credit Union participation

Mr. Anthony Testa, Dean of Students

- Policy on student discipline

Mr. Bill Christian, Technology Coordinator

- Attendance
- Grade Reporting
- Grading Criteria
- Skyward Training

Mrs. Mary Beth Pacuska, LPN Coordinator

- Benefits of Accreditation

NOTE: Topics in Appendix D are listed in the Instructor's Administration Handbook. A copy is included with this document.

APPENDIX E

**WILKES-BARRE AREA CAREER & TECHNICAL CENTER
TEACHER INDUCTION**

ON-GOING STAFF DEVELOPMENT PROGRAMS

Three hours each month

September of current year to June of following year:

- Awareness of individual differences
- Grouping for instruction
- Interpersonal skills and relations

- Communication (two ways)
- Parent/community participation
- Special education policies and procedures
- Pupil motivation and incentive system
- Alternate methods of control
- Public relations
- Knowing the community
- Professional growth and development

APPENDIX F

WILKES-BARRE AREA CAREER & TECHNICAL CENTER TEACHER INDUCTION

AGENDA ITEMS - FACULTY MEETINGS

- Professional Development & Teacher Induction Plans, new concepts in curriculum and assertive discipline.
- Information Items.
- Open House, budget discussion and enrollment.
- Discussion and dates of SADD assemblies, Open House, budget discussions.
- School store, faculty acknowledged for cooperative efforts, learning disabled students in shops, public relations, and Act 80 Days.
- A Special meeting for teachers having special needs and adult students.
- Informational items.
- Discussion on Tech Prep.
- Informational items.

- Awards Day planning, revision of drug policy, discussion on drugs and sub-culture, faculty commended on cooperation.
- Seating arrangements for assemblies, MSDS information distributed.
- SADD activities schedule, discussion on General Advisory Committee meeting.
- Craft Advisory meeting.
- Student Tours.
- Informational items.
- United Way Campaign.
- Notary Public, Substitutes, Craft Advisory Committee Meetings, Public Address System, and Medical forms.
- Recruitment and enrollment.
- In-Service meetings

APPENDIX J

**WILKES-BARRE AREA CAREER & TECHNICAL CENTER
TEACHER INDUCTION**

RESOLUTION OF APPROVAL-TEACHER INDUCTION COMMITTEE

| | APPROVED | DISAPPROVED |
|-------------------|-----------------|--------------------|
| Peter Halesey | _____ | _____ |
| David Namey | _____ | _____ |
| Frank Majikes | _____ | _____ |
| Mary Beth Pacuska | _____ | _____ |
| Deza Rae Height | _____ | _____ |

| | | |
|-------------------|-------|-------|
| Sean Moran | _____ | _____ |
| Molly Miller | _____ | _____ |
| Anthony Vestyck | _____ | _____ |
| Peter Holland | _____ | _____ |
| Kimberly McGinley | _____ | _____ |
| Peter Lishnak | _____ | _____ |

Date: _____

Activities and Topics

ACTIVITIES AND TOPICS FOR THE NEW TEACHER

Program Content

In addition to a review of the Code of Professional Practice and Conduct for Educators (see Appendix L); new employees will be introduced to the following areas during the induction period:

A. Teacher Induction Plan Mentor Guidelines

1. Oversees and arranges inductee's meeting with members of induction team.
2. Preparation of classroom/shop
3. Teacher Handbook
 - a) School calendar
 - b) Time schedule
 - c) Policies
 - d) Grading System
 - e) Mid-quarter evaluations
 - f) Attendance
 - g) Health and safety
 - h) Community relations
 - i) Administrative procedures

- j) Professional development
- 4. Student Organizations.

