



**East Lycoming School District  
Induction Plan  
Revised January 22, 2025**

## **Table of Contents**

Goals of the East Lycoming School District's Induction Program	2
Responsibilities	3
Timeline and Topics for Induction	5
Needs Assessment for Teacher Inductees	6
Pre-Induction Survey	7
Checklist for Induction Discussions	8
Teacher Induction Reports	9
Addendum for Classroom Observations/Teacher Comments	19
Sign off form	20
East Lycoming Core Values	21
Year 2 Induction Topics	22
Post Induction Survey	24
Inductee Feedback Form	25
End of Year Review with Principal Form	26

## **Goals of the East Lycoming School District's Induction Program**

The following are the goals of the program for the district. All goals are to be clearly discussed by the Induction Team in order to assure they are understood.

It is the goal of the Induction Program to assist the new teacher with the policies and procedures in the district/school involving ...

- The Board of Education Policy Manual
- The District Curriculum as Defined by Standards and District Assessments
- Grading Policies and Procedures
- Professional Teaching Responsibilities
- How to Communicate Effectively with Parents
- Responsibilities Relating to Child Abuse and Neglect
- The District Safety and Emergency Plans
- Effective Lesson Planning and Mapping
- How to Collaborate Effectively with Colleagues on Professional Issues
- Motivational Techniques
- Evaluation Process
- Teaching Methodology/Instructional Strategies that Work
- Classroom Management
- Accurate Record Keeping
- Pupil Support Services
- Accommodations and Adaptation for Diverse Learners
- Data and How it Drives Instruction
- Professionalism and Code of Conduct
- Teacher Expectations

## Responsibilities:

**The Supervisor of Curriculum and Instruction** will receive all reports and evaluations due from the team. The Supervisor of Curriculum and Instruction will report to the Superintendent and the Board of Education, as required. The Supervisor of Curriculum and Instruction will do 1 observation per semester with the Inductee to ensure things are going according to the Induction Plan. The Supervisor of Curriculum and Instruction will check in on a regular basis with the building principal to ensure things are progressing according to the Induction Plan.

**Action needed: The supervisor of curriculum and instruction will observe the inductee 1 time per semester, signing and dating when the observation took place.**

**The Building Principal** shall be the direct link to their respective building level team members (inductee and mentor). The Building Principal will meet on a regular basis with the mentor teacher to ensure things are going according to the Induction Plan. The Building Principal will also observe the Inductee once per semester. The Building Principal will communicate any concerns to the Supervisor of Curriculum and Instruction.

**Action needed: The building principal will observe the inductee 1 time per semester, signing and dating when the observation took place. Principal will collect signature page at the end of the year meeting.**

**The Mentor Teacher** in the ELSD must be chosen from our best educators. Mentor Teachers will be selected by the administration. The Mentor will have the closest contact with the inductee. The Mentor teacher will meet on a regularly scheduled basis to work with the Inductee. The regular meeting times will be set and documented through a log kept by the Mentor. These meetings are to be weekly during the first three (3) months, then biweekly after this period. The Mentor should work through all the items listed on the Induction Timeline and Checklist ensuring the Inductee has a comprehensive understanding of all procedures and protocols of the district and their respective buildings. The Mentor will observe the Inductee once per semester.

**Actions needed: The mentor teacher will do the following:**

- ***Observe the inductee 1 time per semester, signing and dating when the observation took place.***
- ***Meet with the inductee on a weekly basis for the first 3 months of school, followed by bi-weekly meetings for the remainder of the first year.***
- ***Work through all items listed in the induction timeline and checklist with the inductee, making sure they are completed on time.***

**The Inductee** will participate fully in the District's Induction Plan. The Inductee shall maintain open and direct communication with their Mentor Teacher and Building Principal. **It is the inductees responsibility to complete all induction plan paperwork.**

**Actions needed: The inductee will do the following:**

- **Meet with the mentor teacher on a weekly basis for the first 3 months of the school year, followed by bi-weekly meetings for the remainder of the first year.**
- **Complete the 4 required observations listed in the timeline and complete the written reflection afterward.**
- **Complete all the proper paperwork and get required signatures needed.**
  - **This includes: Pre and post teaching surveys, monthly reflection pages (teacher induction report), observation reflection questions.**
  - **In year 2 of teaching, inductee will be required to answer reflecting questions ( see addendum titled year 2 )**

In addition, Inductees shall:

- Participate in all district staff development
- Participate in all Induction meetings scheduled by the Inductee Team
- Complete all observations of classrooms suggested by the Inductee Team
- Communicate openly areas of concern with Mentor Teacher
- Keep a log of weekly and monthly meetings with a mentor teacher, principal(s), and Supervisor of Curriculum and Instruction. Written reflections about discussion topics should be completed following each weekly and monthly meeting.

