

Youth Build Phila CS

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
Charter School		126512870
Address 1		
1231 N Broad St		
Address 2		
5th Floor		
City	State	Zip Code
Philadelphia	PA	19122
Chief School Administrator		
Mr Le'Yondo Dunn		
Chief School Administrator Email		
ldunn@youthbuildphilly.org		
Educator Induction Plan Coordinator Name		
Frederick Bader		
Educator Induction Plan Coordinator Name Email		
fbader@youthbuildphilly.org		
Educator Induction Plan Coordinator Phone Number		Extension
2152879153		

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Frederick Bader	School Psychologist	Education Specialist	Education Specialist
Kazmir Davis	Principal	Administrator	Administration Personnel
Christina Neilson	Teacher	Teacher	Teacher
Jeremy	Blough	Teacher	Teacher
Fatimah	Johnson	Administrator	Administration Personnel

Educator Induction Plan

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 for the duration of the induction program? (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:	Yes
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 2024-2025 school year?	Yes

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 veteran teachers whose work has been characterized by high levels of student engagement, classroom management, student success, and demonstrated interests in other operations of the School.

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
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	No
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	No
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	No
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	No
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	No
Other, please specify below	No
Other	

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

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

New teachers begin the year with a New Teacher Orientation. They are given a Teaching Team Handbook and oriented to the space and resources. They then participate in a week long professional development experience with the rest of the school before students arrive. During the year, teachers have bi-weekly supervisory meetings. They are assigned a coach as needed. They participate in bi-weekly department meetings and professional learning communities. Topics include: universal language and practices, literacy strategies, building strong classroom community and culture.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Induction Plan - 11.23.docx

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 2 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 2 Fall

Instructional Practices

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

Timeline

Year 1 Fall

Year 2 Fall

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Winter

Year 2 Winter

Standards/Curriculum

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Year 2 Fall

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Winter

Year 2 Winter

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Year 2 Fall

Data informed decision making

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

Timeline

Year 1 Winter

Year 2 Winter

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Winter

Year 2 Winter

Classroom and student management

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

Timeline

Year 1 Fall

Year 2 Fall

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Winter

Year 2 Winter

Culturally Relevant and Sustaining Education Program Framework Guidelines**Selected Observation and Practice Framework(s):**

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Winter

Year 2 Winter

Educator Effectiveness**Selected Observation and Practice Framework(s):**

2d: Managing Student Behavior

1a: Demonstrating Knowledge of Content and Pedagogy

4e: Growing and Developing Professionally

Timeline

Year 1 Spring

Year 2 Spring

Evaluation and Monitoring

Evaluation and Monitoring

Regular check-ins with new teachers and educational specialists Survey feedback Regular observations

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.	No
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 are required to participate in the induction program.

Yes

If "No" is selected, please explain what individuals were not included in the Induction Program and why.

Signatures and Quality Assurance

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.

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
Frederick Bader	2024-04-12

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