

DRAFT FOR PUBLIC REVIEW - JULY 2024

Profile

LEA Type		AUN
Charter School		126510929
Address 1		
3300 Henry Ave		
Address 2		
City	State	Zip Code
Philadelphia	Pennsylvania	19129
Chief School Administrator		
Emily Hurst		
Chief School Administrator Email		
ehurst@philadelphiaebrewpublic.org		
Educator Induction Plan Coordinator Name		
Sarah Hanrahan		
Educator Induction Plan Coordinator Name Email		
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Educator Induction Plan Coordinator Phone Number		Extension
267-225-1511		

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Emily Hurst	Executive Director	Administrator	School Board of Directors
Elyssa Yuen	Head of School	Administrator	School Board of Directors
Nikki Pullin	Dean of Culture	Administrator	Administration Personnel
Sarah Hanrahan	Dean of Academics	Administrator	Administration Personnel
Regina McKinley	Associate Dean of Student Supports	Administrator	Administration Personnel
Sam Agoos	Lead Social Worker	Other	Administration Personnel
Luca Azzara	Teacher/Mentor	Teacher	Administration Personnel
Alicia Moody	Teacher/Mentor	Teacher	Administration Personnel
Chloe Kaplan	Teacher/Mentor	Teacher	Administration Personnel
Stefanie Jordan	Teacher/Mentor	Teacher	Administration Personnel
Madison Gould	Senior Director of Regional Operations	Other	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
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	
List the Pre-K Counts Program and address	

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	Yes
Other	
Alignment and history of exemplifying mission	

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

Philadelphia Hebrew Public Charter ("PHP" or "LEA") has selected Teacher Leaders for each grade to mentor teachers that are new to teaching and new to the LEA in their grade band. The Teacher Leaders and their mentees have compatible schedules and are scheduled to meet regularly. These Teacher Leaders have outstanding work performance and are similarly certified. The Teacher Leaders have also modeled continuous learning and reflection, improving their craft over time as reflected in their annual formal and informal observations. Teacher Leaders are selected because they have demonstrated leadership, the ability to work effectively with students and their colleagues, and they are willing to accept additional responsibilities.

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	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	Yes
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	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**

Philadelphia Hebrew Public Charter School will serve as a model of how meaningful integration in public schools can boost academic outcomes and positively develop student skills and values. Students will emerge as highly educated, globally aware, ethical citizens who are prepared with a foundation for success in high school, college, workplace, and society. The goals of PHP's induction program are to provide support for new educators to ensure their success during their first two years in the classroom. PHP achieves that goal through three unique approaches: Teacher Preparation: Supporting new to the profession and new to Philadelphia Hebrew Public teachers with the resources and development needed to support student outcomes Teacher Retention: Facilitating connection, social belonging, and growth that leads to staff retention in years 2 and 3 Alignment to Mission & Vision: Internalization of PHP's unique mission & vision to guide approach to educating PHP students The program includes: - New Staff Institute (year 1): annually - All Staff Institute (year 1 & 2): annually - Mentoring (year 1): monthly, via meetings with mentor - Coaching (year 1 & 2): biweekly, via observations and feedback meetings with manager and other staff when appropriate - Intellectual Planning Meetings (year 1 & 2): weekly via small group meetings - Professional Development (year 1 & 2): weekly Content covered is grounded in three core aspects of PHP's instructional model: bringing our mission to life, creating environments where students can thrive, and knowing our content and our students. These modules are further explored through the Danielson Framework focus areas of classroom environment, planning and preparation, instruction, and professional responsibilities.

Educator Induction Plan Topic Areas

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

Philadelphia Hebrew Public Induction Program.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Instructional Practices

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

1e: Designing Coherent Instruction

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space
4c: Communicating with Families
2d: Managing Student Behavior
2c: Managing Classroom Procedures
2b: Establishing a Culture for Learning

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Standards/Curriculum

Selected Observation and Practice Framework(s):

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring
- Year 2 Summer
- Year 3 Fall
- Year 3 Winter
- Year 3 Spring
- Year 3 Summer

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

- 4b: Maintaining Accurate Records
- 4f: Showing Professionalism
- 4a: Reflecting on Teaching

4c: Communicating with Families

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

4b: Maintaining Accurate Records

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

Timeline

Year 1 Fall

Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Data informed decision making

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments
3d: Using Assessment in Instruction
4b: Maintaining Accurate Records
1c: Setting Instructional Outcomes
4d: Participating in a Professional Community
3e: Demonstrating Flexibility and Responsiveness
2b: Establishing a Culture for Learning
4a: Reflecting on Teaching

