

NORTHERN LEHIGH SCHOOL DISTRICT



INDUCTION PLAN **July 1, 2022 through June 30, 2028**

Revised June 2022

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NORTHERN LEHIGH SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Northern Lehigh School District is to provide a safe school climate where everyone is valued, respected, and included. Our community promotes a collaborative and supportive learning culture that meets students at their level and challenges all to learn and grow. We prepare and motivate our students for their future endeavors by teaching them essential skills, civic responsibility, and an appreciation for life-long learning. We encourage pride in ourselves, schools, and community. We strive for excellence in all we do.

OUR SCHOOLS



Peters Elementary School (K-2)



Slatington Elementary School (3-6)



Northern Leigh Middle School (7-8)



Northern Lehigh High School (9-12)

MOTTO

Living, learning, and leading to make every story better.

INTRODUCTION

Chapter 4 of the Pennsylvania School Code establishes that each school entity shall submit to the Department for approval an induction plan every six (6) years. (22 Pa. Code §49.16(a)) Further, it requires a school entity to make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

PHILOSOPHY OF INDUCTION

In the Northern Lehigh School District, we believe that new educators need assistance as they transition into their role in our district. The orientation/induction program described herein along with the induction program hosted by Carbon Lehigh Intermediate Unit (CLIU) #21 provide professional faculty who are new to the profession and/or new to our district, with the necessary information, tools and supports to successfully begin and sustain their employment with the district.

We recognize that the components of a comprehensive induction program include the following:

- Good job match
- Relevant work orientation
- Supportive school community
- Deliberate role design
- Ongoing professional development
- Responsive monitoring

These areas were considerations in the development of Northern Lehigh School District's Induction Plan.

GOALS AND OBJECTIVES OF THE INDUCTION PROGRAM

The goals of the Northern Lehigh School District Induction Program for professional staff are to provide each new employee with an orientation to the district and school(s) and to increase the inductee's knowledge and skills as they relate to their position.

The objectives of the induction program are the following:

- Familiarize the inductee with school district policies and practices
- Help the inductee integrate into the social system of the school and community
- Support the development of the inductee's professional knowledge and skills
- Provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran staff
- Support the inductee in navigating challenges that emerge
- Cultivate a professional attitude toward teaching and learning, and working with others such as students, parents and colleagues

WHO IS CONSIDERED AN INDUCTEE?

The following professional staff members are required to go through a formal induction program:

- All first-year professional staff who are new to the profession
- Long-term substitutes who are hired for a position of 45 days or more
- Educational specialists

While newly employed professional staff with prior school teaching experience who have completed an induction program are not required by the state to participate in an induction program, the Northern Lehigh School District does require that they participate in a program at the local level.

As per Northern Lehigh Education Association's Collective Bargaining Agreement with the District, all newly hired professional staff are expected to participate in three (3) orientation/induction days in year one of employment, two (2) in year two, and one (1) in year three. Typically, these days are held the week prior to the opening in-service days in August during a new faculty member week.

HELPING TEACHERS

Helping Teachers (a.k.a. Mentors) are educational leaders in the field who are highly respected amongst their peers. They act as facilitators and guides for inductees. Each bringing their strengths to the partnership and utilizing those skills in helping the new teacher become better and stronger in the profession. Selecting the Helping Teacher(s) who will support the Inductee is important. Below are a variety of factors that are considered in pairing Helping Teacher(s) with Inductees:

- Several years of outstanding work performance (i.e. satisfactory and distinguished or proficient evaluations)
- Similar certification(s) and teaching assignment(s)
- Models continuous learning and reflection

- Knowledge of NLSD policies, procedures, and resources
- Demonstrates ability to work effectively with students and other adults (like supervisors, colleagues, families, community members)
- Willingness to accept the additional responsibilities associated with this role
- Completed Helping Teacher/Mentor training or have previous related experience in the following areas:
 - Purpose of the induction program
 - Role of a Helping Teacher
 - Communication and listening skills
 - Coaching
 - Conferencing skills
 - Problem solving skills
 - Knowledge of adult learning and development
- Compatible schedules so the Inductee and Helping Teacher can meet regularly
- Training in use and application of the Standards Aligned System (SAS)
- Understanding the levels of Bloom’s Taxonomy and Webb’s Depth of Knowledge
- Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
- Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
- Developing assessments that are based on standards and eligible content
- Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS))
- Ability to write Student Learning Objectives (SLOs) / Student Performance Measures (SPM) in accordance with Act 13 of 2020

Helping Teachers (a.k.a. Mentors) are typically identified by the building principal and must submit a letter of interest for the position and be screened by district administration to ensure they meet the above criteria. If there are multiple competitive applicants, an interview may be required before a recommendation is made to the school board for approval of the Helping Teacher.

