Northern Lehigh SD
Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
School District		121394503
Address 1		
1201 Shadow Oaks Ln		
Address 2		
City	**State**	**Zip Code**
Slatington	PA	18080
Chief School Administrator		
Dr Matthew J Link		
Chief School Administrator Email		
mlink@nlsd.org		
Educator Induction Plan Coordinator Name		
Dr. Tania Stoker		
Educator Induction Plan Coordinator Name Email		
tstoker@nlsd.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
6107679800		

Steering Committee

1Steering Comittee

Name	Title	Committee Role	Chosen/Appointed By
Tania Stoker	Assistant Superintendent	Administrator	Administration Personnel
Robert Kern	School Board Member	Other	School Board of Directors
James Schnyderite	Principal, PES	Administrator	Administration Personnel
Todd Breiner	Principal, SES	Administrator	Administration Personnel
Dave Hauser	Principal, NLMS	Administrator	Administration Personnel
Lori Bali	Principal, NLHS	Administrator	Administration Personnel
Matthew Klipple	Teacher, PES	Teacher	Teacher
Josie Flugger	Reading Specialist, PES	Education Specialist	Education Specialist
Caitlyn Wilder	Teacher, NLHS	Teacher	Teacher
Mikayla Vangelo	Teacher, NLMS/NLHS	Teacher	Teacher
Abigail Merkle	Teacher, NLMS	Teacher	Teacher
Kathleen O'Donnell	Teacher, PES/SES	Teacher	Teacher
Brian Skrapits	Teacher, NLMS	Teacher	Teacher
Daniel Williams	Assistant Principal	Administrator	Administration Personnel
Lexi Meckes	Teacher, PES	Teacher	Teacher
Krista Petrulsky	BCBA	Education Specialist	Education Specialist
Scott Pyne	Director of Educational Technology, C&I	Administrator	Administration Personnel

Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan: a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	No
List the Pre-K Counts Program and address	

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	Yes

Other

In addition to the characteristics above, our LEA also looks for Helping Teachers (Mentors) with the following factors: Training in the use and application of the Standards Aligned System (SAS), understanding the level 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 area 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.

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

Helping Teachers (a.k.a. Mentors) must submit a letter of interest for the position and be screened by district/building 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.

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	Yes
Other On the in-service day in June, the new educator cohort will be brought back together to reflect on and debrief their first school year in the district. At that time, they will be asked to provide additional feedback on the Induction Program.	

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

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

Program Structure: The Induction Program focuses on teachers who are new to the district and/or profession during their first year of service. Much of the program is delivered in-house, however, for teachers who are new to the profession, we also utilize the induction program services through CLIU21. However, in an effort to provide ongoing support for professional staff beyond the first year, we require them to participate in new teacher week for two additional years, with two days required during their the summer of their second year of employment and one during the summer of their third year of employment. Content Included: The district, with the help of CLIU21, attempts to acclimate new professional faculty to the district by providing a broad scope of information that new staff need to be successful. Topics include information on the law, policy, procedures, best practices, professional development, supervision and evaluation, and more. Meeting Frequency: * Professional staff that are new to the profession and new to the district are brought together for three full days during a new

teacher week in August. * During their first year of employment with the district, Inductees must meet with their Helping Teacher (a.k.a. Mentor) weekly. * During their first year of employment with the district, Inductees must meet with their Principal, Supervisor or Director monthly. * Contractually, new teachers are also expected to participate in two new teacher days during the summer in year two of employment and one new teacher day during the summer in the third year of employment with the district. * A portion of several in-service days will be reserved for new professional staff to receive additional professional development, work through scenarios and be provided with additional support as they become acclimated to their new role within the district. * Other meetings are set up as needed to support new faculty members and help them realize success. Delivery Format: The NLSD utilizes a variety of formats within the Induction Plan. * In-person meetings * Inductee collaboration with Helping Teacher, administrators and other staff * Large group, small group and individual in-person professional development sessions * Asynchronous professional development sessions * Independent work * Observations * Self-reflection * Portfolio More detail is provided in NLSD's Induction Plan guide.

