



**2024-2026**

# **INDUCTION PROGRAM PLAN**

**Nazareth Area School District**

NASD Board Approved:

August 13, 2024



[www.nazarethasd.org](http://www.nazarethasd.org)

# Overview of the NASD Induction Program

The Nazareth Area School District believes that providing a systematic structure of support to newly employed professional staff provides them with a solid foundation that will set them up to have a successful career within the District. Mentorship, professional learning, collaboration, and reflection on evidence-based practices are critical components of the NASD two-year Induction Program. All first-year professional staff, both new to the profession and new to NASD, long-term substitute professional staff who are hired for a position of 70 days or more, which includes educational specialists, are required to participate in the NASD Induction Program.

The NASD Induction Program was developed as part of the Comprehensive Planning process as required by PA school law ([22 Pa Code, 49.16](#)).

## NASD Induction Program Goal and Objectives

The goal of the NASD Induction Program is to support inductees by providing them with a general orientation to the Nazareth Area School District as well as an opportunity for professional growth, collaboration, and opportunities for reflection.

Objectives of the NASD Professional Staff Induction Program:

1. Provide ongoing support to the inductee
2. Provide an organized structure through which the inductee will become familiar with the district and building policies, procedures, and resources
3. Orient the inductee to the school and district community
4. Provide the resources, tools, and support to meet the curriculum, instruction, and assessment expectations of the district
5. Support the development of the inductee's professional knowledge and skills
6. Provide an opportunity for inductees to analyze and reflect on their practice with guidance from mentor staff.
7. Cultivate a professional attitude toward teaching and learning, and working with others such as students, parents, and colleagues ("Implementing", 2021).

# NASD Induction Program Topics

NASD Inductees will be provided information and training in the following areas:

NASD Onboarding		
Operations	Human Resources	Programming
Benefits/Payroll	Educator Effectiveness (Act 13)	Classroom medical emergencies
Financial Policies/Procedures	Title IX Training	Educational Technology (Student Learning Management System (LMS), Student Information System), Google Suite
<a href="#">Food Service Guidelines</a>	Human Resources Policies/Procedures	PA Code of Conduct/Professional Ethics
<a href="#">Building &amp; Grounds Guidelines</a>	Certification	Overview of induction program
<a href="#">Transportation procedures</a>	Act 48 requirements	Introductions/team-building
Technology set-up <a href="#">Technology Guidelines</a>	Tenure	Nazareth Area Educational Association
Building procedures		Programming Policies/Procedures
Safety & Security		Danielson Framework for Teaching Act 13
		Professional Development structure
Induction Program Topics		
Overview of Structured Literacy	Guiding Classroom Behaviors	Leading Routines and Guiding Expectations in the Classroom
Special Education	Gifted Education	English Learners
Counseling and mental health	Academic standards	Curriculum & instruction
Grading & Assessment	Data analysis	Multi-tiered systems of support (MTSS)
Communication strategies	Verbal De-escalation	STEM (Design thinking)
Essential practices for effective instruction	Trauma-informed practices	Phenomenon-based learning

# Guidelines for Mentors and Inductees

The mentor-inductee relationship is essential to the success of a new district employee entering the education profession in the Nazareth Area School District ("Mentoring", 2018). The formal and informal activities associated with a successful induction program are based upon the positive relationship built between the mentor and inductee ("The Big Picture", 2016). The following guidelines are established to assist the mentor and inductee in addressing the needs and concerns of the inductee.

## Inductees

All first-year professional staff (including educational specialists), both new to the profession and new to NASD and long-term substitute (LTS) professional staff who are hired for a position of 70 days or more, are considered inductees. There are two types of inductees:

- **Inductee - First-year professional staff:** These are inductees who have less than one year of educational professional staff career experience. First-year professional staff inductees are required to complete the two-year induction program.
- **Inductee - Experienced professional staff:** These are inductees with one or more years of educational professional staff career experience and have previously taught in a school district. Experienced professional staff inductees are required to complete the one-year induction program.

