

Frazier School District Teacher Induction Handbook



2026-2027

I. Goal Statement and Objectives

A. Goals

1. Program Goals

- a. To provide support for the teacher new to the Frazier School District and to help ensure an orderly and successful passage of the beginning teacher through the first two years of teaching in the Frazier School District and throughout his/her teaching career
- b. To design and implement an orientation programs to address the professional knowledge and skills needed of the new teachers

2. Individual Goals

- a. To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching
- b. To provide new educators with basic information and knowledge about the school, school district, and resident students in order to increase their effectiveness in fulfilling their duties
- c. To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students
- d. To provide new educators with staff development experiences to achieve a successful transition into the district's educational program
- e. To provide experience professional insights, and encouragement to achieve success as new employees

B. Objectives of the Induction Program

- 1. To build a professional relationship between the inductee and the induction team by:
 - a. Forming a building level induction team from a pool of qualified teachers and other personnel
 - b. Providing training for induction team members
 - c. Providing opportunities for interaction among induction team members.

2. To build a knowledge base of essential resources, policies and procedures at:
 - a. The building level
 - b. The district level
 - c. The I.U. level
 - d. The state level
 - e. The federal level
3. To understand effective classroom techniques and procedures by:
 - a. Introducing and reinforcing effective classroom management skills
 - b. Providing reinforcement for effective delivery of the curriculum
4. To build an awareness of expectations by:
 - a. Fostering professional attitudes and positive self-esteem
 - b. Defining community, district and building expectations
 - c. Defining beginning teacher expectations
5. To participate in the 2-year Intermediate Unit 1 Induction Consortium
 - a. Act 48, Instructional II, Educator Effectiveness, PA Core Standards, PA Accountability and Assessment, and ESL Overview
 - b. Instructional Strategies
 - c. Technology Integration
 - d. School Law
 - e. Inclusive Practices
 - f. Excel, PowerPoint, Word

II. Induction Council

A. Purpose

To plan, develop, implement, oversee and evaluate the Teacher Induction Program.

B. Membership

1. Superintendent
2. Elementary School Principal
3. Secondary Principals
4. FEA President
5. Elementary Teachers to be recommended by FEA
6. Middle School Teacher to be recommended by the FEA
7. Senior High School Teacher to be recommended by the FEA
8. Supervisor of Special Education

C. Responsibilities

1. To coordinate the District Induction Program
2. To identify the training needs of inductees
3. To evaluate and recommend improvement of the District's Induction Program
4. To design a training program for mentors

CI. Mentor Selection

1. Mentor Teachers
 - a. Mentor teachers are selected from experienced, certified teachers who are identified as successful, effective classroom teachers and who exhibit the following characteristics:
 - Project a professional image
 - Are generally positive
 - Are willing to share and lend support
 - Are in the same building, if possible as the new teacher they are to support
2. Function of Mentors
 - a. Act as a support and resource person for the new teacher
 - b. Participate in mentor training and other in-service programs related to the induction process as appropriate
 - c. Help new teachers to identify most immediate and pressing needs
 - d. Serve as a sounding board for the new teacher
 - e. Meet and interact with the new teacher on a regular basis
3. Mentor Teacher will be selected by the building principal

CII. Mentor Teams

1. Mentor Teams are comprised of core group members, including building administrator, mentor, and inductees. Additional members may be added as resource members according to emerging needs of the inductee.
2. The function of mentor teams is to provide a supportive and professional growth environment for the inductee(s) in, which individual members of the team can fulfill their described functions and can act in concert as appropriate to the needs of the district and inductee(s).
3. Inductee Responsibilities as a Team Member:
 - a. Meet and interact with induction team members on a regular basis
 - b. Communicate needs to respective induction team members
 - c. Participate in inductee seminars and activities

III. Design Principles

A. District Level

The Induction Program sessions will emphasize the four domains of an effective teacher as identified by the Charlotte Danielson Evaluation Instrument. An effective teacher 1) has effective planning and preparation techniques, 2) establishes an effective classroom environment, 3) designs and implements effective instructional strategies, and 4) maintains professional responsibilities as an educator. In addition, to the emphasis on effective teacher characteristics, a technology component will be included which promotes effective management and the integration of technology into the classroom. Moreover, alignment of curriculum, instruction, and assessment with State standards and district objectives will be included when discussing lesson mastery. How to achieve happiness and success as a teacher as well as the characteristics of a professional educator will also be ongoing themes.