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring

Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction
2c: Managing Classroom Procedures
1a: Demonstrating Knowledge of Content and Pedagogy
4d: Participating in a Professional Community
1f: Designing Student Assessments
3d: Using Assessment in Instruction
1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Classroom and student management

Selected Observation and Practice Framework(s):

- 2d: Managing Student Behavior
- 1b: Demonstrating Knowledge of Students
- 3a: Communicating with Students
- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning
- 2c: Managing Classroom Procedures
- 2b: Establishing a Culture for Learning
- 4c: Communicating with Families
- 2e: Organizing Physical Space

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring
- Year 2 Summer
- Year 3 Fall
- Year 3 Winter
- Year 3 Spring
- Year 3 Summer

Parental and/or community involvement

Selected Observation and Practice Framework(s):

- 4c: Communicating with Families

4f: Showing Professionalism
4b: Maintaining Accurate Records

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community
4e: Growing and Developing Professionally
4f: Showing Professionalism

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring

Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Culturally Relevant and Sustaining Education Program Framework Guidelines

Selected Observation and Practice Framework(s):

3a: Communicating with Students
4e: Growing and Developing Professionally
1d: Demonstrating Knowledge of Resources
2b: Establishing a Culture for Learning
4d: Participating in a Professional Community
1a: Demonstrating Knowledge of Content and Pedagogy
1b: Demonstrating Knowledge of Students
3e: Demonstrating Flexibility and Responsiveness
2a: Creating an Environment of Respect and Rapport
4c: Communicating with Families

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring

Year 3 Summer

Educator Effectiveness

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Evaluation and Monitoring

Evaluation and Monitoring

As part of their mentor check-ins, participants will also be asked to provide qualitative feedback regarding their experience in the program. Observation tools will be used to track the progress of participants over the course of the school year based upon the Hebrew Public's Teacher Development & Evaluation Rubric. Data regarding student achievement will also be collected to determine whether improved instructional practices are impacting student achievement in a positive manner.

PHILADELPHIA

Hebrew Public

CHARTER SCHOOL

Philadelphia Hebrew Public Induction Program

PHP Vision

Philadelphia Hebrew Public Charter School will serve as a model of how meaningful integration in public schools can boost academic outcomes and positively develop student skills and values. Students will emerge as highly educated, globally aware, ethical citizens who are prepared with a foundation for success in high school, college, workplace, and society.

Goals

The goals of PHP's induction program are to provide support for new educators to ensure their success during their first two years in the classroom. PHP achieves that goal through three unique approaches::

1. Teacher Preparation: Supporting new to the profession and new to Philadelphia Hebrew Public teachers with the resources and development needed to support student outcomes
2. Teacher Retention: Facilitating connection, social belonging, and growth that leads to staff retention in years 2 and 3
3. Alignment to Mission & Vision: Internalization of PHP's unique mission & vision to guide approach to educating PHP students

	Year 1 Induction		Year 2 Induction
	New to Profession	New to PHP	Year 2 at PHP
New Staff Institute	✓	✓	
All Staff Institute	✓	✓	✓
Mentoring	✓	✓	
Coaching	✓	✓	✓
Instructional Preparation	✓	✓	✓
Professional Development	✓	✓	✓

Focus Areas for 2024 - 2029 School Years

Expanding the Role of Teacher Mentorship

In order to develop new teachers and our most tenured staff, the PHP Teacher Leader program will serve as mentors for inductees beginning in 2024. Teacher Leaders will receive coaching and support on their mentorship role from the PHP Instructional Team.

Codifying PHP's Scope & Sequence of Professional Development

Beginning in 2024, PHP will establish a professional development scope & sequence that includes a foundational set of yearly sessions focused on the rapid development of inductees.

Coaching Drives Outcomes

Building on the foundation of PHP's Intellectual Preparation model, all new staff will receive coaching from Instructional Team members and/or their peers on classroom management and curriculum implementation.

Scope & Sequence

PHP Staff Institute

Philadelphia Hebrew Public's Staff Institute is designed to support inductees transition into the PHP community.