Long-term substitute staff are required to complete the induction throughout their time of service. If an LTS is hired into a permanent position, they would complete the two-year induction program.

### Inductees Responsibilities:

- **Attend all scheduled mentoring sessions.**
- **Play an active role in the mentoring relationship.** An inductee can do this by offering critical reflections on one's own practice and by identifying areas in which assistance is needed (Le Cornu, 2013).
- **Seek help.** The inductee must understand that one must seek out support from team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop professionally.
- **Observe experienced professionals at work.** The inductee, with the help of the assigned mentor, will participate in a scheduled observation of experienced professional staff, during the second year of the induction program. Release time, for a minimum of one full-day peer observation opportunity in the district, with the approval of the building administrator, will be provided.
- **Participate regularly in programs organized for inductees.** These include, but are not limited to the summer orientation and regular meetings.
- **Maintain Induction/Mentoring Forms.**
  - o Documentation of the induction process must be submitted to the Assistant Superintendent's Office electronically by established deadlines.
  - o The final Induction Completion Document and the inductee's Evidence of Professional Growth Documentation must be submitted, by the mentor, no later than May 1st. ***The original Induction Completion document should also be mailed via inter-office mail to Dr. Resende after it is signed by the mentor.***
    - Evidence of Professional Growth Documentation Includes:

- All Addenda
- Educator Induction Reports
- Peer Observation Reflection (during the second year of the induction program)
- Educator/Video Observation Reflection (during the second year of the induction program)
- Participate in a support process for maintaining a mentor/inductee relationship. If an unresolvable issue arises in the mentor/inductee relationship, the inductee or mentor can request a meeting with the Building Principal and/or the Assistant Superintendent to help to reach a resolution (Kutsyuruba, 2015).

## Mentors

All inductees will be assigned a mentor professional staff for the first year of the induction program. Long-term substitute (LTS) inductees will be assigned a mentor for the duration of their service, up to two years. All inductees who are new to the profession will continue to have their mentor for a second school year.

	Definition	Mentor Assignment
Inductee - first-year professional staff	0 years of teaching experience, starting career at NASD, temporary professional employee (TPE)	Full-time TPE - 2 school years LTS - up to 1 school year (2nd year of mentorship will occur upon being hired for a permanent position)
Inductee - experienced professional staff	1 or more years of teaching experience, previously taught at another school district, may be a TPE or PE	Full-time TPE - 1 school year Full-time PE - 1 school year LTS - duration of their service school year

### Definition of a Mentor

Mentors are experienced teachers and professional staff who are highly skilled practitioners, who are life-long learners, who are dedicated to promoting excellence in their profession and who are trusted professionals willing to take a personal and direct interest in the development of a colleague.

### Qualities of Effective Mentors

Effective mentors possess four key qualities: character, expertise, communication, and interpersonal skills, as identified by participants in mentoring programs nationwide. These qualities combined with the mentor selection criteria below, serve as guidelines for mentor selection.