Helping Teachers are paid as per district policy and NLEA’s Collective Bargaining Agreement (CBA) and are expected to complete a minimum of 36 hours of support to the new employee. They must also attend the new teacher orientation and the equivalent of one (1) full day during the rest of the new faculty member week to support the Inductee.

ORIENTATION

An orientation program will be presented by district administration prior to the beginning of each school year in August. Similar information will be presented to any newly hired Inductee throughout the school year by central office personnel to ensure continuity of the program.

On the morning of the orientation day, district administrators will provide important information from their respective departments. Administrators that present to the new faculty include Superintendent, Assistant Superintendent, Business Manager, Special Education Director, Director of Technology, Director of Support Services, and Director of Educational Technologies,

Curriculum and Instruction. Lunch is provided by the teacher's union and allows time for new teachers to socialize with Helping Teachers and other veteran members of our staff. During the afternoon, new teachers go to the schools in which they will be working for building-level information and a tour provided by the Principal. They then have time to work in their classrooms with the Helping Teacher or others supporting them.

On the other two days of new faculty member week, educators who are new to the profession will attend the Induction Program hosted by CLIU21. There they will learn more about the state requirements for induction and participate in a professional community of other educators who are new to the profession from other schools, as well as their helping teachers and mentors. This program continues throughout the school year. For teachers who are new to NLSJ, but not new to the profession, they will spend the other two days of the new teacher week on campus working with their Helping Teacher, receiving additional professional development, and preparing for the start of the school year.

District topics covered during the orientation day include but are not limited to the following:

- Introduction of new teachers to the district
- Laptop distribution and setup
- Passwords, Clever single sign on, multi-factor authentication
- Code of Professional Practice and Conduct for Educators
- Act 13 of 2020 – Educator Effectiveness, Danielson's Framework for Professional Practice, Differentiated Supervision Plan, PA-ETEP
- District Calendar
- Induction Plan, Expectations and Timelines
- Professional Development
- Building Hours and Access, ID Badges, Fobs, Keys
- Facility Use Requests through FS Direct
- Work Orders
- Transportation
- Special Education Overview, IDEA
- Student Programs and Services
- Employee Benefits
- Certification and Tenure
- Absence Portal
- Other Onboarding Activities
- Chapter 4, Curriculum Cycle, Instruction, Assessment
- Standards Aligned System (SAS)
- Technology platforms including our SIS (PowerSchool), LMS (Canvas) and others
- Special populations of students (i.e. IEP, 504, GIEP, ELs, Homelessness)
- Emergency Procedures, ALICE
- Professional relationships with students, families, and others.
- School board policies and governance
- NELA Services

- PA School Code

School topics covered during the orientation day include but are not limited to the following:

- Introduction of new teachers to the building
- Faculty and student handbook
- Classroom management, SWPBIS, Student Discipline
- Student Records, HIPPA, FERPA
- Guidance, Library and Nursing Services
- PTO, Boosters, Other Groups
- Communication with Families, Parent-Teacher Conferences
- School Calendar
- Grading
- School Facilities
- Special populations of students (i.e. IEP, 504, GIEP, ELs, Homelessness)
- Collaboration with Colleagues, Working with Support Staff
- School Safety, Emergency Response, Drills

Other activities designed to develop and refine the professional knowledge and skills of Inductees are presented on the other days during the new faculty member week, as well as, at in-service and faculty meetings held throughout the school year, and through district offered asynchronous learning modules. Below is a schedule of some of those experiences:

New Teacher Week

- Act 13 of 2020 – Educator Effectiveness – Asynchronous
- Canvas – Technology Integration Specialist
- PowerSchool – Director of Technology
- Others to be determined by needs assessment

August

- ALICE Protocols - District Safety and Security Coordinator

October

- Classroom Management, De-escalation and Dealing with Difficult Student Behaviors – Special Education Director and School Psychologist

November

- State and Local Assessments and Data – Assistant Superintendent

December

- Scenarios – Elementary and Secondary Principals

January

- State Standards, Curriculum, Instruction, Assessment – Director of Educational Technologies, Curriculum and Instruction

March

- Scenarios – Elementary and Secondary Principals

May

- Technology Platforms – Technology Integration Specialists

June

- Debrief of the School Year – Assistant Superintendent

REQUIREMENTS OF THE INDUCTION PROGRAM

The following experiences are to be completed by the inductee. (A checklist is included in the appendix.)

