

NORTHERN LEHIGH SCHOOL DISTRICT



INDUCTION PLAN **July 1, 2025 through June 30, 2031**

Revised February 2025

Public Review

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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 Lehigh 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
- Encourage inductees to use student data and assessments to drive their teaching practices and support effective classroom differentiation
- Ensure inductees are equipped to meet the needs of diverse student populations, promoting inclusive teaching practices
- Provide an opportunity for the inductee to analyze and reflect on their practice 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 in the state of Pennsylvania:

- 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

Beginning in the 2024-2025 school year, the state mandates that the length of the induction program be a minimum of two school years. However, the school entity may choose a longer period.

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 New Faculty Week. Here is more detail about those required days.

Inductees:

Year	Monday	Tuesday	Wednesday	Thursday
1	Orientation	CLIU 21	CLIU 21	X
2	Select 1 of these 3 days to attend at NLSD			CLIU 21
3	Select 1 of these 4 days to attend at NLSD or Thursday at Ed Com Summit			

Faculty New to NLSD Who Have Already Completed Induction:

Year	Monday	Tuesday	Wednesday	Thursday
1	Orientation	Select 2 of these 3 days to attend at NLSD		
2	Select 2 of these 4 days to attend at NSLD			
3	Select 1 of these 4 days to attend at NLSD or Thursday at Ed Com Summit			

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 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 goals 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.

Inductees will receive a Helping Teacher for two (2) years. Depending on their needs and job assignment, they may work with the same Helping Teacher both years or be assigned a different one in the second year. (For example, a teacher who teaches in different schools may benefit from a new Helping Teacher to provide more tailored support.)

Helping Teachers are compensated according to district policy and NLEA's Collective Bargaining Agreement (CBA). They are required to complete a minimum of 36 hours of support to the new employee in year one and 18 hours in year two. Additionally, they must attend the new teacher orientation and participate in the equivalent of one (1) full day during the rest of the New Faculty

Week to support the Inductee. Since induction is now a two-year program, Helping Teachers must fulfill these requirements each year, except for orientation, which is only required in the first year.

Helping Teacher for an Inductee:

Year	Monday	Tuesday	Wednesday	Thursday
1	Orientation	CLIU 21	X	X
2	Select 1 day to work with Inductee			

Helping Teacher for Faculty New to NLSD Who Have Already Completed Induction:

Year	Monday	Tuesday	Wednesday	Thursday
1	Orientation	Select 1 of these 3 days to work with faculty member		

* Those who have already completed induction only receive a Helping Teacher for 1 year *

ORIENTATION

An orientation program will be presented by district administration prior to the beginning of each school year in August. For those hired after the school year starts, similar information will be presented to the 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/HR Director, Special Education Director, Director of Technology, Director of Educational Technology, Curriculum and Instruction, Chief of Police, Food Services Director, Director of Operations and Transportation Coordinator. 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. New teachers then have time to work in their spaces with the Helping Teacher and/or receive targeted professional development

On the other days of New Faculty 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 NLSD, but not new to the profession, they will spend the other two days of the New Faculty Week on campus working with their Helping Teacher, receiving additional professional development, and preparing for the start of the school year. Annually, there is also the option to attend the Ed Com Summit at Whitehall-Copley School District on one of the independent learning days (Thursday).

District Orientation Topics

1. Welcome and District Overview

- Introduction of new teachers
- Overview of the district mission, motto, vision, goals and calendar
- Orientation to the Code of Professional Practice and Conduct for Educators
- Acquaint with NLSD Policy catalog in BoardDocs

2. Technology and Tools

- Laptop distribution and setup
- Access to systems (Clever, multi-factor authentication)
- Training on PowerSchool, Canvas, and other platforms

3. Operational Procedures

- Facility access (hours, keys, ID badges, fobs)
- Facility Use Requests (FS Direct)
- Work orders and transportation

4. Professional Responsibilities

- Act 13 of 2020: Educator Effectiveness and evaluation systems
- Induction Plan expectations and timelines
- Emergency procedures and ALICE protocols

5. Business Office/HR

- Employee benefits
- Certification information
- Tenure information

6. Specialized Topics

- Student Groups (IDEA, IEPs, 504 plans, GIEPs, MLLs, homelessness) and Common Ground Framework

