

Abington Heights School District



New Teacher Induction & Mentor Program

Teaching should be such that what is offered is perceived as a valuable gift and not a hard duty ~

Albert Einstein

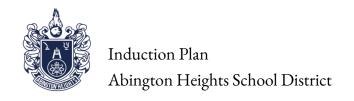
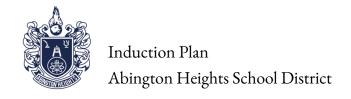


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Welcome to the most noble of professions!

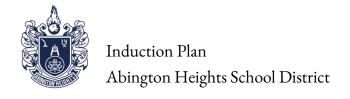
Education is one of the greatest professions of all for we have an opportunity to make a difference in the lives of so many. Teaching should not be considered a job, but rather a way of life, for our teaching reflects our values.

When we excite, motivate, challenge, and inspire, we are giving of ourselves and enriching the lives of all of our students. Teaching is a commitment to others; those that are willing to give of themselves receive in return a priceless reward.

By entering this profession we are given the responsibility of shaping hundreds of young peoples' lives and therefore, ultimately influencing the future. Students may not remember all that we teach them, but a portion of ourselves remains with them forever.

That which remains after the caps and gowns is truly the product of our teaching.





Welcome to Abington Heights!

Congratulations and welcome to Abington Heights! As you join our school community, you will find many things to love about this organization!

★ Commitment to Excellence

In Abington Heights, excellence is the standard. As you join our organization, you will immediately find professionals who work diligently each day to ensure they are providing the best education possible to the students in our district. We are never satisfied and are always striving to improve.

★ Student Focused

Students are the main priority in the Abington Heights School District. Our faculty and staff strive to make decisions that are in the best interest of the students on a daily basis.

★ Collaboration

Our faculty and staff work together to ensure we provide an excellent education for our students. Teachers collaborate daily to enhance the educational experience for our students.

★ Family Engagement

The families in our community are engaged, supportive, and active in our school communities. One of the primary factors our district is high achieving is the engagement of our families.



Induction Program

- **First Year Teachers:** All first year teachers must successfully complete the Abington Heights Induction Program. They must attend each expectation and every Induction Professional Development Day.
- New Teachers: All teachers who are in the first year at Abington Heights, but have already successfully completed an induction program, must attend only Induction Professional Development Day #1.
- Long-Term Substitute (LTS) Teachers: All long-term substitute teachers will be given a mentor and will follow year one of the induction / mentor program. If said teacher returns for a second year, that LTS will follow the year two of the program.

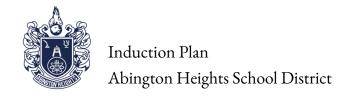
Induction Plan Goals

- 1. Acclimate the new professional to Abington Heights School District.
- 2. Immerse the new professional to our school community.
- 3. Offer targeted professional development for the new teaching professional in a holistic approach of teaching and learning.
- 4. Provide a supportive environment where new professionals are able to grow and learn in a safe space in order to be the best educator possible

Components of Abington Heights Induction Program

- 1. Induction Day #1:The Basics
- 2. Induction Day #2: Supporting Students
- 3. Induction Day #2.5: Special Education Teachers, only
- 4. Induction Day #3: The Whole Educator
- 5. Mentor Program (two years)
- 6. Documentation (to be completed individually by mentor and mentee, submitted to Assistant Superintendent)
 - a. Year One: First Semester Checklist
 - b. Year One: Second Semester Checklist
 - c. Year Two: First Semester Checklist
 - d. Year Two: Second Semester Checklist

Mid-year, we will conduct a survey for our new teachers as a checkpoint to assess their strengths and areas of growth. Depending on those responses, we may add another professional development day in the spring of the first year. This will be differentiated based on teacher and administrator feedback.