1.) Needs Assessment

Prior to the start of the school year, all new teachers for the Northern Lehigh School District will complete a needs assessment to determine topics that may need to be addressed throughout the school year. Survey responses will be used to inform professional development needs. The needs assessment can be found [HERE](#)

2.) District Orientation

The district orientation program is described in the previous section.

3.) Building Orientation

Inductees will meet with the principal(s) of the building(s) they are assigned to. During this time, principals will provide information specific to the school, give the Inductee a tour of the building and show them their classroom.

4.) Weekly Meetings – Inductees and Helping Teachers

Weekly, Inductees will meet with their Helping Teachers. During this meeting, the Helping Teacher will cover topics that are important to new teachers, respond to questions the new teacher may have and generally support them as they acclimate to the district. As part of this process, the new teacher, with the assistance of the Helping Teacher, will keep a journal of the broad topic discussed, the focus area question or concern, and notes related to the outcome. (The Weekly Meeting Journal form is in the appendix.)

5.) Monthly Meetings – Inductees and Principals/Supervisor/Director

Monthly, Inductees will meet with their direct supervisor. In the Northern Lehigh School District, this is typically the Principal, but may be a Supervisor or Director, depending on the position the inductee holds. Whenever possible, and if the schedule allows for it, the Helping Teacher should also participate in these meetings. After the meeting, the Inductee is responsible for summarizing the topics discussed at the meeting and plans for next steps.

6.) School/Community Activities

It's important for new teachers to become part of the school community outside of their classroom. As such, Inductees are required to select and participate in activities like PTO meetings and events, parent's nights, family engagement meetings, extra-curricular activities or other similar opportunities that promote engagement with others in the NLSLSD community. (Activities and dates attended are to be documented on the checklist included in the appendix.)

7.) Professional Development

It's important for new teachers to grow and learn as professionals and there are a variety of opportunities for them to do so through in-district and out-of-district professional development offerings. Inductees are asked to log these trainings during their first year of employment with

the district and to provide it at the end of the first year. A minimum of eight (8) activities are required. (A log form is included in the appendix.)

8.) Observations

Inductees are required to conduct three observations of other faculty members during their first year with the district. At least one of these observations should be of the Helping Teacher. The Inductee should write a reflection of each observation, including highlights of what they observed, what they learned and how it can be incorporated into their practice as an educator.

9.) Inductee Observations/Evaluations

New faculty members are to be evaluated by the Principal, Supervisor, or Director three (3) times per school year. NLS D uses PA-ETEP as the platform to facilitate these. (More information can be found in the district's Differentiated Supervision Plan.) Classroom walkthroughs may also be conducted by administration through the school year.

10.) Program Assessment

The Inductee, Helping Teacher and Principal/Supervisor/Director must each complete a program assessment at the end of the Inductee's first year with the district. This is an opportunity for all to reflect on the induction program. Feedback from the questions included in the program assessment will be used to continually improve the program and experiences for new teachers in the district. Program Assessments are to be completed by May 31st.

- Program Assessment for Inductee/New Professional Faculty Member can be found [HERE](#).
- Program Assessment for Helping Teacher can be found [HERE](#).
- Program Assessment for Principal/Supervisor/Director can be found [HERE](#).

The Inductee must gather all evidence described in this Induction Plan into a portfolio. The portfolio is to be reviewed with the Helping Teacher and signed. The principal is to review the portfolio with the Inductee at the monthly meeting in May. Once complete, the principal is to sign off on it. The inductee must then submit it to the Assistant Superintendent on or before May 31st of the school year for approval. (If the Inductee did not start at the beginning of the school year, an alternate completion date will be determined.)

If the Inductee was required to complete additional coursework through CLIU21, evidence of completion of that Induction Program should be included in the portfolio before being submitted too.

Upon completion of all of the activities listed and submission of the required documentation, the Superintendent will sign the Induction Program Record Form and a letter and certificate will be forwarded to Inductees stating that they have successfully completed the induction Program.

Failure to submit the required information or meet the deadline will delay processing of program completion and may result in the need to extend the length of the Induction Program for the Inductee / Helping Teacher team.

