



**Carbon Career & Technical Institute  
New Teacher Induction Program  
Updated: December 2025**

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**Year 1 Training Plan**

**Year 2 Training Plan**

Each new teacher is required to participate in a year-long training program which will introduce the new hire to the policies, processes, and procedures of CCTI. The training plan covers topics and activities designed to develop the professional knowledge and skills of the inductees.

Returning second-year new teachers will participate in a continued training program focusing on observation and reflection of best practices.

**August  
Day 1**

Administrative Orientation

**Administrative Director and Director's Secretary**

- A. Welcome
- B. Introduction of administrators and administrative office staff
- C. Building tour
- D. Defining the student population and sending districts
- E. CCTI's Mission and Goals
- F. General information packets, W Drive introduction
- G. Emergency certification process (if applicable), TIMS, and CPE Tracker
- H. Review of clearances and Act 48 requirements
- I. Primer on online forms, website overview

**Business Administrator and Business Office Staff**

- A. Introduction of business office staff
- B. Onboarding paperwork
- C. Salary and benefits - distribute a copy of the collective bargaining agreement
- D. Business office procedures and timeline

**Director of Technology and Technology Staff**

- A. General information and overview of all software, hardware, and network resources available to students and staff
- B. Login information for CCTI technology programs
- C. PowerSchool overview
- D. Google Classroom overview

not applicable

	<ul style="list-style-type: none"> <li>E. Review of technology policies and procedures, including help desk requests</li> <li>F. Acceptable Use Policy review and sign off</li> <li>G. Review of photocopier use procedures and print locations</li> <li>H. Overview of the SchoolMessenger notification system and confirmation of each inductee’s emergency contact phone number(s)</li> </ul> <p><b>Facilitator of Special Education</b></p> <ul style="list-style-type: none"> <li>A. Basic special education and 504-related items/sample IEP and 504 accommodation pages, ways to support students</li> </ul> <p><b>Principal</b></p> <ul style="list-style-type: none"> <li>A. Curriculum</li> <li>B. VectorSolutions training requirements</li> <li>C. Faculty handbook</li> <li>D. Observation forms</li> <li>E. Schedules (class, A/B, etc.)</li> <li>F. Mentor information</li> <li>G. Distribute CCTI Student/Parent Handbook and Course Handbook</li> </ul> <p><b>Building and Grounds Supervisor</b></p> <ul style="list-style-type: none"> <li>A. Review use of CCTI phone system and set up voicemail greeting</li> <li>B. Issue an access card</li> <li>C. General review of the Crisis Guide found in each classroom</li> <li>D. Review of maintenance request procedures and daily classroom upkeep</li> <li>E. Emergency procedures/ ALICE overview</li> </ul>	
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>August Day 2</b>	<p><u>Administrative Orientation</u></p> <p><b>Director of Technology and Technology Staff</b></p> <ul style="list-style-type: none"> <li>A. Technology check-in</li> <li>B. SmartPass overview, tutorial</li> <li>C. Any additional access needed</li> </ul>	not applicable

	<p>D. AI and its use in the classroom - both for teachers and students</p> <p><b>Principal and New Teacher Mentors</b></p> <p>E. VectorSolutions training</p> <p>F. Classroom preparation</p> <p>G. Time with new teacher mentor, checklist provided, induction program overview</p> <p><u>CCTI's Education Association Introduction</u></p> <p><b>CCTI's Education Association Union Officers</b></p> <p>A. Welcome, general information</p>	
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>August Day 3</b>	<p><u>Administrative Orientation</u></p> <p><b>Principal</b></p> <p>A. Curriculum, including unit and lesson planning</p> <p>B. Assessment strategies and grading</p> <p>C. Instructional strategies and requirements</p> <p>D. Co-teaching and in-class support</p> <p>E. Classroom management and student behavior expectations</p> <p>F. Student discipline procedures, including PowerSchool use and trauma-informed discipline</p> <p>G. Communicating with families</p> <p>H. Act 13 and observation/evaluation process and Charlotte Danielson Framework</p> <p>I. Duty schedule, mandatory evening events</p> <p>J. JOC policies</p> <p>K. Emergency substitute plans</p> <p><u>New Teacher Mentor Session</u></p> <p><b>New Teacher Mentors</b></p> <p>A. Classroom preparation</p> <p>B. Preparing for the first day of school</p> <p>C. Gradebook set up</p> <p>D. Safety sign-off sheets and other forms needed from students</p>	not applicable