Mentorship

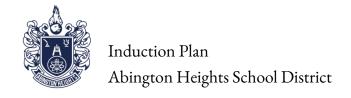
Mentoring is a crucial component of our induction program. Mentors are selected by building principals because of their effectiveness in the classroom and their positive impact on the school community. Mentorship is a two-year commitment to support our new years. Mentoring of new teachers helps to increase teacher retention and provide consistency within our programming for our students. Mentors will receive their stipend for two consecutive years for new teachers and for one year for teachers who have completed induction, but are new to Abington Heights School District.

Topics Must Include, but not limited to:

- Accessing important programs Infinite Campus, PA-ETEP, Frontline
- Writing substitute plans
- Preparing for the start of the school year
- Implementation of district curriculum and state standards
- Implementation of district and school policies and procedures
- Review of Principles and Practices Manual
- Preparation for Curriculum Night
- Support with progres reports and report cards
- Hosting and scheduling parent / teacher conferences
- PBIS and classroom management

Role and Expectations of the New Educator

- Attend all induction professional development days
- Commit to learning through the induction process
- Meet weekly during the first semester for assistance and guidance
- Observe and conference with mentor once per semester for the first two years (four mentor observations)
- Allow mentor to observe and conference with mentee one per semester for the first two years (four mentee observation)
- Complete necessary paperwork and submit the Inductee Portfolio at the end of each induction year



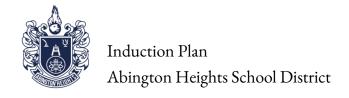
Role and Expectations of the Mentor

- Attend Mentor Training, Wednesday prior to Labor Day (2 hours) and Induction Day#1
- Meet weekly during the first semester for assistance and guidance
- Observe and conference with mentee once per semester for the first two years (four mentee observations)
- Allow mentee to observe and conference with mentor one per semester for the first two years (four mentor observation)
- Complete the necessary forms to track discussions and progress
- Hold a similar certification to the mentee and have a comparable schedule when possible
- Must be recommended by the building principal:
 - Proficient / distinguished ratings only
 - Strong communication skills
 - Embody continuous learning and reflective practices
 - o Knowledgeable about LEA policies, procedures, and resources
 - o Demonstrate the ability to work effectively with students, adults, and families

Timeline for Induction / Mentor Process

• First Year

- O Semester One (1):
 - Mentor Attendance at Induction Professional Development
 - Mentor Observation
 - Mentee Observation
 - Weekly meetings with mentor / mentee
 - First Semester Checklist and Meeting Dates
 - Completion of Induction Program Survey
- Submission of Portfolio to Building Principal by end of the semester
 - Contents of Portfolio
 - First Semester Checklist
 - First Semester Mentee exemplar lesson
 - Mentor / Mentee Reflection
- Semester Two (2):
 - Mentor Observation
 - Mentee Observation
 - Second Semester Checklist and Meeting Dates
 - Completion of Induction Program Survey
- Submission of Portfolio to Building Principal by end of the semester



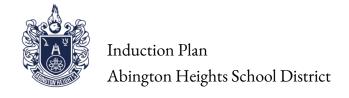
- Contents of Portfolio
 - Second Semester Checklist
 - Second Semester Mentee exemplar lesson
- Mentor / Mentee Reflection
- o Evaluation of Induction Program

Second Year

- Semester One (1):
 - Mentor Attendance at Induction Professional Development
 - Mentor Observation
 - Mentee Observation
 - First Semester Checklist and Meeting Dates
 - Completion of Induction Program Survey
- Submission of Portfolio to Building Principal by end of the semester
 - Contents of Portfolio
 - First Semester Checklist
 - First Semester Mentee exemplar lesson
 - Mentor / Mentee Reflection
- Semester Two (2):
 - Mentor Observation
 - Mentee Observation
 - Second Semester Checklist and Meeting Dates
 - Completion of Induction Program Survey
- o Submission of Portfolio to Building Principal by end of the semester
 - Contents of Portfolio
 - Second Semester Checklist
 - Second Semester Mentee exemplar lesson
- o Mentor / Mentee Reflection
- Evaluation of Induction Program

Mentee Payment and Due Dates

- Mentees are paid \$1,500 for each year of mentoring.
- Payment can be made in one (1) or two (2) payments.
 - One installment: all paperwork must be submitted to the building principal by June 1 of that school year.
 - Two installments
 - First installment will be given the first pay of January so portfolio is due by December 15 of that school year
 - Second installment will be the last pay in June. Portfolio is due on June 1



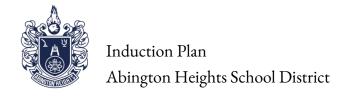
of that school year.