When possible, the mentor should serve as the advisory of the inductee's Skills USA/DECA/FFA and or HOSA program for the first year.
- 5. Competencies.
- 6. Cooperative Vocational Education.
- 7. Advisory Committee.
- 8. Review Professional Contract.
- 9. Open House/Public Awareness.
- 10. Certificate Awards/Awards Assembly
- 11. Teaching Skills
 - a) Effective questioning
 - b) Planning skills
 - c) Learning styles
 - d) Planning and presenting demonstrations
 - e) Planning and presenting discussions/lectures
 - f) Factors effecting teaching and learning
 - g) Classroom discipline
 - h) Motivating students
 - i) Individual student differences
 - j) Accommodating the slow learner
 - k) Assessing students
 - l) Effective interaction with parents
 - m) Organizing class work
 - n) General organization and record keeping

B. Teacher/Specialist Development

- 1. Professional Association
 - a) Local
 - b) State
- 2. Institutions
 - a) Universities
 - b) Colleges
 - c) Intermediate Units

3. Act 48 Requirements

C. Effective Classroom Management

1. Observation and review by the administration.
2. Preview of recommended procedures outlined by the CTC T.I.P.S. program
3. Meeting with school assigned mentor teacher
4. Professional library recommendation for reading on classroom management

D. Instructional Delivery Techniques

1. Providing subject matter handbooks or study where appropriate.
2. Survey of books, materials, and manuals of instruction prior to the opening of school.
3. Meeting with mentor teacher.
4. Observation and demonstration lessons by major subject matter teachers.
5. Field trip manuals and resource manuals available.
6. Development of three year curriculum.

E. Student Assessment

1. Periodic evaluation of student competencies.
2. NOCTI.
3. Other assessment resources.

F. School/Community Relations

1. Program Advisory Committees.
2. Scheduled parent-teacher conference.
3. Student organizations.
4. Community volunteers.
5. Demographic surveys of community and its environment.
6. Social/economic/cultural analysis of community.
7. Location of major institutions, churches, municipal and county institutions, courthouse, hospitals, colleges and universities.

G. Professional Communications

1. Inductee to administrative and supervisory staff.
2. Inductee to mentor teacher and mentor team.
3. Inductee to faculty.
4. Inductee to support staff.
5. Inductee to professional association

APPENDIX L
(Revised July, 2008)

WILKES-BARRE AREA CAREER & TECHNICAL CENTER
TEACHER INDUCTION

Teaching in PA

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 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.

Section 2. Introduction

(a) 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 are 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).

(b) 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.

Section 3. Purpose

(a) 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.

(b) 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.

Section 4. Practices

- (a) 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.
- (b) Professional educators are expected to abide by the following:
- (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
 - (2) 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.
 - (3) Professional educators shall maintain high levels of competence throughout their careers.
 - (4) 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 or 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.
 - (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
 - (7) 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.
 - (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
 - (9) 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 and compelling professional necessity as determined by the professional educator.
 - (10) 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.

Section 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.

Section 6. Legal obligations

(a) 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.

(b) The professional educator may not engage in conduct prohibited by:

(1) 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.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § 401-413), known as the Public Official and Employee Ethics Law.

(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.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1) 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 be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employee.

(4) Use coercive means or promise special treatment to influence professional decisions of

colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

Evaluation and Monitoring

The continuing Inductee Needs Assessment instrument (Appendix A) is the primary evaluator in assessing the teacher's progress.

The Inductee Self-Evaluation Form (Appendix B) is the initial instrument used in assessing the concerns of the beginning teacher prior to entrance into the teacher induction program.

The physical and intellectual attributes identified on this form must be acquired quickly in order to become an effective classroom teacher.

Each semester, the induction council, mentor teacher, and the inductee will meet and prepare a cumulative assessment of needs of the inductee by utilizing this inductee needs assessment form.

Appendix "G" contains a copy of the teacher Self-Evaluation form that will be completed by the inductee at the conclusion of the Teacher Induction Program.

At the end of each school year in which an inductee participated in the Teacher Induction Program, the induction council will complete an evaluation form for the Teacher Induction Program. A meeting will be scheduled prior to the end of the school year to modify the program based upon the recommendations of the council. Appendix "G" contains the evaluation form for the first-year teacher and Appendix "H" contains the

Induction Council Evaluation form. The Teacher Induction Program will be revised if necessary, based on the findings of the Support Council Evaluation Form.