	<ul style="list-style-type: none"> <li>E. Ordering supplies, Amazon orders, WB Mason orders</li> <li>F. Purchase orders and reimbursement requests</li> <li>G. Work to complete the checklist</li> </ul>	
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>September Session 1</b>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Administrative Team</b></p> <ul style="list-style-type: none"> <li>A. Review the schedule of the new teacher induction program sessions</li> <li>B. Review the checklist to complete with mentor teacher</li> <li>C. Review the induction plan</li> <li>D. Classroom management, restorative practices, discipline referrals</li> <li>E. Student handbook, CCTI policy manual</li> <li>F. Student engagement and high expectations</li> <li>G. Relationship building</li> <li>H. Open house overview and preparations</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Share current classroom management practices, brainstorming, and idea/resource sharing</li> <li>B. Share open house tips</li> <li>C. Help schedule peer observation #1</li> <li>D. Continue to work through the checklist</li> </ul>	<p><u>New Teacher Induction Session with Year 1 Teachers and Mentor Meetings</u></p> <p><b>Administrative Team</b></p> <ul style="list-style-type: none"> <li>A. Review the schedule of the new teacher induction program sessions</li> <li>B. Review the induction plan</li> <li>C. Classroom management, restorative practices, discipline referrals</li> <li>D. Student handbook, CCTI policy manual</li> <li>E. Student engagement and high expectations</li> <li>F. Relationship building</li> <li>G. Open house overview and preparations</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Share current classroom management practices, brainstorming, and idea/resource sharing</li> <li>B. Share open house tips/reflect on last year’s open house and any adjustments for this year</li> <li>C. Help schedule a peer observation with a veteran teacher <ul style="list-style-type: none"> <li>a. Obtain classroom rules and expectations in advance</li> <li>b. Observe room design and daily routine</li> <li>c. Participate in post-observation discussion</li> </ul> </li> </ul>
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>September Session 2</b>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Facilitator of Special Education</b></p> <ul style="list-style-type: none"> <li>A. Special Education - how to read, understand, and manage students’ IEPs and SDIs</li> <li>B. IEP meetings - what to expect</li> </ul>	not applicable

	<ul style="list-style-type: none"> <li>C. The role of instructional aides in the classroom</li> <li>D. PowerSchool log entries</li> <li>E. Student services overview - SAP, transition team</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Share tips for IEP/SDI management and IEP meetings</li> <li>B. Share tips for working with/as a co-teacher and with instructional aides</li> <li>C. Continue to work through the checklist</li> </ul>	
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>October Session 1</b>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Administrative Team</b></p> <ul style="list-style-type: none"> <li>A. Lesson plans and instruction</li> <li>B. Planning for delays and/or planned/unexpected absences <ul style="list-style-type: none"> <li>a. Emergency substitute plans</li> </ul> </li> <li>C. Differentiated instruction, supports for struggling students, instruction for diverse learners, including ELLs and students with special education needs</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Share tips for lesson planning and instruction</li> <li>B. Share tips for planning for delays and/or planned/unexpected absences</li> <li>C. Share tips for differentiated instruction, supports for struggling students, and instruction for diverse learners</li> <li>D. Continue to work through the checklist</li> <li>E. Help schedule peer observation #2 with a veteran teacher <ul style="list-style-type: none"> <li>a. Lesson plans provided to the new teacher in advance</li> <li>b. Observe lesson</li> <li>c. Participate in post-observation discussion</li> </ul> </li> </ul>	not applicable
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>October Session 2</b>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Administrative Team</b></p> <ul style="list-style-type: none"> <li>A. Diagnostic, formative, and summative assessments</li> </ul>	not applicable

	<ul style="list-style-type: none"> <li>B. Differentiated instruction and assessment</li> <li>C. CCTI's grading policy guidelines from the faculty handbook</li> <li>D. CCTI's guidelines for allowing students to redo assignments, projects, tests, and quizzes from the faculty handbook</li> <li>E. Assigning effective homework</li> <li>F. Gradebook expectations</li> <li>G. Progress reports</li> <li>H. Classroom Diagnostic Tools (CDTs)</li> <li>I. Assessment tools</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Share tips for grading and assessments</li> <li>B. Continue to work through the checklist</li> </ul>	
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>November Session</b>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Administrative Team</b></p> <ul style="list-style-type: none"> <li>A. Communicating with families</li> <li>B. PowerSchool log entries</li> <li>C. Preparing for parent conferences</li> <li>D. Field trips - preparation and guidelines, including faculty handbook guidelines and JOC policy</li> <li>E. OAC meetings and membership</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Share tips for communicating with families, parent conferences, and log entries</li> <li>B. Share tips for OAC meetings preparation</li> <li>C. Share tips for field trips</li> <li>D. Review MSDS sheets (if applicable)</li> <li>E. Continue to work through the checklist</li> </ul>	<p><u>Mentor Meeting</u></p> <p><b>New Teacher Mentors (with assistance from the Administrative Team as needed)</b></p> <ul style="list-style-type: none"> <li>A. Lesson planning check-in, reflection, resource sharing</li> <li>B. Help schedule a peer observation with a veteran teacher <ul style="list-style-type: none"> <li>a. Lesson plans provided to the new teacher in advance</li> <li>b. Observe lesson</li> <li>c. Participate in post-observation discussion</li> </ul> </li> </ul>
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>December Session</b>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Administrative Team and Applicable Guests, if Possible</b></p> <ul style="list-style-type: none"> <li>A. PA Instructional I certifications and requirements for PA</li> </ul>	not applicable