1. Effective Teaching Integration

a. Planning and Preparation Expectations

- Demonstrate Knowledge of Content and Pedagogy
- Demonstrate Knowledge of Students
- Setting instructional outcomes
- Demonstrating knowledge of resources
- Designing coherent instruction
- Designing student assessments

b. The Classroom Environment Expectations

- Create an environment of respect and rapport
- Establishes a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

c. Instruction Expectations

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessments in instruction
- Demonstrating flexibility and responsiveness

- d. Professional Responsibilities Expectations
 - Reflecting on teaching
 - Systems for managing students' data
 - Communicating with families
 - Participating in professional communities
 - Growing and developing professionally
 - Showing professionalism

2. Technology Integration

This competency includes instruction on how to integrate technology into the classroom as well as how it can be used to differentiate instruction. Inductees will also have a chance to experience learning in an online environment. The choice of topics may include instruction through Google Training in the use of Sheets, Docs, Drive, and Slides. Participants may also choose to take any 1 credit technology course by Intermediate Unit #1 to fulfill the Year 2 Induction requirement.

B. Consortium Level Activities

The consortium program is designed to assist districts in their efforts to help new employees to better understand the dimensions of their roles in education and to help prepare them for the challenges of creating a learning environment in which all students can succeed.

The I.U.1 District Consortium Induction Program creates a collaborative learning environment that ensures the selected characteristics above are addressed through a variety of courses and workshops. The first two classes are facilitated in a face-to-face session, requiring inductees to engage with colleagues from their own district as well as inductees from other participating districts. The remaining classes are delivered via an online learning management system. Through this system, inductees participate in online discussions to encourage continued collaboration across the region. Our intention is to build camaraderie amongst educators from the same district as well as educators throughout the consortium via digital tools.

Year 1:

Act 48, Instructional II, Educator Effectiveness, PA Core Standards, PA Accountability and Assessment, School Law and Technology: During this session, inductees focus on state-level and LEA-wide initiatives, practices, policies, and procedures. They examine the requirements to maintain their certificate through Act 48 and to achieve their Instructional II Certificates. The inductees explore the Educator Effectiveness System and learn about the Danielson Framework. The SAS Portal is the primary source used to access standards, the curriculum frameworks, lesson resources and materials that have been shown to improve student achievement. Inductees are also exposed to and engage in

interactive activities with Pennsylvania's Accountability/Assessment System, School Performance Profile, and PVAAS reporting. It is expected that inductees will receive any expectations specific to LEAs or school buildings through local in-service meetings throughout the school year.

Instructional Strategies: This session is designed to give inductees and in-depth walk-through of Domains 2 and 3 of the Danielson Framework. Under Domain 2, participants explore the Classroom Environment via research-based instructional strategies that they could implement in their own classrooms. Participants examine each component of Domain 2 and spend a significant amount of time learning about and sharing resources on establishing a positive classroom rapport, including classroom management strategies. Participants are exposed to the PD Modules in the SAS portal to learn more about any of the components in the Danielson Framework. The second half of the session is spent on Domain 3 and instructional practices known to improve student achievement. Specifically, inductees learn about Webb's Depth of Knowledge, practice writing high-level questions, and exploring high-level tasks appropriate for their grade-level or content area. To conclude the session, participants view a video of a teacher in class and discuss what evidence they discover about the Classroom Environment and Instructional Strategies.

Technology Integration: Participants in this session will receive hands-on experience with 21st century learning tools. They will explore the latest instructional practices using technology that have been shown to impact student achievement. By addressing different tools available to meet the needs of students in their classrooms, inductees will increase their ability to give all students access to challenging work. All participants are required to develop at least one SAS-aligned lesson plan that integrates technology and complete an action plan for implementation of the lesson.

School Law: Participants in this course will identify the critical areas of School Law that are relevant to working with students, staff, and parents in public school settings. Resources used include: PA School Code-Title 22, PA Chapter 22-Code of Professional Practice for Educators, Confidentiality and the Law, Chapter 14 Special Education and Programs, Basic Due Process for PA Educators, and current case law. Thoughtful interaction with four forums is required on topics including the Code of Professional Practice for Educators, Inappropriate Teacher Student Interaction, Understanding Confidentiality, and Special Education - Critical Elements for Beginning Teachers. Class members must research and summarize a current legal case as well as write a 500-word paper addressing the related issues of Teacher Rights, Tenure and Due Process.

Year 2:

Inclusive Practices: This workshop provides an overview and history of Least Restrictive Environment and it defines the differences between inclusion, team teaching, and co-teaching. Inductees learn six approaches to co-teaching, classroom strategies for implementing the approaches, and online resources to assist teachers when planning for co-teaching. Throughout this course, inductees will refine their ability to assign and scaffold challenging work to diverse student populations.