TIMELINE and TOPICS FOR INDUCTION

<b>New Teacher Orientation Topics</b>
<input type="checkbox"/> Tour of Facilities <input type="checkbox"/> Technology (Sapphire log in, email, curriculum accounts) <input type="checkbox"/> Code of Conduct <input type="checkbox"/> Special Education (accessing IEPs, classroom accommodations) <input type="checkbox"/> Guidance Staff <input type="checkbox"/> SAP Coordinator/ Pupil Support Services <input type="checkbox"/> Curriculum & Instructional Standards <input type="checkbox"/> School Procedures <input type="checkbox"/> Handbooks

Suggested timeline:

August ___ Lesson Plans ___ Discipline ___ Materials needed ___ Special Education/IEP ___ SWPB	September ___ Student Performance Measures ___ Student Assessments ___ Data Collection and Analysis ___ Classroom Management ___ <b>Observe Mentor</b>	October ___ Record Keeping/Reporting ___ Parent Conferences/ Relationships ___ Professionalism ___ <b>Observe a                      grade level or                      content                      teacher</b>	November ___ Technology Integration ___ Teacher Evaluation ___ Custodial Relations ___ <b>Observe a                      principal                      recommended                      teacher</b>	December ___ Personalization/ Differentiation ___ Teaching Strategies ___ Courses of study
January ___ Communicating Clearly ___ Demonstrating Flexibility ___ <b>Observe a                      teacher of your                      choice</b>	February ___ School Wide Assessments(PSSA, Keystone, etc.) ___ Field Trips	March ___ Student Rapport ___ Professional Development	April ___ Co-Curricular Activities	May ___ Budget

**NEEDS ASSESSMENT FOR TEACHER INDUCTEES**  
**Complete by September 10 and return to your Mentor.**

Inductees Name: \_\_\_\_\_ Mentor's Name: \_\_\_\_\_

Inductees Signature: \_\_\_\_\_ Mentor's Signature: \_\_\_\_\_

Building: \_\_\_\_\_ Date Completed by Inductee: \_\_\_\_\_

The following will assist you, as an Inductee, to inventory your experiences and areas of need. The information provided will assist your mentor in supporting your professional growth. Please complete this form and the following rating scale and give them to your assigned mentor.

1. Previous educator experience, including student teaching and internship

2. List your three strongest assets as an educator.

3. The following pieces are recommended for continued professional growth: observations of mentoring teachers, observations of subject/grade level teachers, observations of teachers outside the district.

**Pre-Induction Survey**--The Teacher Induction Program Is designed to support your professional growth. To help us do so, please rate your current level of concern for the following topics.

	No concern		Somewhat concerned		Very concerned
<b>Expectations</b>					
1. District Curriculum	1	2	3	4	5
2. Lesson Plans	1	2	3	4	5
3. PA Standards	1	2	3	4	5
4. Lesson Plans	1	2	3	4	5
5. District Policies	1	2	3	4	5
6. Teacher Evaluation Process	1	2	3	4	5
<b>Teaching</b>					
7. Personalization/Differentiation	1	2	3	4	5
8. Effective teaching strategies	1	2	3	4	5
9. IEPs/Modifications/Accommodations	1	2	3	4	5
10. Instructional Technology	1	2	3	4	5
11. Assessments/Evaluation/Data	1	2	3	4	5
<b>Classroom Management</b>					
12. Positive reinforcement/Discipline	1	2	3	4	5
13. Lesson Planning	1	2	3	4	5
14. Assessments-Formative/Summative	1	2	3	4	5
15. Organizing the classroom	1	2	3	4	5
16. Managing paperwork	1	2	3	4	5
17. Accessing materials, supplies, equipment	1	2	3	4	5
18. Budgeting	1	2	3	4	5
<b>Relationships &amp; Professionalism</b>					
19. Empowering & building a rapport with students	1	2	3	4	5
20. Parent communication/conferences	1	2	3	4	5
21. Colleagues	1	2	3	4	5
22. District Employees	1	2	3	4	5
23. Principals, Administrators, Board of Education	1	2	3	4	5
24. Community	1	2	3	4	5
25. Code of Conduct	1	2	3	4	5
<b>Other</b>					
26. Your number of years of teaching experience _____					
27. List any concerns here:					



Checklist of induction discussions

The components of the Framework for Teaching listed below are to be addressed during the school year. Initial and date each topic as it is reviewed and discussed.