RESPONSIBILITIES WITHIN THE INDUCTION PROGRAM

Inductee

- Participate in all of the district's induction activities.
- Cooperate with the Helping Teacher and Principal/Supervisor/Director.
- Be on time to and attend all scheduled meetings.
- Complete all of the required documents associated with the Induction Program.
- Submit all of the required evidence for your Induction Program by the deadline.
- Complete a program assessment.
- If you have questions or concerns, reach out to your Helping Teacher, Principal/Supervisor/Director, Assistant Superintendent, Human Resource Director or Superintendent.

Helping Teacher

- Participate in the orientation program during new teacher week.
- During the remaining two days of the new teacher week, either attend the Induction Program with the Inductee through CLIU21 (days/times to be determined) or the equivalent of one (1) full day on NLS D's campus helping the new teacher get acclimated to the district.
- Throughout the school year, meet with the Inductee a minimum of once a week.
- Attend meetings with the Inductee and Principal/Supervisor/Director each month.
- Establish rapport and open lines of communication with the Inductee.
- Help the new teacher identify immediate and pressing needs.
- Provide support through coordinating activities and channeling feedback to the Inductee.
- Provide support in curriculum, instruction and assessment.
- Assist the new teacher in learning building-level processes and procedures.
- Invite the Inductee to observe you in your role.
- Help to ensure that the Inductee is completing the requirements of the Induction Program.
- Complete a program assessment.

Principal/Supervisor/Director

- Assist in the selection of the Helping Teacher for the Inductee taking into consideration the list of qualifications of a Helping Teacher in this manual
- Become knowledgeable about the Induction Program and factor the needs of the program into decisions made at the building and/or department level (i.e. scheduling, class assignments).
- During orientation, provide information specific to the school, give the Inductee a tour of the building and show them their classroom.
- Participate in monthly meetings with the Inductee and Helping Teacher.
- Create a culture of teaching and learning that supports professional collaboration among both new and veteran teachers.
- Provide support to the Inductee and Helping Teacher as needed.
- Model professionalism and support for the program
- Supervise, evaluate and conduct walk-throughs of the Inductee classroom.
- Complete a program assessment.

Assistant Superintendent

- Serve as Induction Coordinator unless otherwise specified by the Superintendent.
- Plan, organize and invite Inductees, Helping Teachers and other staff to Orientation.
- Communicate with CLIU21 to ensure that Inductees who need to participate are registered to do so.
- Oversee the Induction Program throughout the school year and field questions and concerns regarding the program.
- Receive, review and determine if portfolios submitted at the end of the Induction Program meet the requirements of the program.
- Review the program assessment feedback from Inductees, Helping Teachers and Principals/Supervisors/Directors to consider future changes.
- Notify the Superintendent and Business Office of Inductee's completion of the Induction Program.
- Create and mail certificates to successful inductees.

Superintendent

- Make the final recommendation of Helping Teachers to the school board for approval.
- Oversee the Induction Coordinator.
- Review portfolios from Inductees.
- Verify completion to the Department of Education.

Business Manager/Business Office

- Maintain portfolios and other records as part of the personnel file for Inductees.
- Assist Inductees with certification questions.
- Help new teachers convert their Level I certificates to Level II once requirements have been met.

DOCUMENTATION AND COMPLETION

School entities must maintain accurate records of completion of the Induction Program and provide a copy of a certificate of completion to the Inductee. Evidence of successful participation and completion of the educator induction program must be maintained by the district/school leadership for each inductee, including any long-term substitutes. This is housed in the personnel files of employees in NLSD's Business Office. All pertinent records will be available to support completion of Instructional I – Instructional II Certification as set forth by the PDE.

Below is a list of what needs to be documented and completed by those involved in the Induction Plan.

Inductee:

- Complete the *Needs Assessment*.
- Complete and sign the *Induction Completion Form – Year 1* for the three (3) days of orientation/induction attended and submit to Principal.

- Submit your portfolio including the following materials to the Assistant Superintendent by May 31st.
 - Dates of district / building orientation sessions
 - Weekly Meeting Journals (from meetings with Helping Teacher)
 - Monthly Meeting Journals (from meetings with Principal/Supervisor and Helping Teacher)
 - School/Community Activities Log
 - Professional Development Log
 - Classroom Observation Reflections (3 minimum)
 - Complete and submit the *Induction Program Evaluation - Inductee*
- Complete the *Induction Program Assessment* by May 31st.