Attitude and Character	Communication Skills
<ul style="list-style-type: none"> <li>• Willing to be a role model for other teachers</li> <li>• Exhibits strong commitment to the teaching profession</li> <li>• Believes mentoring improves instructional practice</li> <li>• Willing to advocate on behalf of colleagues</li> <li>• Demonstrates a commitment to lifelong learning</li> <li>• Is reflective and able to learn from mistakes</li> <li>• Is eager to share information and ideas with colleagues</li> <li>• Is resilient, flexible, and open-minded</li> <li>• Exhibits good humor and resourcefulness</li> <li>• Enjoys new challenges and solving problems</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to articulate effective instructional strategies</li> <li>• Listens attentively</li> <li>• Asks questions that prompt reflection and understanding</li> <li>• Offers critiques in positive and productive ways</li> <li>• Is efficient with the use of time</li> <li>• Conveys enthusiasm and passion for teaching</li> <li>• Is discreet and maintains confidentiality</li> </ul>
Professional Competence	Interpersonal Skills
<ul style="list-style-type: none"> <li>• Is regarded by colleagues as an outstanding teacher</li> <li>• Has excellent knowledge of pedagogy and subject matter</li> <li>• Has confidence in his/her own instructional skills</li> <li>• Demonstrates excellent classroom-management skills</li> <li>• Feels comfortable being observed by other teachers</li> <li>• Maintains a network of professional contacts</li> <li>• Understands the policies and procedures of the school, district, and teacher association</li> <li>• Is a meticulous observer of classroom practice</li> <li>• Collaborates well with other teachers and administrators</li> <li>• Is willing to learn new teaching strategies from Inductees</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to maintain a trusting professional relationship</li> <li>• Knows how to express care for Inductees' emotional and professional needs</li> <li>• Is attentive to sensitive political issues</li> <li>• Works well with individuals from different cultures</li> <li>• Is approachable; easily establishes rapport with others</li> <li>• Is patient and nonjudgmental</li> </ul>

\*The National Foundation for the Improvement of Education-Establishing High-Quality Professional Development, Fall 1999 No. 1

A mentor is an experienced professional staff or educational specialist who will serve as an advisor to the inductee. Whenever possible, the mentor will be scheduled to teach in the same building, grade level, and subject area as the inductee.

### **Mentor Selection Criteria:**

1. Instructional II Certification
2. Minimum of three (3) years of teaching experience
3. Minimum of two (2) years of teaching experience in the district
4. Demonstration of continuous professional growth
5. Knowledge of district and building-level policies and procedures
6. Possesses a sound understanding of the teaching and learning process and a variety of classroom organization, management techniques, and instructional strategies
7. Willingness and commitment to serve in the induction process
8. Demonstration of enthusiasm for teaching and learning
9. Sensitivity to the needs and feelings of others
10. Representative of the grade level and/or subject area appropriate to the inductee whenever possible

## **Mentor Selection Process:**

1. The Building Principal or designated Assistant Principal, in consultation with the Program Director, will recommend a mentor to the office of the Assistant Superintendent based on the criteria above as well as taking into account other logistical considerations. These considerations may include class schedule, alignment of course assignments and preparation periods, etc.
2. The Assistant Superintendent will assign the mentor to the new professional staff or educational specialist, and issue the mentor stipend.

Mentors will receive compensation of \$250 for participating in the August summer onboarding day. They also receive \$250 per inductee per year that they are officially assigned to mentor. Mentors are required to complete all the mentor responsibilities and provide ongoing mentorship for the duration of the inductee's service for up to two years.

## **Mentor Responsibilities:**

1. **Participate in assigned activities during the NASD Induction Program.**
2. **Ensure a strong start to the year.** Mentors help inductees launch into a productive year by making sure they know where to obtain all needed materials and by explaining the pertinent routines and schedules.
3. **Meeting frequently during the school year.** Meet at least once a week during September through January. Meet at least once every other week from February through May.
4. **Provide instructional support.** This includes, but is not limited to:
  - Providing regular opportunities for inductee(s) to observe mentor teaching.
  - Participating in discussions following lessons that draw upon reflective thinking strategies.
  - Maintaining open communication with inductee(s) either face-to-face or electronically.
  - Supporting teaching and learning standards of the state curriculum frameworks.
  - Refining various teaching strategies.
  - Addressing issues such as classroom management and communicating effectively with parents.
  - Recognizing and addressing multiple learning styles and individual student needs.
5. **Provide professional support.** Inductees need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation. Principals and Directors as well as Mentors should be a resource for information on evaluation and professional practice.
6. **Provide guidance and assistance at all transition points throughout the year** (i.e. the beginning of the school year; end of marking periods/semesters; before and after breaks).
7. **Provide personal support.** Mentors can help relieve the stress on inductees by introducing them to other faculty members and providing support and encouragement to help the inductee put problems in perspective.
8. **Maintain a confidential relationship with the inductee.** It is important that inductees are confident that the dialogue they have with their mentors is safe and secure and that they will get nurturing and supportive feedback from their mentor.
9. **Serve as a liaison.** The mentor should have the knowledge and skills to refer the inductee to other teachers and educational resources so that the inductee is exposed to a variety of perspectives and instructional practices.
10. **Serve as a resource.** Inform the inductee of opportunities and supports provided by various professional associations.
11. **Ensure all aspects and documentation of the induction process have been completed** and submitted to the Assistant Superintendent's Office electronically by established deadlines.

