

UNIVERSAL BLUFORD CS

800 S 15th St

Professional Development Plan (Act 48) | 2020 - 2023

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education 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 Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

Universal Bluford Charter School

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Christina Curtin	Teacher	Christina Curtin	Teacher
Diana Condron	Instructional Coach	Diana Condron	Education Specialist
Nakia Williams	Assistant Principal	Nakia Williams	Administration Personnel
Elizabeth Porter	Parent	Elizabeth Porter	School Board of Directors
Dr. Williams	Educational Consultant	Dr. Williams	School Board of Directors
Oshunbumi Fernandez	Business Representative	Oshunbumi Fernandez	School Board of Directors

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The committee meets twice a year

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three year implementation horizon?	Yes

Professional Development Activities

Act 48						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers and instructional support staff	- Assessment (Setting the roadmap for learning) - Analysis (Identify why scholars struggle) - Action (Teach more effectively what scholars need) - Data Culture (Data driven mindset)	- Team development and sharing of content-area lesson implementation outcomes - Analysis of scholar work with peers and administrators - Creating lessons to meet varied student learning styles - Journaling and reflecting	Instructional Leadership Team	09/21/2020	06/16/2023
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Weekly				Language and Literacy Acquisition for All Students	
Book study	monthly				Teaching Diverse Learners in an Inclusive Setting	

HITS

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers (Gen. Ed. and SPED/ ELL) and Instructional Support Staff	- Setting Goals - Structuring Lessons - Explicit Teaching - Worked Examples - Collaborative Learning - Multiple Exposures - Metacognitive Strategies - Questioning - Feedback - Differentiated Teaching	- Authentic and rich learning tasks presented to scholars - Teachers have a common language to use in planning, monitoring and reflecting on classroom practice - A developmental continuum to measure proficiency across the high impact teaching strategies	Members of the ILT	01/13/2021	

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	on-going		Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

The Evaluation Team will evaluate the implementation of PD sessions, measure the reaction of its participants, assess the learning outcomes, gauge the impact on the instructional practices of the teachers and student engagement. The team will implement the six step process to identify if PD is effective, how to improve PD implementation and make strategic decisions about what PD activities should continue or change moving forward. Step 1: Describe PD activities and goals - (Type of Delivery, Organizational Supports, Learning Objectives, Behavioral Goals, Long Term Goals) Step 2: Define your evaluation objectives and questions - (Reaction of participants, learning outcomes of teachers, impact on instructional practices, and impact on scholar achievement. Step 3: Identify indicators to measure - Measurable and/or Comparable over time or across PD sessions (implementation indicators, reaction indicators, learning indicators, behavior indicators, and impact indicators) Step 4: Collect Data - Quantitative and qualitative data to be collected and the frequency (Questionnaires, observations, interviews, logs/journaling, test scores) Step 5: Analyze and Interpret Data - Conduct an analysis of qualitative and quantitative data points Step 6: Share and Use Findings - Share results with stakeholders (presentations, board report, newsletter)

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education 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 or Chief Administrative Officer:

Date