Helping Teacher:

- Review and sign the Inductee's *Induction Completion Form – Year 1* and submit to Principal
- Complete and sign the *Helping Teacher Completion Form* and submit to Principal
- Complete the *Induction Program Assessment* by May 31st.

Principal/Supervisor:

- Review and sign the Inductee's *Induction Completion Form – Year 1* and submit to Assistant Superintendent
- Formally evaluate the Inductee at least three (3) times during the school year. Submit required paperwork to the Business Office.
- Review and sign the *Helping Teacher Completion Form* and submit to Assistant Superintendent
- Complete the *Induction Program Assessment* by May 31st.

Assistant Superintendent/Induction Coordinator:

- Review and sign the Inductee's *Induction Completion Form – Year 1* and submit to Business Office to file.
- Review and sign the *Helping Teacher Completion Form* and submit to Business Office to file.
- Review Induction portfolios.
- Sign Induction Program Completion Certificate

Superintendent

- Review Induction binders
- Sign Induction Program Completion Certificate

Business Manager/Business Office:

- File the Inductee's evidence of completion of the Induction Program in their personnel file.
- Assist new teachers with converting Level I certification to level II certification when they have met the qualifications.

PROGRAM EVALUATION

In order to continually improve and customize the Induction Program for the changing needs of the district, participants, and our educational system, we will evaluate the Induction Program annually and revise it as needed.

A needs assessment will be given to new teachers after they are hired with the district. This information will be used to plan professional development activities and experiences for the inductees. Surveys will be provided to all New Teachers, Helping Teachers and Principals/Supervisors/Directors at the end of each year. Surveys completed by these groups will be used by central administration to evaluate and update the orientation and induction program. On the June in-service day, time will be set aside to bring the new professional faculty cohort back together to debrief the school year and elicit additional feedback.

INDUCTION AND PERMANENT TEACHER CERTIFICATION

All professional staff who receive an Instructional I or Vocational I Certificate valid on or after June 1, 1987 must present evidence of having successfully completed a PDE-approved induction program in order to qualify for an Instructional II or Vocational II Certificate. Individuals holding Educational Specialist I Certificates issued in accordance with September 1, 1999 regulations must also complete a PDE-approved induction program.

Level I Pennsylvania Instructional and Educational Specialist certifications are valid for six (6) years of service, not calendar years.

If you have been teaching in Pennsylvania on a Level I certificate for 3-6 years of satisfactory service and have earned 24 post-baccalaureate credits, you can apply for a Level II certificate. The following conditions must be met:

- Six credits must be associated with your area(s) of certification and/or must be designed to improve professional practice
- You must have three years of satisfactory service on a Level I certificate, verified by the chief school administrator of the employing school entity
- You must have completed a PDE induction program verified by the chief school administrator of your employing entity

The specific requirements for Level II certification can be found on:

- [Certification Staffing Policy Guideline 7 - Level II \(Permanent\) Certification](#)
- The second page of your Level I certificate in TIMS

[Level II - Commonly Asked Questions](#)

APPENDIX

NORTHERN LEHIGH SCHOOL DISTRICT

Induction Completion Form Year 1

As a teacher, in my first year of employment with the Northern Lehigh School District, I am required to complete three induction days. I (name) _____ completed those days on the following dates at the following locations:

| Day 1 | Day 2 | Day 3 |
|--------------|--------------|--------------|
| Date: | Date: | Date: |
| Location: | Location: | Location |

| | | |
|--|--|--|
| _____ Faculty Inductee Signature | _____ Building Principal Signature | _____ Assistant Superintendent Signature |
| _____ Date | _____ Date | _____ Date |

Copy given to business office on _____

NORTHERN LEHIGH SCHOOL DISTRICT Induction Program Checklist

Inductee: _____ Date: _____

- Attended district-wide and building orientation meeting Date: _____
- Attended weekly meetings with Helping Teacher (Write dates below. Include journal.)