Module	Session	Outcomes	Delivery
Bringing Our Mission to Life	Welcome to Hebrew Public Programming <i>New Staff Only</i>	<ul style="list-style-type: none">Teachers will learn about the curriculum that makes up our academic programTeachers will leave clear on Hebrew Public's mission	Hebrew Public Program Team
	Windows & Mirrors <i>New Staff Only</i>	<ul style="list-style-type: none">Teachers can define windows and mirrors using Emily Style's framework	PHP Instructional Team
	Mission Mapping	<ul style="list-style-type: none">Teachers will gain an understanding of where students at Philadelphia Hebrew Public live across the cityTeachers will leave with an understanding of the diversity of our students based on zip code	PHP Instructional Team
	Name Stories	<ul style="list-style-type: none">Teachers will share their name stories. This includes origins of their name, what their name means to them and the	PHP Instructional Team

		significance of the multiple names they may claim	
	Let's PLAY!	<ul style="list-style-type: none"> Teachers will experience structured play as a model, facilitated by Playworks 	PHP Instructional Team
	Staff Responsibilities & Our Values	<ul style="list-style-type: none"> Teachers will leave with an understanding of our professional culture at PHP Teachers will leave clear on our values Teachers will make professional commitments 	PHP Instructional Team
Creating Environments Where Students Can Thrive	Schoolwide Systems & Routines <i>New Staff Only</i>	<ul style="list-style-type: none"> Teachers will learn about schoolwide systems and routines <ul style="list-style-type: none"> Arrival, Dismissal Lunch & Recess Communication 	PHP Instructional Team
	Responsive Classroom at PHP	<ul style="list-style-type: none"> Teachers will receive an overview of Responsive Classroom Teachers will learn the structure of morning meeting 	PHP Instructional Team
	Culture Vision at PHP	<ul style="list-style-type: none"> Teachers will leave with an understanding of what our culture vision is and the teacher actions that contribute to this 	PHP Instructional Team
	School Culture: Catching The Good & Responding to Behaviors	<ul style="list-style-type: none"> Teachers will learn strategies on reinforcing positive behaviors 	PHP Instructional Team
	Safety & Security at PHP	<ul style="list-style-type: none"> Teachers will internalize and practice safety drills at PHP 	PHP Operations Team
Knowing Our Content & Our Students	Close Reading 101 <i>New Staff Only</i>	<ul style="list-style-type: none"> Teachers will identify the student habits explicitly modeled and taught in Close Reading Teachers will identify Close Reading Structures 	Hebrew Public Program Team

	Eureka Overview <i>New Staff Only</i>	<ul style="list-style-type: none"> Teachers will identify all components of a Eureka lesson Teachers will plan and prepare for the first module of Eureka 	PHP Instructional Team
	Making Learning Meaningful: EL Modules	<ul style="list-style-type: none"> Teachers will identify all components of an Expeditionary Learning module Teachers will plan and prepare for the first module of EL 	PHP Instructional Team
	Geodes & Foundations	<ul style="list-style-type: none"> Teachers will plan and prepare small group and whole group lessons based on FUNdations concepts and Geodes texts 	PHP Instructional Team
	Number Stories	<ul style="list-style-type: none"> Teachers will engage in a Number Stories lesson as student participants Teachers will plan and prepare a grade level Number Stories lesson 	PHP Instructional Team
	OLAM Time Launch	<ul style="list-style-type: none"> Teachers will understand the structure of OLAM time Teachers will plan and prepare their own OLAM times 	PHP Instructional Team
	First Two Weeks of School	<ul style="list-style-type: none"> Teachers will internalize the goals of the First Two Weeks of School per the Responsive Classroom Framework Teachers will identify routines and procedures to roll out in the first two weeks 	PHP Instructional Team
	First Six Weeks of School	<ul style="list-style-type: none"> Teachers will internalize the goals of the First Six Weeks of School per the Responsive Classroom Framework 	PHP Instructional Team

Report Period	Danielson Framework Focus Area	Session	Outcomes
1	Classroom Environment	Schoolwide Systems	<ul style="list-style-type: none"> Teachers will practice schoolwide systems
	Planning and Preparation	Understanding IEPs	<ul style="list-style-type: none"> Teachers receive student IEPs Teachers know how to access student IEPs Teachers know the accommodations that need to be in place for students who have accommodations and specially designed instruction noted in their IEPs
	Instruction	Professional Learning Communities: Developing a Wondering	<ul style="list-style-type: none"> Teachers will reflect on their classroom communities and identify wonderings they have based on their experience Teachers will select one interest to explore in Professional Learning Communities throughout the year
	Professional Responsibilities	McKinney Vento & Professional Compliance	<ul style="list-style-type: none"> Teachers will learn about McKinney Vento Teachers will understand our responsibility as a school to serve McKinney Vento students Teachers will leave with an understanding of our professional responsibilities as it relates to sharing confidential student information
	Instruction	Data Analysis at PHP	<ul style="list-style-type: none"> Teachers will analyze student assessment data
	Instruction	Content Specific Trainings	<ul style="list-style-type: none"> Teachers will receive training in the curriculum we use at PHP. This includes: <ul style="list-style-type: none"> Curriculum designer's intent Curricular components by content area Pacing Expected student targets by curriculum
2	Instruction	Analyze Data, Take Action	<ul style="list-style-type: none"> Teachers will meet with their Professional Learning communities to gather and analyze data based on their wonderings and make a plan for taking action in their classrooms
	Planning & Preparation	Supporting Students with Disabilities	<ul style="list-style-type: none"> Teachers will receive training on student scaffolds to support students with disabilities Teachers will have the opportunity to create a scaffold and share out in teams. Examples: <ul style="list-style-type: none"> Individual behavior plans Individual goal cards Individual work stations in their