- Standards Aligned System (SAS)
- 7. Collaboration and Relationships**
 - Professional relationships with students, families, and colleagues
 - NLEA services
 - School Board governance

School-Specific Orientation Topics

- 1. Building Overview**
 - Introduction of new teachers to the building
 - Faculty and student handbooks and Curriculum Guide
 - School facilities and resources
- 2. Classroom Management**
 - Classroom discipline, SWPBIS, and behavior management strategies
 - Collaboration with support staff
- 3. Student Services**
 - Student records and confidentiality (HIPPA, FERPA compliance)
 - Guidance, library, and nursing services
 - Student Services Plan
 - Gifted Plan
- 4. Parent and Community Engagement**
 - Communication strategies (conferences, PTO/Booster groups)
 - School calendar of events
 - Grading system and timelines
- 5. Safety and Emergency Preparedness**
 - School safety protocols, drills, and emergency responses
 - Emergency procedures specific to assigned space with SPO

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, on In-Service and Act 80 Days and at faculty meetings held throughout the school year, and through district offered asynchronous learning modules. Below is a schedule of some of those experiences:

August (including New Faculty Week and CLIU Program)

- Common Ground Framework – Homeless Liaison (yr1)
- Social Emotional Wellness & CASEL Practices – CLIU21 (yr1)
- Classroom Climate, Culture & Management – CLIU21 (yr1)
- Trauma Informed Care – CLIU21 (yr1)
- PDE Standards Aligned System – Director of Educational Technology, Curriculum and Instruction & CLIU21 (yr1)
- Professional Ethics Program Guidelines – Assistant Superintendent & CLIU21 (yr1)
- Educator Effectiveness and Certification – Business Manager/HR & CLIU21 (yr1 / yr2)
- Educator Wellness – CLIU21 (yr1)
- Differentiation Strategies – CLIU21 (yr1)
- Career Readiness Skills – CLIU21 (yr1)
- Literacy to Support All Content Areas – CLIU21 (yr1)
- Utilizing Data to Drive Instruction – CLIU21 (yr2)
- Act 55 Safety Trainings – District Safety and Security Officer (yr1 / yr2)
- Canvas – Technology Integration Specialist (yr1)
- PowerSchool Support – Director of Technology (yr1)
- Others to be determined by needs assessment (yr1 / yr2)

September

- ALICE Protocols - District Safety and Security Officer & SPOs (yr1)
- Act 13 of 2020 – Educator Effectiveness – Asynchronous (yr1)

October

- Act 13 of 2020 – Educator Effectiveness – Asynchronous (yr1)
- Progress Monitoring - Special Education Director & School Psychologist (yr1)
- Classroom Management, De-escalation and Dealing with Difficult Student Behaviors – Special Education Director & School Psychologist (yr1)

November

- Act 13 of 2020 – Educator Effectiveness – Asynchronous (yr1)

December

- State and Local Assessment: Using Data to Inform Instruction – Assistant Superintendent (yr1 / yr2)
- Increasing Student Learning (yr1/yr2) – Assistant Superintendent
- Mid-Year Check – Assistant Superintendent (yr1/yr2)

January

- State Standards, Curriculum, Instruction, Assessment – Director of Educational Technology, Curriculum & Instruction (yr1 / yr2)
- Developing Teacher Competency – Director of Educational Technology, Curriculum & Instruction (yr1)
- Instructional Practices – Director of Educational Technology, Curriculum & Instruction (yr2)

February

- Work-Life Balance and Managing the Demands of Teaching – Outside Provider

March

- Scenarios – Principals (y1/y2)

May

- Technology Platforms – Technology Integration Specialist (yr2)

June

- End of Year Reflection – Preparing for Next School Year – Helping Teacher (yr1 / yr2)

Other areas covered by NLSD or CLIU21

- Networking and Professional Growth Plan – Principals, Helping Teachers & CLIU (yr2)
- District Walk-Through Tool Feedback – All Instructional Administrators (yr1 / yr2)

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

During Year 1, Inductees will meet with their Helping Teachers weekly (about 36 meetings a year). During Year 2, Inductees will meet with their Helping Teachers on a bi-weekly basis (about 18 meetings a year). During these meeting, the Helping Teacher will cover topics that are important to new faculty, respond to questions the new faculty member may have and generally support them as they acclimate to the district. As part of this process, the new faculty member, 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 and can be completed electronically.)