12. Ensure the inductee's Evidence of Professional Growth Documentation and the final Induction Completion Document are submitted, by the mentor, no later than May 1st. The original ***Induction Completion document should also be mailed via inter-office mail to Dr. Resende after it is signed by the mentor.***
  - Evidence of Professional Growth Documentation Includes:
    - All Addenda
    - Educator Induction Reports
    - Peer Observation Reflection (during the second year of the induction program)
    - Educator/Video Observation Reflection (during the second year of the induction program)
13. **Participate in a support process for maintaining a mentor/inductee relationship.** If an unresolvable issue arises in the mentor/inductee relationship, the inductee and/or mentor will request to meet with the Building Principal and/or the Assistant Superintendent to reach a resolution to the issue.

## Principal, Assistant Principals, Education Program Directors

The responsibilities of the administrators will include, but are not limited to the following:

- **Meet with the inductee no less than once/month separate from building meetings to review timely topics and answer related questions.** Topics may include but are not limited to:
  - Open House procedures
  - Progress reports
  - Assessment deadlines
  - Evaluation of teachers
  - Conferences with parents
  - Professional development opportunities
  - Collegial practices
  - Program issue
- **Establish a school culture** that is built on collegiality and supports collaboration among new and veteran practitioners.
- **Ensure reasonable working conditions** for the inductee that will promote a successful first year, which might include assigning the inductee to few extra-curricular duties, and a schedule that is compatible with the mentor's schedule.
- **Promote and encourage opportunities** for the inductee to observe exemplary educators in the building and across the district.
- **Provide support and encouragement** to all new staff by listening and remaining open to new ideas and suggestions regarding school policy, scheduling, personnel, student concerns, and curriculum issues.
- **Engage in periodic check-ins** with the new staff and/or mentors in their buildings regarding the mentoring progress with full understanding and respect for the confidentiality between mentor and inductee.
- **Participate in a support process for maintaining a mentor/inductee relationship.** If an unresolvable issue arises in the mentor/inductee relationship, the inductee or mentor will request to meet with the Building Principal and/or the Assistant Superintendent and the mentor to reach a resolution to the issue (Watkins, 2016).