IV. Monitoring of Induction Program

A. Evaluation and Monitoring

Both formal and informal assessment procedures are used to provide feedback to and from inductees regarding the experiences provided via the Induction Program.

Informal procedures include providing opportunities to raise issues that they would like to see addressed. The inductees are further encouraged to submit comments in writing. Additionally, the district coordinator gives and receives informal and formal feedback from the inductees and induction team and/or council.

Act 48/Induction evaluation and performance assessment are utilized at the conclusion of each session. These provide opportunities for feedback on the session and identification of additional needs/concerns of inductees in an on-going manner.

B. Participation and Completion

Attendance records are kept by Intermediate Unit #1 staff as well as by the Frazier School District. During April, of each year, the Frazier School District receives a spreadsheet indicating the names of participants and the I.U. #1 Induction sessions that they attended. Frazier School District also keeps records of meetings between mentors and inductees, completing and submitting a checklist of activities upon completion. The Frazier School District will certify that the inductee has fulfilled all requirements after it receives documentation from the Intermediate Unit.

Needs Assessments for Teacher Inductees

Inductee _____ Mentor _____

Building _____ Date _____

Some typical components of the Framework of Teaching are listed below. Please circle four specific items from each of the Four Domains of Teaching. The circled items should be addressed by you and your Mentor during the school year.

Domain 1: Planning and Preparation

1. Individual Differences
2. Lesson Plans
3. Materials Acquisitions
4. Special Education
5. Pupil Support Services
6. I.U. Resources
7. Pupil Grading
8. Portfolio Assessment

Domain 2: The Classroom Environment

1. Classroom Management
2. Discipline
3. School Facilities
4. School Procedures (Classroom and Non-classroom)
5. Custodial / Clerical Relations
6. Nurse/First Aid
7. CPR/AED
8. Other _____

Domain 3: Instruction

1. PA Core Academic Standards
2. Curriculum Mapping
3. Courses of Study
4. Integrated Language Arts Program
5. Instructional Delivery Models (Teaching Strategies)
6. Communicating clearly and accurately
7. Demonstrating flexibility and responsiveness
8. Other

Domain 4: Professional Responsibilities

1. Professionalism
2. Record keeping/Reporting
3. School Philosophy
4. Public Relations
5. Teacher Evaluation
6. Parent/Teacher Relationships
7. Parent Conferences
8. School Policy/Procedures
9. School Handbook(s)
10. Summer Programs
11. Budget
12. Contributing to the School and District
13. Other

Please list additional instructional or orientation needs that you might have below.

Checklist of Induction Discussions

(To be completed by the Mentor)

Inductee _____ Mentor _____

Building _____ Date _____

Topics preceded by the mentor's initials indicate the areas addressed by the above inductee and Mentor during the induction period.

Domain 1: Planning and Preparation

Initials:

- _____ 1. Individual Differences
- _____ 2. Lesson Plans
- _____ 3. Materials Acquisitions
- _____ 4. Special Education
- _____ 5. Pupil Support Services
- _____ 6. I.U. Resources
- _____ 7. Pupil Grading
- _____ 8. Portfolio Assessment

Domain 2: The Classroom Environment

Initials:

- _____ 1. Classroom Management
- _____ 2. Discipline
- _____ 3. School Facilities
- _____ 4. School Procedures
(Classroom and Non-classroom)
- _____ 5. Custodial / Clerical Relations
- _____ 6. Nurse/First Aid
- _____ 7. CPR/AED
- _____ 8. Other _____

Domain 3: Instruction

Initials:

- _____ 1. PA Core Academic Standards
- _____ 2. Curriculum Mapping
- _____ 3. Courses of Study
- _____ 4. Integrated Language Arts Program
- _____ 5. Instructional Delivery Models (Teaching Strategies)
- _____ 6. Communicating clearly and accurately
- _____ 7. Demonstrating flexibility and responsiveness
- _____ 8. Other

Domain 4: Professional Responsibilities

Initials:

- _____ 1. Professionalism
- _____ 2. Record keeping/Reporting
- _____ 3. School Philosophy
- _____ 4. Public Relations
- _____ 5. Teacher Evaluation
- _____ 6. Parent/Teacher Relationships
- _____ 7. Parent Conferences
- _____ 8. School Policy/Procedures
- _____ 9. School Handbooks
- _____ 10. Summer Programs
- _____ 11. Budget
- _____ 12. Contributing to the School and District
- _____ 13. Other

**Frazier School District
"Teacher Induction Checklist"**

Inductee _____ **Grade Level** _____
Building _____ **School Year** _____
Mentor _____ **Principal** _____

