

Lake-Lehman SD

Induction Plan (Chapter 49) | 2026 - 2029

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Profile

LEA Type		AUN
School District		118403903
Address 1		
PO Box 38		
Address 2		
City	State	Zip Code
Lehman	PA	18627
Chief School Administrator		
Mr James E McGovern		
Chief School Administrator Email		
mcgovernj@llsd.org		
Educator Induction Plan Coordinator Name		
Tracey Liparela		
Educator Induction Plan Coordinator Name Email		
liparelat@llsd.org		
Educator Induction Plan Coordinator Phone Number		Extension
5702552798		

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Tracey Liparela	Assistant to the Superintendent	Administrator	Administration Personnel
Donna Richards	Teacher	Teacher	Teacher
Matthew Nonnenberg	Principal	Administrator	Administration Personnel
Jennifer Welby	Teacher	Teacher	Teacher
Megan margavage	Nurse	Education Specialist	Education Specialist

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Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	No
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	No
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	Yes
<p>Other</p> <p>A classroom observation/evaluation is conducted by the Assistant to the Superintendent for all inductees annually, until they reach a tenure status at the district. The Assistant to the Superintendent also serves as team member for Professional Improvement Plans.</p>	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

Program Structure

The program spans two years from date of hire. All new hires to the district are required to complete the induction program regardless of previous place, years of employment, or tenure status in a previous district. The program is structured to provide scaffolded support through mentorship, building principal support and district level support from the assistant to the superintendent. Staff who are in the Special education department also receive support from the Director of Special Education.

Content Included

The first Induction Meeting covers the following topics: Purpose of the Induction Plan/Process District Mission Mentors and Building Principals Key Staff at the District Level Google Classroom Induction Class- how to access, what it is used for Professional Ethics Structured Literacy Level II Certification School Safety/Emergency Procedures, required trainings Curriculum access and implementation Lesson Plans State Assessments Student Behavior Management Parent/Guardian Contact Special Education- GIEPs/IEPs 504s ELL students- Cultural

Meeting Frequency

Initial Meeting is prior to the start of the school year or within a 1-2 weeks upon the date of hire if during the school year. Weekly meetings with mentors. Meetings with building principals as needed. Quarterly reporting requirements sent to Assistant to the Superintendent for review. Final end of year evaluation each year of the two year plan, sent to the Assistant to the Superintendent for review.

Delivery Format

Initial meeting held in person. Post conferences following observations held in person. Meetings with mentors and follow up meetings with Assistant to the Superintendent can be held in person or via zoom, whichever is most convenient for participants. The Induction Packet is hard copy format. All forms, resources and training materials are posted in the Google Classroom Induction Class. A new classroom is added each year as a new group of inductees is hired.

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Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

Other

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

Mentors are recommended by building principals. Evaluations are reviewed by the Assistant to the Superintendent. Potential mentors are asked prior to being appointed if they are interested in mentoring a newly hired staff member. Mentors communicate with the building principal and provide feedback to the Assistant Superintendent, which helps determine if the mentor-mentee relationship is supportive and effective.

Educator Induction Plan Topic Areas

Classroom and Student Management

Topic Objectives

Understanding the Importance of Creating an Environment of Respect and Rapport in order to Effectively Manage Student Behavior

Lead Person/Position

Assistant to the Superintendent Principals Mentors

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

3a: Communicating with Students

4c: Communicating with Families

Common Ground

Topic Objectives

ELD Training

Lead Person/Position

Tracey Liparela/Assistant Superintendent

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

3a: Communicating with Students

3c: Engaging Students in Learning

4c: Communicating with Families

Educator Effectiveness

False Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

Topic Objectives

Overview of the Danielson Model, the Educator Effectiveness Process and the role of administration and teachers in the process.

Lead Person/Position

Tracey Liparela/Assistant to the Superintendent

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

1f: Designing Student Assessments

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

2d: Managing Student Behavior

Material and Resources for Instruction**Topic Objectives**

Accessing Curriculum Maps Lesson Plans Process for Requesting New Materials

Lead Person/Position

Assistant to the Superintendent Principals Mentors

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

Professional Ethics Program Framework Guidelines**Topic Objectives**

View Professional Ethics Training Provided by IU 18 Understand Expectations and Responsibilities as an Educator with respect to Professional Ethics

Lead Person/Position

Tracey Liparela/Assistant to the Superintendent

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

Progress Reports and Parent-Teacher Conferencing

Topic Objectives

Effective Use of Eschool Data Strategies for Effective Parent/Teacher Conferences

Lead Person/Position

Building Principals Mentors

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

3a: Communicating with Students

4c: Communicating with Families

4b: Maintaining Accurate Records

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

Student Learning

Topic Objectives

Understand What Impacts a Child's Ability to Learn (Language Barriers, Disabilities, ACES, etc)

Lead Person/Position

IU 18- Curriculum Department Principals Mentors

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

2b: Establishing a Culture for Learning

3a: Communicating with Students

3c: Engaging Students in Learning

4a: Reflecting on Teaching

Teacher Competency

Topic Objectives

Finding the Balance Between the Science and Art of Teaching- How to be effective in the classroom with a range of student ability levels

Lead Person/Position

Assistant Superintendent Principals Mentors Online Courses

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

3a: Communicating with Students

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

Structured Literacy Training

Topic Objectives

Understand the New Requirements for Reading Instruction Understand a Systematic Approach to Teaching Reading Complete Foundations Program Training Specific to Grade Level (if Applicable)

Lead Person/Position

Assistant to the Superintendent ELA Department Chairpersons Principals

Anticipated Start

2026-07-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

4e: Growing and Developing Professionally

Structured Literacy Training

Topic Objectives

Lead Person/Position

Anticipated Start

Anticipated Completion

Observation and Practice Framework Met in this Topic

Structured Literacy Training

Topic Objectives

Lead Person/Position

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Anticipated Start

Anticipated Completion

Observation and Practice Framework Met in this Topic

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Evaluation and Monitoring

Monitoring Routines

The Induction Program is monitored and evaluated with feedback from inductees, mentors, principals and department chairs. There is a report submitted by the inductee each quarter, as well as an annual feedback survey completed by the inductee and mentors. Feedback is used to make any revisions necessary, Inductees meet with the Assistant to the Superintendent to provide feedback as well. Areas where inductees felt most supported are discussed, as well as areas where more support is needed in the upcoming year.

Uploaded Files

Induction Eval Doc.pdf

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Documentation of Participation and Completion

Mentor documents his/her inductee's involvement in the program.

Yes

A designated administrator receives, evaluates, and archives all mentor records.

Yes

School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

Yes

Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

Yes

Confirm that all first-year teachers (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.

Yes

Signatures and Quality Assurance

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? ([22 Pa Code, 49.16](#))

Yes

Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? ([22 Pa Code, 49.16](#))

Yes

Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? ([22 Pa Code, 49.16](#))

Yes

Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? ([22 Pa Code, 49.16](#))

Yes

Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? ([24 P.S. § 11-1138.8 \(c\)\(3\)](#) and [22 Pa Code, 49.16](#))

Yes

Does the induction plan:

a. Assess the needs of inductees?

Yes

b. Describe how the program will be structured?

Yes

c. Describe what content will be included, along with the delivery format and timeframe?

Yes

d. Include a two-year induction program effective the {SchoolYear} school year?

Yes

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

No

True We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

True We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date
Tracey L Liparela	2026-02-02

False I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date
James E McGovern	2026-02-02

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