# NASD Induction Program Structure

## NASD Instruction Program Agenda for Onboarding Activities and Agenda

### NASD Year One: Timeline of Activities/Requirements

Activity / Requirement	Date(s)
Summer Induction Program: Onboarding (See linked agenda above)	August 12-15, 2024
<b>Meeting #1: Student Services</b> <b>Location:</b> WLP Board Room, District Office <b>Time:</b> 3:30 PM to 5:00 PM <b>Lead Facilitator(s):</b> Ms. Pam Vlasaty, Director of Pupil Services, and Mr. AJ Kise, Director of Special Education and Alternative Education	<b>October 9, 2024</b>
Educator Induction Reports Due (Addendum #2)	October 9, 2024
<b>Meeting #2: Structured Literacy</b> <b>Location:</b> WLP Board Room, District Office <b>Time:</b> 3:30 PM to 5:00 PM <b>Lead Facilitator(s):</b> Ms. Noelle Kondikoff, Director of Elementary Teaching and Learning	<b>November 6, 2024</b>
Educator Induction Reports Due (Addendum #2)	November 6, 2024
<b>Meeting #3: Guiding Classroom Behaviors</b> <b>Location:</b> WLP Board Room, District Office <b>Time:</b> 3:30 PM to 5:00 PM <b>Lead Facilitator(s):</b> IU 20 Training Consultants	<b>December 4, 2024</b>
Educator Induction Reports Due (Addendum #2)	December 4, 2024
<b>Meeting #4: Rethinking Classroom Instruction for Multilingual Learners</b> <b>Location:</b> WLP Board Room, District Office <b>Time:</b> 3:30 PM to 5:00 PM <b>Lead Facilitator(s):</b> IU 20 Training Consultants	<b>February 5, 2025</b>
Educator Induction Reports Due (Addendum #2)	February 5, 2025
<b>Meeting #5: Verbal De-escalation</b> <b>Location:</b> WLP Board Room, District Office <b>Time:</b> 3:30 PM to 5:00 PM <b>Lead Facilitator(s):</b> Ms. Jamie Miller	<b>April 8, 2025</b>
Educator Induction Reports Due (Addendum #2)	April 8, 2025
<b>Meeting #6: Professional Ethics</b> <b>Location:</b> WLP Board Room, District Office <b>Time:</b> 3:30 PM to 5:00 PM <b>Lead Facilitator(s):</b> Mr. Alan Davis, Director of Secondary Teaching and Learning	<b>April 30, 2025</b>
EOY Review with Building Principal (Addendum #5) Due	by May 1, 2025
Completion of Induction Completion Document (Addendum #3a) and Evaluation of EIP (Addendum #4) Due	by May 1, 2025
Completion of NASD Professional Development Requirements	by May 1, 2025

## **Year 1 Requirements of Induction Program**

- ☐ Completion of Needs Assessment for Inductees (Addendum #1) during the summer induction program.
- ☐ All Induction documents must be completed and uploaded electronically with the exception of the Induction Completion Document (Addendum #3a) which must be submitted electronically and sent, in its original signed paper format, to Dr. Resende's office.
- ☐ Attend district-level Induction meetings from August through May.
- ☐ Attend weekly meetings of Inductee/Mentor September through January: and then bi-weekly meetings of Inductee/Mentor from February through May.
- ☐ Completion of Induction Reports (Addendum #2) due on:
  - o October 9, 2024
  - o November 6, 2024
  - o December 4, 2024
  - o February 5, 2025
  - o April 8, 2025.
- ☐ Mentor completion of Induction Completion Document (Addendum #3a) by May 1, 2025.
- ☐ Completion of the Evaluation of Induction Program Document (Addendum #4) by May 1, 2025.
- ☐ End of Year (EOY) Review with Supervisor (Addendum #5) by May 1, 2025.