**Domain 1: Planning and Preparation**

Date	Mentor Initials	Inductee Initials
___ Personalization/Differentiation	___	___
___ Lesson Plans	___	___
___ Materials acquisitions	___	___
___ Special Education	___	___
___ School Library	___	___
___ Pupil Support services	___	___
___ Student assessments	___	___
___ Data collection & analysis	___	___

**Domain 2: The Classroom Environment**

Date	Mentor Initials	Inductee Initials
___ Classroom management	___	___
___ Discipline	___	___
___ School facilities	___	___
___ School procedures (Classroom & non classroom)	___	___
___ Positive reinforcement	___	___

**Domain 3: Instructional**

Date	Mentor Initials	Inductee Initials
___ Technology Integration	___	___
___ Course of study	___	___
___ Teaching strategies	___	___
___ Communicating clearly and accurately	___	___
___ Demonstrating flexibility & Responsiveness	___	___
___ PSSA (as applicable)	___	___
___ Keystone exams (as applicable)	___	___
___ Standards aligned systems	___	___
___ Student performance measures	___	___
___ Teaching diverse learners (IEP, ELs) inclusively	___	___
___ Field trips	___	___

**Domain 4: Professional Responsibilities**

Date	Mentor Initials	Inductee Initials
___ Professionalism	___	___
___ Record keeping/reporting	___	___
___ Custodial/clerical relations	___	___
___ Teacher evaluation/ Educator effectiveness	___	___
___ Parent/teacher relationships	___	___
___ Parent conferences	___	___
___ School policy & procedures	___	___
___ Handbooks	___	___
___ Budget	___	___
___ Student rapport	___	___
___ Co-curricular activities	___	___
___ PTO/PTA	___	___
___ Professional development	___	___
___ Code of conduct	___	___

**August Teacher Induction Report**

Mentor \_\_\_\_\_ Inductee \_\_\_\_\_

Building \_\_\_\_\_

Topic(s) Discussed

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action(s) Planned

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**September Teacher Induction Report**

Mentor\_\_\_\_\_ Inductee\_\_\_\_\_

Building\_\_\_\_\_

Topic(s) Discussed

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Action(s) Planned

---

---

---

---

---

Mentor Signature\_\_\_\_\_ Date\_\_\_\_\_

Comments

---

---

---

---

**October Teacher Induction Report**

Mentor \_\_\_\_\_ Inductee \_\_\_\_\_

Building \_\_\_\_\_

Topic(s) Discussed

---

---

---

---

---

---

---

---

---

---

---

---

Action(s) Planned

---

---

---

---

---

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments

---

---

---

---

**November Teacher Induction Report**

Mentor \_\_\_\_\_ Inductee \_\_\_\_\_

Building \_\_\_\_\_

Topic(s) Discussed

---

---

---

---

---

---

---

---

---

---

---

Action(s) Planned

---

---

---

---

---

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments

---

---

---

---

**December Teacher Induction Report**

Mentor \_\_\_\_\_ Inductee \_\_\_\_\_

Building \_\_\_\_\_

Topic(s) Discussed

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Action(s) Planned

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**January Teacher Induction Report**

Mentor \_\_\_\_\_ Inductee \_\_\_\_\_

Building \_\_\_\_\_

Topic(s) Discussed

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action(s) Planned

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**February Teacher Induction Report**