Submitting Paperwork

- Mentor and mentee complete paperwork
- Portfolio is submitted to the building principal.
 - First semester: due last day of semester (or Dec 15 for first installment, see above)
 - o Second semester: due June 1
- Building principal reviews, signs, and submits to the Assistant Superintendent.
- Assistant Superintendent reviews, signs, and then submits for payroll (for mentor payment) and human resources for Act 48 credit.

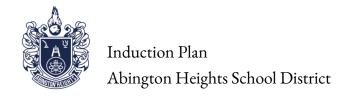
Act 48

- Mentors and mentees will each receive 15 hours of Act 48 hours for each induction year.
- Mentors: please note that only 45 mentoring Act 48 hours per cycle can count toward your necessary 180 hours.



Induction Day #1: The Basics
Professional Development Day (Thursday Prior to Labor Day)

Professional Development Day (Thursday Prior to Labor Day)		
Time	Content	Location/Presenter
8:30 - 9:00 am	Welcome Id badge photo Introduction to Administrators and AHEA	AH Boardroom all
9:00 - 9:30 am	Understanding your contract and pension	AH Boardroom AHEA and Assistant Superintendent
9:30 - 10:30 am	PBIS and Behavior Management	AH Boardroom Admin Team Behavior Specialist
10:30 - 11:15 am	Act 13: Educator Effectiveness and PA-ETEP	AH Boardroom Assistant Superintendent
11:15 - 11:45 am	Standards / PDE Standard Aligned System	AH Boardroom Assistant Superintendent
11:45am - 1:00pm	Lunch	On your own
1:00 - 2:00 pm	 Meeting with Building Principal Curriculum Curricular Resources Building safety and security Expectations Where to find building-specific resources 	At your building
2:00 - 3:30 pm	Meeting with your mentor • PDE SAS ~ Standards • Curriculum Review • Organization / Setup of classroom	At your building

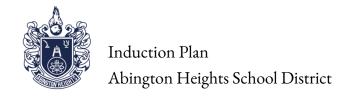


Induction Day #2: Supporting Students Professional Development Day (September)

Time	Content	Location / Presenter
8:30 - 9:00 am	Welcome Updates	AH Boardroom Assistant Superintendent
9:00 - 10:00 am	Understanding 504s Bring student documentation	AH Boardroom Director of Student Services
10:00 - 11:30 am	IEP Review and SDI Implementation: Accommodations and Adaptations for diverse learners Bring student documentation	AH Boardroom Director of SpEd and Assistant Director of SpED
11:30am - 12:45 pm	Lunch	On your own
12:45 - 1:30 pm	Ethics: Code of Professional Practice and Conduct for Educators	AH Boardroom Director of HR
1:30 - 2:45 pm	Assessing Student Learning (grade reporting, formative and summative, benchmarks, progress monitoring) Differentiation of Instruction	AH Boardroom Admin Team ~Bring student data~
2:45 - 3:30 pm	What Challenges Are You Facing? Open Q&A Session	AH Boardroom Admin Team

Induction Day #2.5: Special Education
Professional Development Day (late September)

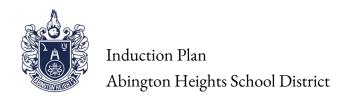
Time	Content		Location / Presenter
PM of work day	IEP Writing, IC Student schedul		AH Boardroom Special Education Department



Induction Day #3: The Whole Educator Professional Development Day (September Year 2)