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

Inductees will participate in nine (9) meetings throughout Year 1 and four to five (4-5) meetings throughout Year 2, selecting one administrator each month to meet with based on their interests and needs. While their principal or direct supervisor should be a primary point of contact, inductees may also choose to meet with other district administrators, including the Superintendent, Assistant Superintendent, Special Education Director, Director of Educational Technology, Curriculum & Instruction, Technology Director, School Psychologist, Director of Operations, Director of Food Services, District Safety and Security Officer or Athletic

Director. However, inductees must meet with their principal or direct supervisor at least once per quarter. It is the responsibility of the Inductee to communicate with administrators to set up these meetings. Whenever possible, and if schedules permit, the Helping Teacher should also participate in these meetings. Following each meeting, the inductee is responsible for summarizing key discussion points and outlining plans for next steps. (The monthly meeting journal is in the appendix but can be completed electronically.)

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 NLSB community. The Inductee is required to attend four (4) activities during Year 1 and four (4) activities during Year 2. (Activities and dates attended are to be documented on the checklist included in the appendix but can also be completed electronically.)

7.) Professional Development

It's important for new teachers to learn and grow 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 induction period. A minimum of four (4) hours are required each year. (A log form is included in the appendix but can be completed electronically.)

8.) Observations

Inductees are required to conduct two (2) observations with other faculty members during the first year of their induction period with the district and two (2) additional observation during their second year of the induction period for a total of four (4). At least one (1) of the observations during the first year 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

Inductees are to be evaluated by administration three (3) times per school year. NLSB uses PA-ETEP as the platform to facilitate this process. (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 an electronic portfolio. The portfolio is to be reviewed with the Helping Teacher and signed at the end of each year of the Induction period. The principal is to review the portfolio with the Inductee at the last monthly meeting of the year. 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 must be included in the portfolio before being submitted.

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 deadlines 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, Business Manager/HR Director or Superintendent.

Helping Teacher

- In year one, participate in the orientation program during New Faculty Week. During the remaining two days of the New Faculty 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 NLSD's campus helping the new teacher get acclimated to the district.
- In year two, continue to meet with and support the Inductee or new faculty member for the equivalent of one (1) full day on NLSD's campus.
- Throughout the school year, meet with the Inductee a minimum of once a week.
- Attend meetings with the Inductee and Principal/Supervisor/Director or Administrator each month as schedule provides.
- 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.

Other Administrators

- Meet with Inductees for a monthly meeting as requested and scheduled by the Inductee.
- Assist Inductee in understanding areas that fall under your purview.

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.
- Complete and sign the *Induction Completion Form – Year 2* for the three (2) days of orientation/induction attended and submit to Principal.
- Update your portfolio including the following materials from year one to the Assistant Superintendent by May 31st (or alternate completion date determined if not hired at start of school year) to include the following materials:
 - Dates of district / building orientation sessions
 - Weekly Meeting Journals (from 36 meetings with Helping Teacher)
 - Monthly Meeting Journals (from 9 meetings with Principal/Supervisor or Other Administrator and Helping Teacher)
 - School/Community Activities Log (4 required activities)
 - Professional Development Log (4 hours required)
 - Classroom Observation Reflections (2 minimum for this year), including one of the Helping Teacher
- Submit your complete portfolio including the following materials from year two to the Assistant Superintendent by May 31st (or alternate completion date determined if not hired at start of school year).
 - Weekly Meeting Journals (from 18 meetings with Helping Teacher)
 - Monthly Meeting Journals (from 4-5 meetings with Principal/Supervisor or Other Administrator and Helping Teacher)
 - School/Community Activities Log (4 required activities)
 - Professional Development Log (4 hours required)

- Classroom Observation Reflections (2 minimum for this year)
- 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
- Review and sign the Inductee's *Induction Completion Form – Year 2* and submit to Principal
- Complete and sign the *Helping Teacher Completion Form* and submit to Principal
- Complete the *Induction Program Assessment* by May 31st for each year you serve as Helping Teacher.