I. Policies and Procedures

A. Policies Effecting Students

Topic of Study	Date Completed	Inductee Initial	Mentor Initial
Student Rights			
Attendance			
Discipline			
Grading			
Testing			
Retention/Promotion			
Medical/Accident			
Student Activities			

B. Policies Effecting Employees

Topic of Study	Date Completed	Inductee Initial	Mentor Initial
Orientation/Induction			
Observation/Evaluations			
Certification/Tenure			
School Law/Teacher Liability			
Professional Ethics			
Conference Requests			
Employee Absences			
Employee Benefits			
Collective Bargaining Agreement			

C. General Policies

Topic of Study	Date Completed	Inductee Initial	Mentor Initial
Emergency Management			
Supplies/Requisitions			

II. Classroom Management

Topic of Study	Date Completed	Inductee Initial	Mentor Initial
Preparation/Lesson Plans			
Classroom Rules			
Discipline Techniques/Procedures			
Caring for Individual Differences			
Test Administration			
Record Keeping			

III. Teaching Techniques

Topic of Study	Date Completed	Inductee Initial	Mentor Initial
SAS Website			
Differentiated Instruction			
Peer Coaching			
Problem Solving/Critical Thinking			
Integrated Instruction			

IV. Planned Course of Studies

Topic of Study	Date Completed	Inductee Initial	Mentor Initial
Learning Outcomes			
Subject Content			
Activities			
Resource Materials			
Assessment Techniques			

V. Strategic Plan

Topic of Study	Date Completed	Inductee Initial	Mentor Initial
Strategic Plan			
Mission Statement			
Educational Goals			
Priority Goals			
Student Learning Objectives			
Assessment Strategies			

VI. Educational Support Service

Topic of Study	Date Completed	Inductee Initial	Mentor Initial
Guidance Services			
Student Assistance Program			
Learning Support Program			
Office Support and Procedures			
Technology Services			
Custodial-Maintenance Services			
Intermediate Unit Services			
Community Agency Services			

VII. School-Community Relations

Topic of Study	Date Completed	Inductee Initial	Mentor Initial
Local Demographics			
Parent Conferencing Techniques			
Teacher/Parent/Student Involvement			

**THIS FORM MUST BE COMPLETED TO RECEIVE
ACT 48 CREDIT / HOURS**

Date_____

Name_____

School Year_____

Title of Activity_____

Date(s)_____

Instructor(s)_____

Time: From_____ **To**_____

*Please respond to each item by circling the number that best describes your opinion.
5 Excellent , 4 Good, 3 Average, 2 Below Average, 1 Poor, 0 Not Applicable*

A. COURSE / ACTIVITY CONTENT

1) Course induction was well organized.	5	4	3	2	1	0
2) Course induction objectives were clearly stated.	5	4	3	2	1	0
3) Activities and assignments were relevant to objectives.	5	4	3	2	1	0
4) All necessary materials / equipment / resources were readily available.	5	4	3	2	1	0

B. COURSE / ACTIVITY INSTRUCTION

1) My mentor was well prepared for the induction course.	5	4	3	2	1	0
2) My mentor was knowledgeable in all subject areas.	5	4	3	2	1	0
3) The manner of presentation of the material was clear.	5	4	3	2	1	0
4) My mentor was able to explain induction content.	5	4	3	2	1	0
5) The mentor was knowledgeable and was able to explain the activities.	5	4	3	2	1	0

Frazier School District
Induction Program Completion Form

Inductee _____ Teaching Assignment _____

Mentor Teacher _____

Orientation and Acclimation Activities Check Indicates Completed

- | | | |
|----|--|-------|
| 1) | Needs Assessment for Teacher Inductees | _____ |
| 2) | Checklist of Induction Discussions | _____ |
| 3) | Teacher Induction Checklist | _____ |
| 4) | Act 48 Credit Form | _____ |
| 5) | SAS Training | _____ |
| 6) | Danielson Model Training | _____ |
| 7) | Professional Code of Conduct | _____ |
| 8) | Personal and Professional Concerns | _____ |
| 9) | Others [List] | _____ |

Completed Category of Programs

- | | | |
|----|-------------------------|-------|
| 1) | Danielson Model | _____ |
| 2) | Technology Intergration | _____ |
| 3) | SAS Training | _____ |
| 4) | IU 1 Year 1 | _____ |
| 5) | IU 1 Year 2 | _____ |
| 6) | Act 48 and Level II | _____ |

Other

- | | |
|----|-------|
| 1) | _____ |
| 2) | _____ |
| 3) | _____ |

The Inductee named has completed the requirements of the Induction Program.

