



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-E/TEP, 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 progress 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
 - Knowledgeable about LEA policies, procedures, and resources
 - Demonstrate the ability to work effectively with students, adults, and families

Timeline for Induction / Mentor Process

- **First Year**
 - 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



Induction Plan Abington Heights School District

- Contents of Portfolio
 - Second Semester Checklist
 - Second Semester Mentee exemplar lesson
- Mentor / Mentee Reflection
- 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
 - 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
 - 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*)
 - *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)

Time	Content	Location/<i>Presenter</i>
8:30 - 9:00 am	Welcome Id badge photo Introduction to Administrators and AHEA	AH Boardroom <i>all</i>
9:00 - 9:30 am	Understanding your contract and pension	AH Boardroom <i>AHEA and Assistant Superintendent</i>
9:30 - 10:30 am	PBIS and Behavior Management	AH Boardroom <i>Admin Team Behavior Specialist</i>
10:30 - 11:15 am	Act 13: Educator Effectiveness and PA-ETEP	AH Boardroom <i>Assistant Superintendent</i>
11:15 - 11:45 am	Standards / PDE Standard Aligned System	AH Boardroom <i>Assistant Superintendent</i>
11:45am - 1:00pm	Lunch	<i>On your own</i>
1:00 - 2:00 pm	Meeting with Building Principal <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <i>Assistant Superintendent</i>
9:00 - 10:00 am	Understanding 504s <i>Bring student documentation</i>	AH Boardroom <i>Director of Student Services</i>
10:00 - 11:30 am	IEP Review and SDI Implementation: Accommodations and Adaptations for diverse learners <i>Bring student documentation</i>	AH Boardroom <i>Director of SpEd and Assistant Director of SpED</i>
11:30am - 12:45 pm	Lunch	<i>On your own</i>
12:45 - 1:30 pm	Ethics: Code of Professional Practice and Conduct for Educators	AH Boardroom <i>Director of HR</i>
1:30 - 2:45 pm	Assessing Student Learning (grade reporting, formative and summative, benchmarks, progress monitoring) Differentiation of Instruction	AH Boardroom <i>Admin Team</i> <i>~Bring student data~</i>
2:45 - 3:30 pm	What Challenges Are You Facing? <i>Open Q&A Session</i>	AH Boardroom <i>Admin Team</i>

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

Time	Content	Location / Presenter
PM of work day	IEP Writing, IC Student schedules	AH Boardroom <i>Special Education Department</i>



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

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

**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	Signature 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:		

Mentor Signature: _____ Date: _____

Mentee Signature: _____ 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 ~ 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 mentor being a responsive 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 One: Second Semester Checklist, *page 1*

Mentor Name: _____ Date: _____

Second Semester Topics and Meeting Dates

Date of Meeting	Topics	Signature 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:		

Mentor Signature: _____ Date: _____

Mentee Signature: _____ Date: _____



New Teacher Induction Program Portfolio
Mentor Year One: 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?

How was the post-conference helpful?



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

Mentor Observation ~ 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 mentor being a responsive educator with planning based on today's lesson?

How was the post-conference helpful?



Mentor Year One: Second Semester Checklist, page 4

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.			
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 the upcoming school year?

Mentee Signature: _____ Date: _____

Principal Signature: _____ Assistant Superintendent: _____



New Teacher Induction Program Portfolio
Mentor Year Two: First Semester Checklist, *page 1*

Mentor Name: _____ Date: _____

First Semester Topics and Meeting Dates

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:		

Mentor Signature: _____ Date: _____

Mentee Signature: _____ Date: _____



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

Mentor Observation ~ 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 mentor being a responsive 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 1*

Mentor Name: _____ Date: _____

Second 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:		

Mentor Signature: _____ Date: _____

Mentee Signature: _____ 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?

How was the post-conference helpful?



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

Mentor Observation ~ 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 mentor being a responsive 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 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 any supports that we should offer moving forward?

Mentee Signature: _____ Date: _____

Principal Signature: _____ Assistant Superintendent: _____



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: _____



New Teacher Induction Program Portfolio
Mentor Year One: Second 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?



Induction Plan
Abington Heights School District

To what extent were the objectives of the program met?

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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 Superintendent: _____



New Teacher Induction Program Portfolio
Mentor Year Two: 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: _____



New Teacher Induction Program Portfolio
Mentor Year Two: Second 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: _____



Induction Plan
Abington Heights School District

To what extent were the objectives of the program met?

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What can we do to improve this program?

Are there any supports that we should offer moving forward?

Mentor Signature: _____ Date: _____

Principal Signature: _____ Assistant Superintendent: _____