

UNIVERSAL BLUFORD CS

800 S 15th St

Induction Plan (Chapter 49) | 2020 - 2023

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan 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.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for 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.
- The induction plan shall be 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. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Universal Bluford Charter School

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Crystal Gary	Principal	Supervisor	Administration Personnel
Diana Condon	Instructional Coach	Facilitator	Education Specialist

Name	Title	Committee Role	Chosen/Appointed by
Turhonda Osborne	Instructional Coach	Faciliator	Education Specialist
Lisa Bellamy	Assistant Principal	Facilitator	Administration Personnel
Ashley Post	MTSS Coordinator	Facilitator	Education Specialist
Jennifer Favoroso	Reading Interventionist	Faciliator	Teacher
Karen Shaub	Reading Interventionist	Facilitator	Teacher

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are 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 identified and provided an induction experience? (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:	No
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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.	No
Other, please specify below	Yes

OTHER

Mentors and inductees schedules may not be compatible, however they have ample opportunities to meet with one another throughout the

week. They can meet from 8:00am until 8:30am and from 3:30pm until 4:00pm Monday through Friday.

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED CHARACTERISTICS.

The Instructional Leadership Team devised a survey of interests and disseminated to the staff. After the completion of the survey, staff are paired according to the following: 1.) interests/personality 2.) subject area 3.) years of experience 4.) certification 5.) aspirations

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	No
Review of written reports summarizing instructional activity	No
Submission of Inductee Portfolio	No
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	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**

Meeting Frequency: Induction begins on Saturday, October 17, 2020 and ends on Saturday, February 20, 2021. Each session is 4 hours long and teachers must attend all five sessions in order to receive the Induction certificate. Delivery Format: Virtual sessions will be conducted

Purpose: PURPOSE The Firm Foundations Induction Institute is designed to ensure that new teachers in the Universal Family of Schools are equipped with professional development opportunities that focus on problems of practice that exist in the early years of classroom teaching. The ultimate goal is to create learning opportunities that will allow the beginning teacher to experience success within his/her first few years of their teaching experience. Program Structure: The Firm Foundations Induction Institute will provide novice teachers with practical training and learning experiences that will establish a framework of knowledge needed to create a successful and effective educational practice.

Essential to the effectiveness and structure of this program are four key components: - Professional Development - Individual Discovery and Reflection - Seminar on Current Issues in Education - Instructional Supervision and Coaching Through a combination of blended learning techniques, participants will receive twenty (20) hours of professional development intended to focus on foundational problems of practice.

Participants must participate in all modules of professional development in order to successfully complete the Firm Foundations Institute.

Institute participants will begin each professional development session by investigating current problems and issues in American education. Through the sharing of current problems and best practices from schools and districts across the nation, our teachers will develop the intrinsic initiative to continually seek out best practices and understand emerging trends in public education. Additionally, cohort members will be engaged in activities intended to allow time for personal reflection of their professional practice. It is our desire to ensure institute participants not only reflect, but also use their reflection to improve instructional practice. Content Included: Session 1: Creating an Environment for

Learning - 4 hours Session 2: From Planning to Understanding - 4 hours Session 3: Data-Driven Classrooms - 4 hours Sessions 4: Designing Instruction for All Scholars - 4 hours Session 5: Creating an Environment of Respect and Rapport - 4 hours

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)

Timeline

Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

Year 1 Fall

Selected Danielson Framework(s)

Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

Year 1 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

Year 1 Winter

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Winter

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

Year 1 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

Year 1 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Spring

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

Universal Bluford has four measures of success: 1.) Participants see personal and professional value in the program 2.) Participants enhance their personal and/or professional attitudes, perception, or knowledge 3.) New teachers apply new learning to their practice 4.) New teachers demonstrate an improved enhanced professional behaviors.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	No
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.	No

IF "NO" IS SELECTED PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

If teachers can't commit to the the five scheduled sessions, then they will not be able to participate in the Induction Program

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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.

Crystal Gary-Nelson
Educator Induction Plan Coordinator

11/07/2020
Date

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](#).

Superintendent/Chief Executive Officer

Date