| | | |
|----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> Week 1 | <input type="checkbox"/> Week 2 | <input type="checkbox"/> Week 3 |
| <input type="checkbox"/> Week 4 | <input type="checkbox"/> Week 5 | <input type="checkbox"/> Week 6 |
| <input type="checkbox"/> Week 7 | <input type="checkbox"/> Week 8 | <input type="checkbox"/> Week 9 |
| <input type="checkbox"/> Week 10 | <input type="checkbox"/> Week 11 | <input type="checkbox"/> Week 12 |
| <input type="checkbox"/> Week 13 | <input type="checkbox"/> Week 14 | <input type="checkbox"/> Week 15 |
| <input type="checkbox"/> Week 16 | <input type="checkbox"/> Week 17 | <input type="checkbox"/> Week 18 |
| <input type="checkbox"/> Week 19 | <input type="checkbox"/> Week 20 | <input type="checkbox"/> Week 21 |
| <input type="checkbox"/> Week 22 | <input type="checkbox"/> Week 23 | <input type="checkbox"/> Week 24 |
| <input type="checkbox"/> Week 25 | <input type="checkbox"/> Week 26 | <input type="checkbox"/> Week 27 |
| <input type="checkbox"/> Week 28 | <input type="checkbox"/> Week 29 | <input type="checkbox"/> Week 30 |
| <input type="checkbox"/> Week 31 | <input type="checkbox"/> Week 32 | <input type="checkbox"/> Week 33 |
| <input type="checkbox"/> Week 34 | <input type="checkbox"/> Week 35 | <input type="checkbox"/> Week 36 |

- Participated in monthly meetings with Principal/ Supervisor/ Director and Helping Teacher (Write dates below. Include Journal)

| | | |
|-------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> Sept | <input type="checkbox"/> Oct | <input type="checkbox"/> Nov |
| <input type="checkbox"/> Dec | <input type="checkbox"/> Jan | <input type="checkbox"/> Feb |
| <input type="checkbox"/> Mar | <input type="checkbox"/> Apr | <input type="checkbox"/> May |

- Participated in school/community activities

| Activity | Date | Activity | Date |
|----------|------|----------|------|
| | | | |
| | | | |
| | | | |

- Participated in professional development activities (Show printout of at least 8 hours)
- Conducted classroom observations (Attach 3 observation forms)

Faculty Inductee
Signature/Date

Helping Teacher
Signature/Date

Building Principal
Signature/Date

NORTHERN LEHIGH SCHOOL DISTRICT

Weekly Meeting Journal

Inductee: _____ Date: _____

Helping Teacher: _____ Time: _____

Check the area(s) of focus for the meeting. (This is not a comprehensive list.)

| | | | |
|---|--|--|----------------------|
| District Policy, Building Procedures | Behavior, Classroom Management | Curriculum and Instruction | Technology, Platform |
| Special Populations (IEP, 504, GIEP, EL) | Assessment and Data | Family Engagement | MTSS, SWPBIS |
| School Safety and Security | Social, Emotional, Mental Health | Professional Development | Induction Program |
| Food Service, Transportation, | Arts, Athletics, Extra/Co-Curriculars, Clubs | Business Office (salary, benefits, days, portal, etc.) | Other (specify) |

Focus: Describe the topic, question, or concern:

Notes: Suggestions, Affirmation of Ideas, Next Steps:

**NORTHERN LEHIGH SCHOOL DISTRICT
Monthly Meeting Journal**

Inductee: _____ Date: _____

Helping Teacher: _____ Time: _____

Principal: _____

Summarize the discussion at the monthly meeting:

Reflect on the discussion from the monthly meeting:

What are your next steps? How do you plan to apply this to your practice?

**NORTHERN LEHIGH SCHOOL DISTRICT
Observation Form**

Inductee: _____ Date: _____

Person Observed: _____ Time: _____

Summarize the observation you conducted

Reflect on the observation you conducted. What are some key take-aways?

How could you incorporate what you observed into your practice?

NORTHERN LEHIGH SCHOOL DISTRICT
Helping Teacher Completion Form

I (helping teacher's name) _____ served as a helping teacher to (inductee's name) _____ from (start date) _____ through (end date) _____

During that time, we discussed the following:

- District and Building Procedures, Documents, and Forms
- Curriculum, Instruction, Assessment, and Resources
- Populations with Special Needs (IEP, 504, GIEP, MLL, etc.)
- Parent Involvement and Parent Contact
- Technology
- Supplies/Budgeting
- Collegiality
- School Safety
- Classroom Organization and Management
- Teacher Evaluation Process
- Other: _____

| | | |
|--|---------------------------------------|--|
| _____ Faculty Inductee Signature | _____ Helping Teacher Signature | _____ Building Principal Signature |
| _____ Date | _____ Date | _____ Date |
| _____ Assistant Superintendent | _____ Date | |

Copy given to business office on _____

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