## NASD Year Two: Timeline of Activities/Requirements

Activity / Requirement	Date(s)
<b>Part 1:</b> Summer Induction Program - Technology Integration <b>Location:</b> WLP Board Room, District Office <b>Time:</b> 8:00 AM to 11:00 AM <b>Lead Facilitator(s):</b> Ms. Melissa Whitman	August 5, 2025
<b>Part 2:</b> Summer Induction Program - Danielson Framework <b>Location:</b> WLP Board Room, District Office <b>Time:</b> 12:00 PM to 3:00 PM <b>Lead Facilitator(s):</b> IU 20 Consultant	
<b>Part 3:</b> Summer Induction Program - Guiding Classroom Behaviors <b>Location:</b> WLP Board Room, District Office <b>Time:</b> 8:00 AM to 11:00 AM <b>Lead Facilitator(s):</b> IU 20 Consultant	August 6, 2025
<b>Book Study PLC #1:</b> <i>Teach Like a Champion Field Guide 3.0: A Practical Resource to Make the 63 Techniques Your Own</i> 3rd Edition by Doug Lemov (Author), Sadie McCleary (Author), Hannah Solomon (Author), Erica Woolway (Author) <b>Location:</b> Middle School Media Center <b>Time:</b> 3:30 PM to 5:00 PM <b>Lead Facilitator(s):</b> Dr. Isabel Resende	October 8, 2025
Educator Induction Reports Due (Addendum #2)	October 8, 2025
<b>Book Study PLC #2:</b> <i>Teach Like a Champion Field Guide 3.0: A Practical Resource to Make the 63 Techniques Your Own</i> 3rd Edition by Doug Lemov (Author), Sadie McCleary (Author), Hannah Solomon (Author), Erica Woolway (Author) <b>Location:</b> Middle School Media Center <b>Time: 3:30 PM to 5:00 PM</b> <b>Lead Facilitator(s):</b> Dr. Isabel Resende	December 3, 2025
Educator Induction Reports Due (Addendum #2)	December 3, 2025
<b>Book Study PLC #3:</b> <i>Teach Like a Champion Field Guide 3.0: A Practical Resource to Make the 63 Techniques Your Own</i> 3rd Edition by Doug Lemov (Author), Sadie McCleary (Author), Hannah Solomon (Author), Erica Woolway (Author) <b>Location:</b> Middle School Media Center <b>Time: 3:30 PM to 5:00 PM</b> <b>Lead Facilitator(s):</b> Dr. Isabel Resende	February 4, 2026
<b>Formative observation in the form of a Peer Observation Reflection (Addendum #6)</b>	February 4, 2026

Educator Induction Reports Due (Addendum #2)	February 4, 2026
<b>Educator/Video Observation Reflection (Addendum #7)</b>	<b>April 15, 2026</b>
Educator Induction Reports Due (Addendum #2)	April 15, 2026
EOY Review with Building Principal (Addendum #5) Due	by May 1, 2026
Completion of Induction Completion Document (Addendum #3b) and Evaluation of EIP (Addendum #4) Due	by May 1, 2026
Completion of NASD Professional Development Requirements	by May 1, 2026

### **Year 2 Requirements of Induction Program**

- ☐ All Induction documents must be completed and submitted electronically.
- ☐ Attend district-level Induction meetings from August through February.
- ☐ Completion of Induction Reports (Addendum #2) due on:
  - o October 8, 2025
  - o December 3, 2025
  - o February 4, 2026
  - o April 15, 2026.
- ☐ Formative observation in the form of a Peer Observation Reflection (Addendum #6), in the district, by February 4, 2026.
- ☐ Educator/Video Observation Reflection (Addendum #7) by April 15, 2026.
- ☐ Mentor completion of Induction Completion Document (Addendum #3b) by May 1, 2026.
- ☐ Completion of the Evaluation of IP Document (Addendum #4) by May 1, 2026.
- ☐ End of Year (EOY) Review with Supervisor (Addendum #5) by May 1, 2026.

***\*To document participation in the Induction Program, a copy of the Induction Completion Documents for Year 1 and when applicable Year 2 will be placed in each inductee's permanent file in the Superintendent's office. The original Induction Completion Document along with a Certificate of Completion will be given to each inductee for their records.***

## Evaluation and Monitoring

The Year 1 and Year 2 inductees will formally evaluate the NASD professional staff Induction Program at the end of those school years. The NASD Teaching and Learning Department, in collaboration with the Human Resources Department, will review the evaluation responses as well as reflect upon the inductee/mentor reports, observations from the workshops and PLCs, and feedback from administrators. The survey results and reflections will serve as our measure of effectiveness and inform annual decision-making related to the NASD professional staff Induction Program.

## Related Documents

[Addendum #1: Needs Assessment for Inductees](#)

[Addendum #2: Induction Report](#)

[Addendum #3a: Induction Completion Document - Year 1](#)

**Addendum #3b: Induction Completion Document - Year 2**

[Addendum #4: Evaluation of Program](#)

[Addendum #5: End-of-year Review](#)

**Addendum #6: Peer Observation of Professional Staff**

**Addendum #7: Video Observation Reflection Form**

## Works Consulted

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