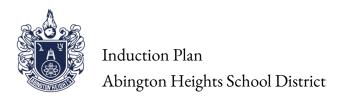
Time	Content	Location / Presenter
8:30 - 9:00 am	Welcome Updates	AH Boardroom Assistant Superintendent
9:00 - 11:00 am	What Challenges Are You Facing? Specific topic depending on response to survey	AH Boardroom Admin Team
11:00 am - 12:00 pm	Student Engagement: Best Instructional Practices	AH Boardroom Admin Team
9:45 am - 12:00 pm	Data-Informed Decision Making Differentiated Instruction Child-Find / Interventions Bring student data	AH Boardroom Admin Team
12:00 - 1:15 pm	Lunch	on your own
1:15 - 2:15 pm	Time Management / Prioritizing Needs	AH Boardroom Admin Team
2:15 - 2:45 pm	Parent / Community Involvement	AH Boardroom Admin Team
2:45 - 3:30 pm	Culturally-Relevant and Sustaining Education	AH Boardroom Admin Team

^{*}Starting in 2025 - 2026: teachers who are mandated will be taken online Science of Reading module offered through PaTTAN, for an additional ten (10) hours. Time will be given for this training.



Induction Program Portfolio

~Mentee Paperwork~

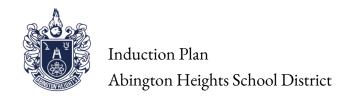


New Teacher Induction Program Portfolio Mentor Year One: First Semester Checklist, page 1 Mentor Name: Date: First Semester Checklist of Topics and Meeting Dates			
Date of Meeting	Topics	Signatur	e Initials
	Accessing important programs Infinite Campus, PA-ETEP, Frontline		
	Implementation of district curriculum and state standards		
	Implementation of district and school policies and procedures		
	Implementation of SDIs and differentiated instruction		
	Preparation for Curriculum Night		
	Support with progres reports and report cards		
	Hosting and scheduling parent / teacher conferences		
	PBIS and classroom management		
	Writing sub plans		
	Other topics discussed:		
	<u> </u>		
Mentor Si	gnature:	Date: _	
Mentee Sig	gnature:	Date:	

New Teacher Induction Program Portfolio

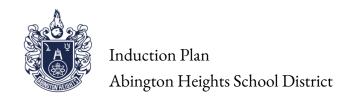
Mentor Year One: First Semester Checklist, page 2 Mentee Observation ~ Reflection Date of Observation: _____ Topic of Lesson: _____ What evidence do you have to know that students were actively engaged? How did you assess student learning? Based on today's lesson, how will that impact the upcoming lesson?

How was the post-conference helpful?



New Teacher Induction Program Portfolio Mentor Year One: First Semester Checklist, page 3

Mentor Observation ~ Refl Date of Observation:	
	now that students were actively engaged?
How did the teacher assess stude	ent learning?
How is your mentor being a resp	ponsive educator with planning based on today's lesson?
How was the post-conference he	elpful?
Mentee Signature:	Date:
Principal Signature:	Assistant Superintendent:



New Teacher Induction Program Portfolio Mentor Year One: Second Semester Checklist, page 1

Mentor Nam	ne: Date:		
Second Semester Topics and Meeting Dates			
Date of Meeting	Topics	Signatu	re Initials
	Review of PBIS and classroom management		
	Observations/walk-through reflections		
	Student data and what to do with it		
	Defining parent communication system/logs		
	Other topics discussed:		
Manage		D.,	
Mentor Signar	ture:	Dat	e:
Mentee Signat	ture:	Date	e :

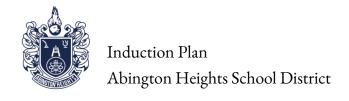
New Teacher Induction Program Portfolio

Mentor Year One	e: Second Semester Checklist, page 2
Mentee Observation ~ Reflection	ı
Date of Observation:	Topic of Lesson:
What evidence do you have to know th	
·	
How did you assess student learning?	
Based on today's lesson, how will that i	mpact the uncoming lesson?
Dubber of today s tessori, now will true i	impuet the apecining recoons

How was the post-conference helpful?