Mentor \_\_\_\_\_ Inductee \_\_\_\_\_

Building \_\_\_\_\_

Topic(s) Discussed

---

---

---

---

---

---

---

---

---

---

---

---

Action(s) Planned

---

---

---

---

---

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments

---

---

---

---



**March Teacher Induction Report**

Mentor \_\_\_\_\_ Inductee \_\_\_\_\_

Building \_\_\_\_\_

Topic(s) Discussed

---

---

---

---

---

---

---

---

---

---

---

---

Action(s) Planned

---

---

---

---

---

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments

---

---

---

---

**April Teacher Induction Report**

Mentor\_\_\_\_\_ Inductee\_\_\_\_\_

Building\_\_\_\_\_

Topic(s) Discussed

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Action(s) Planned

---

---

---

---

---

Mentor Signature\_\_\_\_\_ Date\_\_\_\_\_

Comments

---

---

---

---

**May Teacher Induction Report**

Mentor \_\_\_\_\_ Inductee \_\_\_\_\_

Building \_\_\_\_\_

Topic(s) Discussed

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Action(s) Planned

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### **Addendum for classroom observations/teacher comments**

The inductee is required to observe experienced classroom teachers during the induction process. The questions listed below are provided to help guide the inductee on what to look for during these classroom observations.

1. What examples are used to promote the core values of the District (See attached)?
  
2. What instructional strategies are being utilized?
  
3. What instructional tools are being used in the classroom?
  
4. What strategies are used to address students with learning disabilities?
  
5. What instructional strategies promote engaged and inspired learning?
  
6. What strategies are being used to promote school initiatives?

Teacher Observed: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

**Addendum Sign off form**

	Mentor	Principal	Curriculum Coordinator
Observation #1	Signature: _____  Date: _____	Signature: _____  Date: _____	Signature: _____  Date: _____
Observation #2	Signature: _____  Date: _____	Signature: _____  Date: _____	Signature: _____  Date: _____

## **East Lycoming School District Core Values**

### **ELSD CORE VALUES**

The East Lycoming School District has five core values that serve as a cornerstone in helping us achieve our mission.

**WELLNESS & COMMUNITY: Wellness Before Academics; Community Before Consequences**

We believe that wellness comes before academics and community before consequences.

**LEARNING: My Responsibility**

We believe that the learning of every student is my responsibility.

**EFFECTIVENESS: Character, Relationships, Competence**

We recognize that effectiveness is determined by my character, my relationships, and my competence.

**COMMUNICATION: Positive and Transparent**

We understand that positive, transparent communication builds trust and determines the outcome.

**PASSION: Find Yours. Share It.**

We know that passion drives learning. I will find mine and share it.

## Year 2 induction topics

All reflections should be turned into their building principal

### September

- Goals to be set that are aligned with the core values and mission statement
  - Wellness and community
  - Learning
  - Effectiveness
  - Communication
  - Passion
  - Every student inspired, engaged, learning today for tomorrow.
- Goals to be reviewed with the principal the inductee by the end of the month

### October

- Reflection on how they are effectively applying the core value of Wellness and Community.
  - Reflect on how you have integrated the core value of community and wellness into your teaching practice. What specific strategies or activities have you implemented to foster a sense of belonging, connection, and well-being in your classroom? What challenges have you encountered while trying to promote community and wellness in your teaching? How have you addressed these challenges, and what have you learned in the process?

### November

- Reflection on how they are effectively applying the core value of Learning.
  - Reflect on how you have demonstrated the core value of 'student learning is my responsibility' in your teaching practice. Consider specific examples where you actively sought to ensure all students were engaged and progressing. How have you adjusted your instructional strategies to meet diverse learning needs, and what steps have you taken to foster a supportive environment where students can thrive academically? Additionally, reflect on challenges you've faced in embracing this responsibility and how you've worked to overcome them.

### January

- Reflection on how they are effectively applying the core value of Effectiveness.
  - How have you demonstrated the core value that "*effectiveness is determined by my character, relationships, and competence*" in your teaching practice?
  - **Character:** Reflect on how your personal integrity, values, and resilience have influenced your approach to teaching.
  - **Relationships:** Consider the connections you've built with students, colleagues, and the broader school community. How have these relationships contributed to fostering a supportive learning environment?
  - **Competence:** Evaluate how your professional skills, subject knowledge, and ability to adapt have shaped your effectiveness. Have you implemented new strategies, sought professional growth opportunities, or leveraged your expertise to enhance your impact?

## February

- Reflection on how they are effectively applying the core value of communication.
  - Consider the core value of communication in your teaching practice. Reflect on a recent instance where you prioritized communication in your classroom, with students, parents, or colleagues. How did you demonstrate active listening and ensure clarity in your message? What strategies did you use to encourage open dialogue and foster understanding? What challenges have you faced in maintaining effective communication, and how did you work to overcome them or learn from the experience?