APPENDIX A

WILKES-BARRE AREA CAREER & TECHNICAL CENTER TEACHER INDUCTION

INDUCTEE NEEDS ASSESSMENT

Teacher Name _____

Directions: This form is to be completed and reviewed each semester by the mentor teacher at a regular scheduled Teacher Induction Committee Meeting as a cumulative assessment of needs.

Symbols for Assessment: M - Mastered Skills; P - Progressive Skill Development;
T - To be further studied.

Semester
1 2

1. Classroom Management Skills:

- a) Organizing the classroom and materials for effective use of time and space
- b) Establishing techniques for handling non-instructional tasks in a short time and with the least intrusion upon instruction
- c) Establishing expectations for student behavior
- d) Establishing classroom procedures beginning with the first day
- e) Understanding what student engaged time is and evoking, guiding, and monitoring student engaged time

f) Understanding the school climate, research and its impact upon student behavior, attendance, engagement and achievement and understanding techniques for establishing a positive climate

g) Affirmative techniques for classroom discipline

2. Instructional Delivery Skills:

a) Using praise; positive emphasis

b) Motivating students

c) Monitoring student progress

d) Using active teacher and direct instruction models

e) Emphasizing academic and learning skills

f) Adjusting to different teaching styles/learning styles

g) Asking questions frequently, pausing for answers

h) Recognizing and providing for individual differences

i) Setting instructional goals and expectations

j) Using diagnostic/prescriptive teacher

k) Providing meaningful feedback.

l) Using purpose-setting, demonstration, practice, recitation and review

m) Employing decision-making skills in teaching

n) To have the professional knowledge to make decisions

3. Relationships with Children, Family, Colleagues and Community:

a) Using praise

b) Interacting with all students equally

- c) Understanding the impact of positive teacher expectations upon student achievement and maintaining high expectations for all students...case by case basis
- d) Using techniques for expressing positive expectations to each student and the class as a whole
- e) Gathering an awareness of prior learning
- f) Using student team learning techniques
- g) Understanding and promoting a positive self-image
- h) Understanding the problems of students at risk, students with learning problems, disabilities and other special needs

4. Understanding the Family:

- a) Identifying and using the strengths of the student, family, neighborhood and culture in instructional activities.
- b) Knowing the techniques of how to draw families into the educational scheme.
- c) Knowing the technique of how to get a home curriculum that will increase student achievement for homebound students.
- d) Understanding the role of parental involvement in student achievement.

5. Understanding the Community:

- a) Understanding racial and cultural differences.
- b) Arranging for home visitations.

6. Entering the Profession:

- a) Understanding the effective school research and the contribution of each school staff member in making an effective school

- b) Understanding the effective teaching literature and identifying techniques for incorporating that knowledge into teaching
- c) Receiving and using educational research professional literature, and other resources (such as ERIC to maintain effective teaching strategies)
- d) Using the expertise and successful experiences of other teachers or professional colleagues

APPENDIX B

**WILKES-BARRE AREA CAREER & TECHNICAL CENTER
TEACHER INDUCTION**

INDUCTEE SELF-EVALUATION FORM

Welcome to the Wilkes-Barre Area Career & Technical Center!

The year ahead will be a busy one adapting to a new environment. Your mentor teacher and mentor team will be working with you to make your transition into the school as smooth and professionally rewarding as possible. This self-evaluation form is the first step in getting you acquainted with our school.

NAME _____ DATE _____

SCHOOL ASSIGNMENT _____
PROGRAM AREA _____

1. Is there anyone you would like to meet with prior to the beginning of the school year? (Administrator, building principal, guidance, subject matter supervisor(s), department head, maintenance personnel, other _____).
2. Your first day in the CTC can be used to provide assistance in areas you consider important. Indicate what those areas would be.
3. Grade level and subject matter assignments:
 - a) Have you been notified of your grade level assignment?
 - b) Have you been notified of your subject matter responsibilities?