Educator Induction Plan Topic Areas

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

4f: Showing Professionalism

4d: Participating in a Professional Community

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space

4b: Maintaining Accurate Records

4c: Communicating with Families

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

1d: Demonstrating Knowledge of Resources

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

4d: Participating in a Professional Community

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 3 Fall

Year 3 Winter

Year 3 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

3a: Communicating with Students

2b: Establishing a Culture for Learning

Timeline

Year 1 Spring

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

4a: Reflecting on Teaching

3c: Engaging Students in Learning

2a: Creating an Environment of Respect and Rapport

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

4f: Showing Professionalism

Timeline

Year 1 Fall

Standards/Curriculum

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

4d: Participating in a Professional Community

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

3c: Engaging Students in Learning

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Summer

Year 2 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

3a: Communicating with Students

4a: Reflecting on Teaching

3e: Demonstrating Flexibility and Responsiveness

1d: Demonstrating Knowledge of Resources

4d: Participating in a Professional Community

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

3c: Engaging Students in Learning

Timeline

Year 1 Winter

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

4c: Communicating with Families

Timeline

Year 1 Fall

Year 2 Winter

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

1f: Designing Student Assessments

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

2d: Managing Student Behavior

4f: Showing Professionalism

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

2a: Creating an Environment of Respect and Rapport

4d: Participating in a Professional Community

Timeline

Year 1 Fall

Data informed decision making

Selected Observation and Practice Framework(s):

4a: Reflecting on Teaching

3d: Using Assessment in Instruction

3a: Communicating with Students

4b: Maintaining Accurate Records

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

4e: Growing and Developing Professionally

1e: Designing Coherent Instruction

4d: Participating in a Professional Community

Timeline

Year 2 Fall

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

2c: Managing Classroom Procedures

1b: Demonstrating Knowledge of Students

3b: Using Questioning and Discussion Techniques

3a: Communicating with Students

2a: Creating an Environment of Respect and Rapport

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

4a: Reflecting on Teaching

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Classroom and student management

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2e: Organizing Physical Space

2a: Creating an Environment of Respect and Rapport

3e: Demonstrating Flexibility and Responsiveness

3c: Engaging Students in Learning

2d: Managing Student Behavior

Timeline

Year 1 Fall

Parental and/or community involvement

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

4b: Maintaining Accurate Records

3c: Engaging Students in Learning

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

4a: Reflecting on Teaching

4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Summer

Common Ground

Selected Observation and Practice Framework(s):

3a: Communicating with Students

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

2d: Managing Student Behavior

4f: Showing Professionalism

2a: Creating an Environment of Respect and Rapport

4d: Participating in a Professional Community

1d: Demonstrating Knowledge of Resources

4a: Reflecting on Teaching

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

Timeline
Year 2 Fall

Educator Effectiveness

Selected Observation and Practice Framework(s):
2a: Creating an Environment of Respect and Rapport
4a: Reflecting on Teaching
1c: Setting Instructional Outcomes
3e: Demonstrating Flexibility and Responsiveness
2d: Managing Student Behavior
4e: Growing and Developing Professionally
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning
4f: Showing Professionalism
1b: Demonstrating Knowledge of Students
3d: Using Assessment in Instruction
2b: Establishing a Culture for Learning
4b: Maintaining Accurate Records

Timeline
Year 1 Fall
Year 1 Summer
Year 2 Winter

Year 3 Fall

Other

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

2b: Establishing a Culture for Learning

1a: Demonstrating Knowledge of Content and Pedagogy

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

4f: Showing Professionalism

4d: Participating in a Professional Community

Timeline

Year 2 Fall

Evaluation and Monitoring

To continuously improve and customize the Induction Program to meet the evolving needs of the district, participants, and our educational system, we will evaluate the program annually and revise it as needed. A needs assessment will be given to new teachers after they are hired, and this information will guide the planning of professional development activities and experiences for inductees. Surveys will be distributed to all new teachers, Helping Teachers, and Principals/Supervisors/Directors at the end of each year. Feedback from these surveys will be used by central administration to evaluate and update the orientation and induction program. During an end of the year in-service day, time will be set aside to bring the new professional faculty cohort back together to debrief the school year and gather additional feedback.

Documentation of Participation and Completion

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

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

Yes

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

Signatures and Quality Assurance

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

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

Educator Induction Plan Coordinator	Date

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

Chief School Administrator	Date