

Lehigh Area SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
School District		121135503
Address 1		
1000 Union St		
Address 2		
City	State	Zip Code
Lehighton	PA	18235
Chief School Administrator		
Mr Jason Moser		
Chief School Administrator Email		
jmoser@lehighton.org		
Educator Induction Plan Coordinator Name		
Mrs. Gretchen Laviolette		
Educator Induction Plan Coordinator Name Email		
glaviolette@lehighton.org		
Educator Induction Plan Coordinator Phone Number		Extension
6103774490		7534

Steering Committee

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Gretchen Laviolette	Director of Instructional Technology and Curriculum Development	Administrator	Administration Personnel
Mary Figura	Assistant to the Superintendent	Administrator	Administration Personnel
Lauren Cortright	Teacher and Recent Mentor	Teacher	Teacher
Janine Matika	Teacher and Recent Mentor	Teacher	Teacher
Kyle Wunderlich	School Psychologist and Recent Inductee	Education Specialist	Education Specialist
Christina Haupt	Teacher and LAEA Representative	Teacher	Teacher
Angela Swanson	Teacher and LAEA Representative	Teacher	Teacher
Denise Gerber	Teacher and Recent Mentor	Teacher	Teacher
Stephanie Kulpa	Teacher and Recent Mentor	Teacher	Teacher
Renee Marcienta	Teacher and Recent Inductee	Teacher	Teacher
Tammy Tilley	School Psychologist and Recent Mentor	Education Specialist	Education Specialist
Tiffany Strausberger	Assistant Principal	Administrator	Administration Personnel

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	No

Other

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

Mentors are selected from applicants of veteran professionals who teach the same grade level or content or otherwise work in the same role and, therefore, have the same certification as the inductee, when possible. In addition, professionals who participate in professional development opportunities outside of those provided by the district are considered to serve as mentors. Finally, more consideration will be taken into common schedules when selecting mentors in the future and training will also be provided to mentors upon request.

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	No

Other

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**

The LASD program will be a two-year program with the goal of utilizing the same mentor for both years. During the first year, inductees will participate in beginning-of-the-year meetings held at the district. He/she will also participate in monthly meetings with their mentor and building administrator as well as monthly check-ins with the district administrator. Various topics such as student standardized assessment data as well as classroom data will be discussed. Other topics will be determined based on a needs assessment completed by the inductee at the start of their employment. In addition, the inductee will conduct 4 observations of other teachers/professionals and will be observed at least 2-4 times by their mentor. Finally, the inductee will complete monthly journal/discussion entries which will be provided and reviewed by the district induction program administrator and will submit a portfolio at the end of the year. During the second year, the inductee will attend district meetings/trainings as required throughout the year and will meet with their mentor as needed. Quarterly meetings will be held with the district induction program administrator. The inductee will continue to complete monthly journal/discussion entries which will be provided and reviewed by the district induction program administrator. Finally, the inductee will submit an end-of-year evaluation of the induction program. Most documents will be submitted electronically. At the start of the inductee's employment, a needs assessment will be conducted via Google Forms. Either a Google Doc or Canvas discussion will be used for journaling/discussions with the induction program district administrator and program colleagues. While observing colleagues, the inductee will complete an observation questionnaire either on paper or electronically. In addition, the inductee will be observed by the mentor who will complete an observation form using the Charlotte Danielson model as a guide. This will also be either on paper or electronically. All documentation will be uploaded into a shared folder to serve as the inductee's portfolio. Mentors and inductees will complete evaluations at the end of each year to serve as feedback on the induction program.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

2025-2028 Induction Plan for PDE.pdf

Second-year Teacher Manual 2025-2026 for PDE.pdf

New Teacher Manual 2025-2026 for PDE.pdf

Mentor Manual 2025-2026 for PDE.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Summer

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Instructional Practices

Selected Observation and Practice Framework(s):

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

2d: Managing Student Behavior

1b: Demonstrating Knowledge of Students

2e: Organizing Physical Space

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

Timeline

Year 1 Fall

Year 1 Summer

Standards/Curriculum

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

4b: Maintaining Accurate Records

Timeline

Year 1 Fall

Year 1 Summer

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer

Data informed decision making

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments
3d: Using Assessment in Instruction

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall
Year 1 Summer

Classroom and student management

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space
1b: Demonstrating Knowledge of Students

2c: Managing Classroom Procedures
3c: Engaging Students in Learning
2a: Creating an Environment of Respect and Rapport
2d: Managing Student Behavior

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer

Parental and/or community involvement

Selected Observation and Practice Framework(s):

4c: Communicating with Families
4d: Participating in a Professional Community

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism
4d: Participating in a Professional Community
4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Summer

Common Ground

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

Timeline

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Educator Effectiveness

Selected Observation and Practice Framework(s):

3b: Using Questioning and Discussion Techniques

2d: Managing Student Behavior

4b: Maintaining Accurate Records

2c: Managing Classroom Procedures

4a: Reflecting on Teaching

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and Responsiveness

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Evaluation and Monitoring

Evaluation and Monitoring

A questionnaire was completed by recent mentors and inductees prior to the creation of this plan to gauge the strengths and areas for improvement of the induction program. The responses were used to develop this plan. In addition, current practices, such as the use of the book *The First Days of School*, were evaluated to determine the effectiveness and plan for continuation. Going forward, both first year and second year inductees as well as mentors will complete a journal/program evaluation at the conclusion of each year of the induction program.

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
Gretchen L. Laviolette	2025-03-25

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
Jason G. Moser	2025-03-25