New Teacher Induction Program Portfolio

Mentor Year One	e: Second Semester Checklist, page 3
Mentor Observation ~ Reflection	
Date of Observation:	Topic of Lesson:
What evidence do you have to know th	
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How did the teacher assess student lear	ning:
How is your mentor being a responsive	educator with planning based on today's lesson?

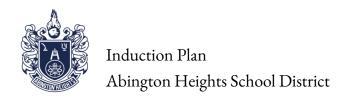


Mentor Year One: Second Semester Checklist, page 4

To what extent were the objectives of the program met?

	Good	Fair	Poor
Acclimate the new professional to Abington Heights School District.			
Immerse the new professional to our school community.			
Offer targeted professional development for the new teaching professional in a holistic approach of teaching and learning.			
Provide a supportive environment where new professionals are able to grow and learn in a safe space in order to be the best educator possible			
Overall, what is your reflection on this program and	process?		
What can we do to improve this program?			
Are there specific topics that we should address for t	the upcomi	ing school	year?

Principal Signature: _____ Assistant Superintendent: _____

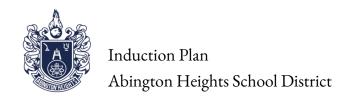


New Teacher Induction Program Portfolio Mentor Year Two: First Semester Checklist, page 1		t, page 1
Mentor Name: Date: Date:		
Date of Meeting	Topics	Signature Initials
	SPMs / IEP Goals	
	Review of district curriculum and state standards	
	Review of district and school policies and procedures	
	Review of SDIs and differentiated instruction	
	PBIS and classroom management reflection - what does this look like to you?	
	Other topics discussed:	
entor Signa	iture:	Date:
entee Signa	iture:	Date:

New Teacher Induction Program Portfolio

New 16	acher induction Program Portiono
Mentor Year	r Two: First Semester Checklist, page
Mentee Observation ~ Reflec	tion
Date of Observation:	Topic of Lesson:
	w that students were actively engaged?
How did you assess student learning	ng?
Based on today's lesson, how will t	hat impact the upcoming lesson?

How was the post-conference helpful?



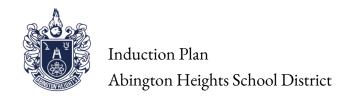
New Teacher Induction Program Portfolio Mentor Year Two: First Semester Checklist, page 3

Mentor Observation ~ Re	Topic of Lesson:
	know that students were actively engaged?
How did the teacher assess stud	dent learning?
How is your mentor being a re	esponsive educator with planning based on today's lesson?
How was the post-conference	helpful?
Mentee Signature:	Date:
Principal Signature:	Assistant Superintendent:

	New Teacher Induction Program I	Portfolio
	Mentor Year Two: Second Semester Che	ecklist, <i>page 1</i>
entor Nan	ne: Dat	e:
econd Semester Topics and Meeting Dates		
Date of Meeting	Topics	Signature Initials
	Student data and what to do with it	
	Observations/walkthrough reflections	
	Setting personal goals as an educator	
	End of year reflection - glows and grows	
	Other topics discussed:	
entor Signa	ature:	Date:
entee Signa	iture:	Date:

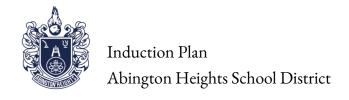
New Teacher Induction Program Portfolio

Mentor Year Two: Second Semester Checklist, page 2 Mentee Observation ~ Reflection Date of Observation: _____ Topic of Lesson: _____ What evidence do you have to know that students were actively engaged? How did you assess student learning? Based on today's lesson, how will that impact the upcoming lesson?