	<ul style="list-style-type: none"> <li>Instructional II certification</li> <li>B. PA CTE Intern certificate and requirements for Level I and Level II certification, including Temple University’s program</li> <li>C. Professional development - importance, requirements, and opportunities <ul style="list-style-type: none"> <li>a. CLIU’s event center</li> </ul> </li> <li>D. Professional organizations (PACTA, ACTE, etc.)</li> <li>E. Continuing education - forms, requirements</li> <li>F. Act 48 responsibilities, PERMS, TIMS</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Share tips for professional development</li> <li>B. Continue to work through the checklist</li> </ul>	
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>January Session</b>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Administrative Team and Applicable Guests if Possible - Including Cooperative Education &amp; School Improvement Coordinator, Guidance Counselor, Etc.</b></p> <ul style="list-style-type: none"> <li>A. NOCTI - testing dates, test prep booklets, ordering materials, managing evaluators, utilizing pre- and post-test scores for curriculum and score improvements, etc.</li> <li>B. PVASS roster verification</li> <li>C. Keystone Exam testing</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Share tips for NOCTI, PVASS roster verification, and Keystone Exam testing</li> <li>B. Continue to work through the checklist</li> </ul>	not applicable
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>February Session</b>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Administrative Team</b></p> <ul style="list-style-type: none"> <li>A. Syllabus revision and development</li> <li>B. Implementing and revising the curriculum</li> <li>C. Course catalogue</li> </ul>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Director of Technology and Technology Staff and Administrative Team</b></p> <ul style="list-style-type: none"> <li>A. Technology integration in the classroom</li> <li>B. AI and its use in the classroom - both for teachers and</li> </ul>

	<ul style="list-style-type: none"> <li>D. Pacing</li> <li>E. SAS as a resource</li> <li>F. Career education, job trends</li> <li>G. Graduation requirements</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Share tips for syllabus development</li> <li>B. Share tips for implementing and revising curriculum and lesson/curriculum pacing</li> <li>C. OSHA (when applicable) - administering, ordering, motivating students</li> <li>D. Continue to work through the the checklist</li> </ul>	<p>students</p> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Discuss/share tips for technology integration in the classroom</li> <li>B. Discuss/share tips for AI and its use in the classroom</li> <li>C. Help schedule a peer observation with a veteran teacher <ul style="list-style-type: none"> <li>a. Technology integration strategy provided to new teachers in advance</li> <li>b. Observe a veteran teacher using the strategy</li> <li>c. Participate in post-observation discussion</li> </ul> </li> </ul>
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>March Session</b>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Administrative Team</b></p> <ul style="list-style-type: none"> <li>A. Review Act 13</li> <li>B. Review the Charlotte Danielson Framework</li> <li>C. Complete mid-year surveys</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Participate in mid-year reflection</li> <li>B. Continue to work through the checklist</li> <li>C. Help schedule peer observation #3 with veteran teacher <ul style="list-style-type: none"> <li>a. Technology integration strategy provided to new teachers in advance</li> <li>b. Observe a veteran teacher using the strategy</li> <li>c. Participate in post-observation discussion</li> </ul> </li> </ul>	not applicable
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>
<b>April Session</b>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Director of Technology and Technology Staff and Administrative Team</b></p> <ul style="list-style-type: none"> <li>A. Technology integration <ul style="list-style-type: none"> <li>a. Review and practice using apps, software, and</li> </ul> </li> </ul>	<p><u>Mentor Meeting</u></p> <p><b>New Teacher Mentors (with assistance from Administrative Team as needed)</b></p> <ul style="list-style-type: none"> <li>A. Student engagement check-in, reflection, resource sharing</li> </ul>

		<p>hardware</p> <ul style="list-style-type: none"> <li>b. Create and utilize program-specific technology integration plans based on teachers' needs</li> <li>c. AI use and integration in the classroom</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Tips for technology integration and use in the classroom</li> <li>B. Tips for AI use and integration in the classroom</li> <li>C. Continue to work through the checklist</li> </ul>	<ul style="list-style-type: none"> <li>B. Help schedule a peer observation with a veteran teacher <ul style="list-style-type: none"> <li>a. Student engagement strategy provided to the new teacher in advance</li> <li>b. Observe lesson</li> <li>c. Participate in post-observation discussion</li> </ul> </li> </ul>
<b>Year 1 Training Plan</b>		<b>Year 2 Training Plan</b>	
	<b>May Session</b>	<p><u>New Teacher Induction Session and Mentor Meetings</u></p> <p><b>Administrative Team</b></p> <ul style="list-style-type: none"> <li>A. SPM preparation - understanding the SPM process and reflection/evaluation process</li> <li>B. First-year reflection</li> <li>C. Expectations for next year</li> <li>D. Review end-of-year responsibilities</li> <li>E. Classroom breakdown/cleanup expectations</li> <li>F. Summer access to CCTI</li> </ul> <p><b>New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>A. Reflect, analyze, and create the upcoming year's SPM (draft)</li> <li>B. Mentors, with assistance from veteran teachers, share SPMs as resources/examples</li> <li>C. Completion of the checklist by the inductee and mentor, and submit to the principal and the director's secretary</li> <li>D. Assist with end-of-year expectations and classroom breakdown/cleanup expectations</li> </ul>	not applicable