Principal

Date

Superintendent

Date

Intermediate Unit 1

INDUCTION

CONSORTIUM

SCHEDULE



2026-2027

You will need to consult with your building principal regarding dates before registering, as staff are required to register prior to the start of each course and will have the opportunity to choose which dates to attend during the registration process.

YEAR 1 | DAYS 1 & 2 | LEVEL II CERTIFICATION, ACT 48, EDUCATOR EFFECTIVENESS, PDE SAS/STANDARDS, INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT | 1 CPE CREDIT

Dates (participants should choose one option):

Option 1: Monday, September 28, 2026 to Sunday, October 25, 2026

Option 2: Monday, November 2, 2026 to Sunday, November 29, 2026

- ✓ Participants will complete all online activities, including a review of PPT's, videos and assignments
- ✓ Location: Asynchronous online courses via IU1 Moodle - participants will be sent a link prior to the start of the course
- ✓ To receive credit, you must attend both Day1 and Day 2 online sessions and complete all Moodle assignments, and course evaluations.

YEAR 1 | DAYS 3 & 4 | SCHOOL LAW AND TECHNOLOGY INTEGRATION | 1 CPE CREDIT

Dates (participants should choose one option):

Option 1: Monday, January 11, 2027 to Sunday, February 7, 2027

Option 2: Tuesday, February 16, 2027 to Sunday, March 14, 2027

- ✓ Participants will complete all online activities, including a review of PPT's, videos and assignments
- ✓ Location: Asynchronous online courses via IU1 Moodle - participants will be sent a link prior to the start of the course
- ✓ To receive credit, you must attend both online sessions and complete all Moodle assignments and course evaluations.

Registration will open on July 9, 2026

YEAR 2 | DAY 1 | INCLUSIVE PRACTICES | 7 ACT 48 HOURS

Dates (participants should choose one option):

Option 1: Monday, September 21, 2026 to Sunday, October 18, 2026

Option 2: Monday, October 26, 2026 to Sunday, November 22, 2026

- ✓ Participants will complete all online activities, including a review of PPT's, videos and assignments
- ✓ Location: Asynchronous online courses via IU1 Moodle - participants will be sent a link prior to the start of the course
- ✓ To receive credit, you must attend both Day1 and Day 2 online sessions and complete all Moodle assignments, and course evaluations.

YEAR 2 | DAY 2 | PROFESSIONAL ETHICS (CHAPTER 49 MANDATES) & ESL OVERVIEW | 7 ACT 48 HOURS

Dates (participants should choose one option):

Option 1: Monday, January 11, 2027 to Sunday, February 7, 2027

Option 2: Tuesday, February 16, 2027 to Sunday, March 14, 2027

- ✓ Participants will complete all online activities, including a review of PPT's, videos and assignments
- ✓ Location: Asynchronous online courses via IU1 Moodle - participants will be sent a link prior to the start of the course
- ✓ To receive credit, you must attend both online sessions and complete all Moodle assignments and course evaluations.

Registration will open on July 9, 2026

District Notes & Responsibilities:

Chapter 49 requires instruction in **Professional Ethics** and **Common Ground Framework**. IU1 Induction courses will ensure that those competencies are met.

Say HELLO to the new IU1 PD Hub



INTERMEDIATE UNIT 1
Professional Development Hub

IU1 PD Hub is the **NEW** registration system for **ALL** registrations - including **IU1 District Induction!**

Registration Rundown:

- You can search for a specific listing, or use the '**Category**' feature to select 'IU1 District Induction Consortium'
- Explore an event further by clicking the '**Learn More**' red button
- There you will find specific details about the course and registration
- Click '**Register Now**' to create your account
- Submit the registration
- Confirmation will be emailed to you
- Save your password for future registrations, including IU1 District Induction

Important Info:

- Enter your correct PPID
- Choose the correct district during registration (in order for your district to receive your completion status)
- Enter your correct address - your letter of completion will be mailed to you after completing year one courses

Your '**Registrant Portal**' keeps all of your information in one place - view registration information, print certificates, and more...

**Year 2 Induction Courses: a Certificate of Completion will be available in the portal after each course is completed.*

**Scan the QR code
or visit IU1.org
to access the
PD Hub and
catalog**



For more information or assistance,
please contact us at iu1registration@iu1.org

Certificate of Completion

May it be known that this certificate has been presented to

In recognition of having fulfilled the requirements of the
Intermediate Unit 1 Induction Consortium Program
and the

Frazier School District

Intermediate Unit I

Superintendent

Date

Board President