New Teacher Induction Program Portfolio Mentor Year Two: First Semester Checklist, page 3

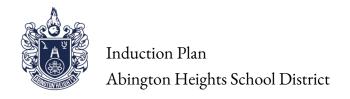
Date of Observation:	
What evidence do you have to know t	
How did the teacher assess student lea	arning?
How is your mentor being a responsive	ve educator with planning based on today's lesson?
How was the post-conference helpful	?
Mentee Signature:	Date:
Principal Signature:	Assistant Superintendent:



New Teacher Induction Program Portfolio Mentor Year Two: Second Semester Checklist, page 2

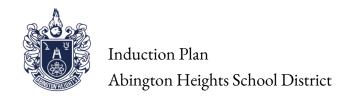
To what extent were the objectives of the program met?

Induction Program Goals	Good	Fair	Poor	
Acclimate the new professional to Abington Heigh School District.	nts			
Immerse the new professional to our school community.				
Offer targeted professional development for the ne teaching professional in a holistic approach of teaching and learning.	W			
Provide a supportive environment where new professionals are able to grow and learn in a safe spain order to be the best educator possible	ace			
Overall, what is your reflection on this program and process?				
What can we do to improve this program?				
Are there any supports that we should offer mov	ing forward?			
Mentee Signature:		Date:		
Principal Signature: Assist	ant Superintend	ent:		



Mentee Paperwork

~ to be included in the portfolio ~



New Teacher Induction Program Portfolio Mentor Year One: First Semester Mentor Reflection

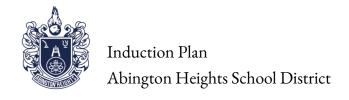
Mentee Observation ~ Mentor Reflection Date of Observation: _____ Topic of Lesson: _____ What evidence do you have to know that students were actively engaged? How did the teacher assess student learning? How is your mentee being a responsive educator with planning based on today's lesson? How was the post-conference helpful? Mentor Signature: _____ Date: _____

Principal Signature: ______ Assistant Superintendent: _____

How was the post-conference helpful?

New Teacher Induction Program Portfolio

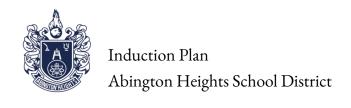
Mentor Year One: Second Semester Mentor Reflection Mentee Observation ~ Mentor Reflection Topic of Lesson: Date of Observation: What evidence do you have to know that students were actively engaged? How did the teacher assess student learning? How is your mentee being a responsive educator with planning based on today's lesson?



To what extent were the objectives of the program met?

Induction Program Goals	Good	Fair	Poor
Acclimate the new professional to Abington Heights School District.			
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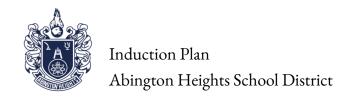
teaching and learning.			
Provide a supportive environment where new professionals are able to grow and learn in a safe space in order to be the best educator possible			
Overall, what is your reflection on this program and	process?		
What can we do to improve this program?			
Are there any supports that we should offer moving	forward?		
Mentor Signature:		Date:	
		ent:	



New Teacher Induction Program Portfolio Mentor Year Two: First Semester Mentor Reflection

Mentee Observation ~ Mentor R	eflection
Date of Observation:	Topic of Lesson:
What evidence do you have to know th	
How did the teacher assess student lear	rning?
	e educator with planning based on today's lesson?
How was the post-conference helpful? Mentor Signature:	Date:

Principal Signature: _____ Assistant Superintendent: _____



New Teacher Induction Program Portfolio Mentor Year Two: Second Semester Mentor Reflection Mentee Observation ~ Mentor Reflection

Date of Observation:	
What evidence do you have to know t	
How did the teacher assess student lea	arning?
How is your mentee being a responsive	ve educator with planning based on today's lesson?
How was the post-conference helpful	?
Mentor Signature:	Date:
Principal Signature:	Assistant Superintendent:

To what extent were the objectives of the program met?

Induction Program Goals	Good	Fair	Poor
Acclimate the new professional to Abington Heights School District.			
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Provide a supportive environment where new professionals are able to grow and learn in a safe space in order to be the best educator possible			
Overall, what is your reflection on this program and	process?		
What can we do to improve this program?			
Are there any supports that we should offer moving	forward?		
Mentor Signature:		Date:	
Principal Signature: Assistant S	uperintende	ent:	