



PENNSYLVANIA

Association of Career & Technical  
Administrators

## **Making CTE Personnel Decisions with a Focus on High Quality Instruction**

- TARGET AUDIENCE:** Administrative and Supervisory CTE Personnel
- DATE:** Initial Session - July 23, 2019  
(Pre-Session to the Summer Leadership Conference)
- TIME/LOCATION:** 10:00 AM- 5:00 PM – Nittany Lion Inn, State College
- ACCOMMODATIONS:** Nittany Lion Inn, Rate = \$135.00 evening of July 22<sup>nd</sup>  
Reservation Code: **PACG19A**

**PIL HOURS TO BE AWARDED: 40**

### **DESCRIPTION:**

The 40-hour PIL will consist of (1) an initial in-person session for seven hours, (2) a four-hour session, and (3) a three-hour report out session for the culminating project for a total of 14 hours. The job embedded assignments will require a minimum of 26 hours.

Major ideas and sections of this program are identified below. The lesson plans will detail the specifics within each of the major sections:

- I. Hiring process for high-quality classroom teachers, including demonstration of fair and equitable treatment for all candidates
- II. Selecting and training mentors for teacher induction
- III. Performance improvement plans to overcome mediocrity and to prevent failure
- IV. Ethical decision making, confidentiality, due process, and termination

This program will focus on some of the known best practices in hiring and mentoring new teachers. This will help ensure that our students have highly effective teachers in the classroom. Participants will learn the key role and critical need to consult with the school solicitor as the school's legal authority and expert in personnel matters, as well as deliberations and consultations with the chief school administrator.



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The first assignment is to create/revise the existing teacher hiring procedure. This will include a job description, advertisement, and description of where the advertisement will be placed, scoring guide for the application documents; interview protocol, the criteria for inviting an applicant to interview, and criteria for scoring the interview; reference checks; and the determination for making an offer for hire, based on the school's organizational vision around student success. The interview, itself, will follow adherence to a structured descriptive interview procedure, which research has demonstrated to be the most valid and reliable method for producing the most successful results.

The second assignment is for participants to review the existing induction program to retain high-quality, high-performing teachers. Participants will review the criteria for selection and training for mentors. An effective mentor has an even greater impact upon retention and professional growth for career and technical teachers than it does for academic teachers who come to the practice through the college or university training program route. It is also because of the alternative route to certification that new career and technical teachers are overwhelmed and frustrated in their first few years, resulting in even higher rates of turnover than that for academic teachers (Haas, 2012). Through an inductee-mentor relationship, higher retention rates of quality employees will be realized that will have a positive impact upon student achievement. The participant will submit a document that includes the role and responsibilities, the selection criteria, and training for mentors.

In the third assignment, participants will read a case study regarding an ethical and confidentiality dilemma. Using the knowledge and content from the class discussion, they will write a narrative explanation of how they would respond, why they would respond that way, how they response is compatible with ethical behavior and guides for confidentiality when supervising and evaluation teachers.

The final assignment will be to create/revise an existing performance improvement plan (PIP) for a teacher based on objective observation data, as well as existing student achievement data. The plan will include measurable performance goals. The PIP will address deficiencies based on the observation or student achievement data. It will include a process to monitor and evaluate progress toward achieving the goals of the plan and a timeline for completion. The plan will address how it will be maintained and implemented with confidentiality and will be aligned to curricular, instructional, and assessment needs of the students while recognizing the unique needs of the individual teacher.

Administrators will gain skill and evidence for components of the Framework for Leadership in Domains 2a, 2b, 2c, 2d, 2e, 3a, 3c, and 4b.



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### REGISTRATION FORM

NAME \_\_\_\_\_

TITLE \_\_\_\_\_

AGENCY/SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

TELEPHONE \_\_\_\_\_

FAX \_\_\_\_\_

E-MAIL \_\_\_\_\_

**Please check the appropriate fee:**

\_\_\_\_\_ **Registration Fee: \$400.00**

\_\_\_\_\_ **Institutional Member \$360.00**

\_\_\_\_\_ **TAP School**

[TO REGISTER ON-LINE CLICK HERE](#)

[TO DOWNLOAD A REGISTRATION FORM, CLICK HERE](#)

NOTE: Participants from PACTA Institutional Member Schools receive a 10% discount. If you are not sure if your school is an institutional member of PACTA, contact Jackie Cullen at [\(717\) 761-3381](tel:7177613381) or [jackie@pacareertech.org](mailto:jackie@pacareertech.org).

**Mail this form with a check made payable to PACTA to:**

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