- c) Have you encountered any problem obtaining manuals, teachers' guides or other subject area materials necessary in developing lesson plans?
 - d) Is there any major subject matter supervisor(s) you wish to meet with before the opening of school?
4. Is there any information about your job that you would request information on? Please indicate.
5. Below is a list of topics that can be of help in assessing your immediate needs.

Check off the items that you are in need of advice.

- a) Subject matter support
- b) Class management advice
- c) Instructional techniques
- d) Building familiarity
- e) Neighborhood and community familiarity
- f) Professional faculty contact
- g) University or college information
- h) Certification clarifications
- i) Teacher organization contacts

Personal needs:

- a) Locating living quarters
- b) Shopping area

Other (Explain)

APPENDIX G

**WILKES-BARRE AREA CAREER & TECHNICAL CENTER
TEACHER INDUCTION
EVALUATION FORM - FIRST YEAR TEACHER**

1. Did this program provide you with adequate support and assistance during your first year of teacher at Wilkes-Barre Area CTC?
2. What could be added to or deleted from the program to make it more beneficial to a first year teacher?
3. To what extent did we meet the following objectives?

Good Fair Poor

- a) Provided orientation to Wilkes-Barre Area CTC policies and procedures?
- b) Provided a formalized support system for the first year teacher?
- c) Provided assistance in the development of?
 - Curriculum?
 - Instructional Strategies?
 - Classroom Management?

Signature

Date

APPENDIX H

**WILKES-BARRE AREA CAREER & TECHNICAL CENTER
TEACHER INDUCTION**

EVALUATION FORM - SUPPORT COUNCIL

1. Do you feel the Teacher Induction program was successful?
2. List the recommendations to improve the program for the next school year?
3. To what extent do you feel the support council was beneficial?
4. Would you be willing to serve another year on the support council?
5. To what extent did we meet the following objectives:

Good Fair Poor

a) Provided orientation to Wilkes-Barre Area CTC's policies and procedures?

b) Provided assistance in the development of:

- Curriculum?
- Instructional strategies?
- Classroom management?

c) Provided a support system for the first year teacher.

Signature

Date

Participation and Completion

At the end of the school year, the Teacher Induction Program Checklist (Appendix I) will be reviewed by the council. If the review is satisfactory, then signatures of completion will be affixed to the checklist. Copies of the checklist will be held in the central file of the Wilkes-Barre Area Career and Technical Center, personnel file of the inductee, and duly recorded in the minutes of the public meeting of the Board of Education/Joint Operating Committee.

APPENDIX I

WILKES-BARRE AREA CAREER & TECHNICAL CENTER TEACHER INDUCTION

CHECKLIST

First Year Teacher _____

Program _____

Activity

Completion Date

Principal's Signature

Orientation Program

Introduction to WBACTC _____

Instruction _____

Curriculum Development _____

Student Responsibilities _____

Shop Preparation _____

Review of Professional Practice
and Conduct for Educators _____

Teacher In-Service

Policies and Procedures _____

Classroom Management _____

Student Motivation _____

Student Development

ADAPT - Special Education
Strategies - _____

Identifying Learning Styles _____

Assertive Discipline/Motivation _____

Curriculum Development _____

Support Council Meetings

Teacher Evaluation _____

Student Grading Procedures _____

Textbook Requisitions _____

Advisory Committee _____

Specialized Workshops _____

Completion of the Teacher Induction Program:

We, the undersigned, agree that _____ has completed all requirements of the Wilkes-Barre Area Career & Technical Center Teacher Induction Program on this _____ day of _____, _____ .

Administrative Director

Support Teacher

Supervisor Career/Technical Education

Support Teacher

Principal

Support Teacher

Other

Support Teacher

Other

Support Teacher

Other

Mentor Teacher

Other

First Year Teacher