Principal/Supervisor:

- Formally evaluate the Inductee at least three (3) times during each school year. Submit required paperwork to the Business Office.
- Review and sign the Inductee's *Induction Completion Form – Year 1* and submit to Assistant Superintendent
- Review and sign the Inductee's *Induction Completion Form – Year 2* and submit to Assistant Superintendent
- Review and sign the *Helping Teacher Completion Form* each year 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 Inductee's *Induction Completion Form – Year 2* 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 each year.

- Sign Induction Program Completion Certificate upon successful completion of the Induction Program.

Superintendent

- Review Induction binders
- Sign Induction Program Completion Certificates

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 _____

*** Return to Office of the Assistant Superintendent by last day in August ***

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Induction Completion Form
Year 2

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

Day 1	Day 2
Date:	Date:
Location:	Location:

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

*** Return to Office of the Assistant Superintendent by last day in August ***

NORTHERN LEHIGH SCHOOL DISTRICT

Induction Program Checklist

Year 1

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 9 monthly meetings with Principal/ Supervisor/ Director or Other Administrator and Helping Teacher (Write dates below. Include Journal)

<input type="checkbox"/> Month 1	<input type="checkbox"/> Month 2	<input type="checkbox"/> Month 3
<input type="checkbox"/> Month 4	<input type="checkbox"/> Month 5	<input type="checkbox"/> Month 6
<input type="checkbox"/> Month 7	<input type="checkbox"/> Month 8	<input type="checkbox"/> Month 9

☐ Participated in 4 school/community activities

Activity	Date	Activity	Date

☐ Participated in professional development activities (Show printout of at least 4 hours)

☐ Conducted classroom observations (Attach 2 observation forms)

Faculty Inductee
Signature/Date

Helping Teacher
Signature/Date

Building Principal
Signature/Date

NORTHERN LEHIGH SCHOOL DISTRICT

Induction Program Checklist

Year 2

Inductee: _____ Date: _____

- ☐ Attended bi-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

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

<input type="checkbox"/> Month 1	<input type="checkbox"/> Month 2	<input type="checkbox"/> Month 3
<input type="checkbox"/> Month 4	<input type="checkbox"/> Month 5 (optional)	

- ☐ Participated in 4 school/community activities

Activity	Date	Activity	Date

- ☐ Participated in professional development activities (Show printout of at least 4 hours)

- ☐ Conducted classroom observations (Attach 2 observation form)

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, Lesson Planning, Alignment	Technology and Platforms (LMS, SIS, AI Tools, etc.)
Special Populations (IEP, 504, GIEP, EL)	Assessment and Data, Progress Monitoring, Instructional Decisions	Family Engagement, Building Relationships and Rapport	MTSS, SWPBIS, Differentiation
School Safety and Security	Social, Emotional, Mental Health	Professional Development	Induction Program Requirements
Operations (Food Services, Building and Grounds, Transportation)	Student Opportunities and Engagement (Arts, Athletics, Extra/ Co- Curriculars, Clubs)	Business Office (salary, benefits, days, portal, etc.)	Legal and Ethical Responsibilities (FERPA, copyright, social media, etc.)
Work-Life Balance, Mental Health and Avoiding Burnout	Collegial Collaboration & PLCs	Supplies and Budgeting	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: _____

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, Lesson Planning, Assessment, and Resources
- ☐ MTSS, SWPBIS, Differentiation
- ☐ Populations with Special Needs (IEP, 504, GIEP, MLL, etc.)
- ☐ Family Engagement, Parent/Guardian Contact
- ☐ Building Rapport and Relationships with Stakeholders
- ☐ Technology and Platforms
- ☐ Social, Emotional and Mental Health
- ☐ Professional Development
- ☐ Induction Program Requirements
- ☐ Operations – Food Services, Building and Grounds, Transportation
- ☐ Student Services for Opportunities and Engagement (Arts, Athletics, Extra and Co-Curriculars)
- ☐ Business Office Topics
- ☐ Supplies/Budgeting
- ☐ Collegiality
- ☐ School Safety and Security
- ☐ Classroom Organization, Management, Expectations and Discipline
- ☐ Teacher Supervision and Evaluation Process
- ☐ Work-Life Balance
- ☐ Other: _____

Faculty Inductee
Signature

Helping Teacher
Signature

Building Principal
Signature

Date

Date

Date

Assistant Superintendent

Date

☐ Copy given to business office on _____