			<ul style="list-style-type: none"> classroom <ul style="list-style-type: none"> Specific tools to access in peace corners
	Classroom Environment	Responding to Student Behavior	<ul style="list-style-type: none"> Teachers will receive data on schoolwide behavior trends Teachers will receive a refresher on our PBIS system and see how the use of OLAM points positively impacts student behavior
	Instruction	Curriculum Bootcamp	<ul style="list-style-type: none"> Teachers will receive a four week series to strengthen curriculum implementation in the following curricular areas: <ul style="list-style-type: none"> Foundations Eureka Expeditionary Learning
	Instruction	Professional Learning Communities	<ul style="list-style-type: none"> Teachers will meet with their Professional Learning communities to check in on their wonderings and share data
	Planning & Preparation	Supporting Struggling Students	<ul style="list-style-type: none"> Teachers will receive a presentation of schoolwide behavior data by level Teachers will leave with more clarity on reporting behavior data accurately Teachers will work in teams to create behavior logs to ensure there is not an over reporting of level I and II behaviors
3	Instruction	Introduction to the PSSAs	<ul style="list-style-type: none"> Teachers will plan for active monitoring laps that support their test prep instruction and prepare them to actively monitor throughout the PSSAs
	Instruction	Test Prep Practices & Data Analysis	<ul style="list-style-type: none"> Teachers will engage in a model lesson of Close Reading Teachers will use student data to prepare for upcoming test prep lessons
	Instruction	Friday Intervention Group Planning	<ul style="list-style-type: none"> Teachers will review student reading and math intervention data to regroup students for upcoming interventions and to plan responsive lessons
	Instruction	Professional Learning Communities	<ul style="list-style-type: none"> Teachers will meet with their Professional Learning communities to check in on their wonderings and share data
4	Professional Responsibilities	Year-End Closeout Preparation	<ul style="list-style-type: none"> Teachers will review the year-end closeout procedures, inventory materials, and prepare student data for next year's teachers
	Instruction	Professional Learning	<ul style="list-style-type: none"> Teachers will meet with their Professional Learning communities to check in on their

		Communities	wonderings and share data
	Professional Responsibilities	End of Year Celebrations	<ul style="list-style-type: none"> Teachers will meet with their grade teams to thoughtfully prepare joyful activities to close out the year with students including our moving up ceremony and field day

Intellectual Preparation

Philadelphia Hebrew Public is committed to Intellectual Preparation as a foundation for student success in and outside of the classroom. All staff members will participate in Intellectual Preparation based on their content area and grade band.

Intellectual Preparation Groups	Participants
Math	All K-2 Homeroom Teachers All 3-8 Math Teachers
ELA	All K-2 Homeroom Teachers All 3-8 ELA Teachers
Hebrew	All Hebrew Teachers
Enrichment	All K-8 Enrichment Teachers
Special Education	All K-8 Special Education, Low Incidence, & Emotional Support Program Teachers
Support Teachers	All Kinder Support Teachers

Mentoring

New to the profession and new to PHP staff will receive mentoring from PHP Grade Team Leaders. Grade Team Leaders are veteran certified staff selected based on their professionalism, work performance, and willingness to accept additional responsibility.

Mentors and mentees are paired based on their certification area and teaching assignment. Mentees and mentors meet on the following cadence:

- Weekly intellectual prep meetings
- Monthly grade team meetings
- Quarterly 1:1 meetings
- Quarterly observations

Mentors provide the following types of support:

- Instructional guidance including standards-based teaching strategies
- Curriculum unpacking, planning, and implementation

- Classroom management tools and techniques
- Practice and feedback
- Personal encouragement
- Facilitating connections throughout the school community

Mentees are expected to participate in the following ways:

- Engage in mentoring activities & relationships
- Seek out help from colleagues
- Receive and turnkey feedback
- Schedule classroom observations with peers and mentors
- Maintain a confidential relationship with mentor