## March

- Reflection on how they are effectively applying the core value of Passion.
  - Evaluate your passion in education and how it positively influences students and creates a meaningful educational experience.

## April

- Reflection on “every student inspired, engaged and learning today for tomorrow”.
  - **Inspiring Every Student:** How do you ensure all students feel inspired in your classroom? Reflect on a moment when you successfully sparked a student’s interest in a topic.
  - **Fostering Engagement:** What techniques do you use to create an engaging learning environment? How do you address students who seem disengaged?
  - **Preparing Students for the Future:** How do your teaching practices help students prepare for future challenges and opportunities? What role does critical thinking and problem-solving play in your curriculum?

## May

- Final reflection for the last 2 years and looking forward to how they will continue to grow professionally
  - **Continuous Professional Growth:** How do you stay inspired and engaged as an educator to better serve your students? What skills do you want to strengthen in your third year? Why are they important to your professional growth?
  - **Classroom Management:** How has your approach to classroom management evolved since your first year? What strategies have been most effective and why?
  - **Instructional Practices:** What teaching methods or strategies have you refined over the past two years? How have they impacted student learning?
  - **Content Knowledge:** In what ways have you deepened your understanding of the subject(s) you teach? How has this affected your instruction and why?
  - **Student Relationships:** How have you grown in building relationships with students? What feedback have they given you about your teaching or support?
  - **Collaboration:** How has working with colleagues or participating in professional learning communities contributed to your growth?
  - **Adaptability:** Can you identify moments where you adapted successfully to challenges (e.g., new curriculum, technology integration, diverse student needs)? What helped you navigate those situations?



**Post-Induction Survey**--The Teacher Induction Program Is designed to support your professional growth. To help us do so, please rate your current level of concern for the following topics.

	No concern		Somewhat concerned		Very concerned
<b>Expectations</b>					
1. District Curriculum	1	2	3	4	5
2. Lesson Plans	1	2	3	4	5
3. PA Standards	1	2	3	4	5
4. Lesson Plans	1	2	3	4	5
5. District Policies	1	2	3	4	5
6. Teacher Evaluation Process	1	2	3	4	5
<b>Teaching</b>					
7. Personalization/Differentiation	1	2	3	4	5
8. Effective teaching strategies	1	2	3	4	5
9. IEPs/Modifications/Accommodations	1	2	3	4	5
10. Instructional Technology	1	2	3	4	5
11. Assessments/Evaluation/Data	1	2	3	4	5
<b>Classroom Management</b>					
12. Positive reinforcement/Discipline	1	2	3	4	5
13. Lesson Planning	1	2	3	4	5
14. Assessments-Formative/Summative	1	2	3	4	5
15. Organizing the classroom	1	2	3	4	5
16. Managing paperwork	1	2	3	4	5
17. Accessing materials, supplies, equipment	1	2	3	4	5
18. Budgeting	1	2	3	4	5
<b>Relationships &amp; Professionalism</b>					
19. Empowering & building a rapport with students	1	2	3	4	5
20. Parent communication/conferences	1	2	3	4	5
21. Colleagues	1	2	3	4	5
22. District Employees	1	2	3	4	5
23. Principals, Administrators, Board of Education	1	2	3	4	5
24. Community	1	2	3	4	5
25. Code of Conduct	1	2	3	4	5
<b>Other</b>					
26. Your number of years of teaching experience _____					
27. List any concerns here:					

**To be filled out by Inductee**

1. Did this program provide the support that you needed to make the transition to the District? Explain.

2. What topics/workshops would you suggest be added to aid an incoming teacher?

3. What changes in the program would you recommend?

4. To what extent were the following objectives met by the program?

	Excellent	Good	Fair
Improvement of teaching skills			
Adjustment to the district and building standards and methods of operation			
Adjustment to student needs			
Professional development			

Comments:

---

---

---

---

Inductee Signature \_\_\_\_\_ Date \_\_\_\_\_

**End-of-Year Review with Building Principal**

**Inductee End-of-the-Year Review with Building Principal:** To be completed by Inductee and Principal – Mentor may attend this meeting as well

At the conclusion of this meeting, the building principal will forward this completed packet along with a letter to the employee and the superintendent that the new teacher has successfully completed their mentor program. Letter of completion will be placed in the employee's personnel file.

**Teacher's Reflection on the School Year:**

**Principal's Comments:**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_