

ESPERANZA CYBER CS

4261 N. 5th Street

Professional Development Plan (Act 48) | 2021 - 2024

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

Esperanza Cyber Charter School

126511563

4261 N. 5th Street, Philadelphia, PA 19140

Joseph Papeika

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215-967-9703 X none

Dr. Jon Marsh

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Greg Artman	Professional Learning Coordinator	Greg Artman	Education Specialist
Zachary Devlin	Principal K-5	Zachary Devlin	Administration Personnel
Joseph Papeika	Principal 6-12	Joseph Papeika	Administration Personnel
John Madden	Director Student Support	John Madden	Administration Personnel
Damaris Zayas	ELD Lead Teacher	Damaris Zayas	Education Specialist
Heather High-Kennedy	General Education Teacher	Heather High-Kennedy	Teacher

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 several times a year: once at the end of the year to evaluate the effectiveness of the current year's plan and to build the next year's plan, and at least twice during the school year to evaluate the current plan and make adjustments as needed.

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)	No
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?	No

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

CBE GRADEBOOK

Action Step	Audience	Topics to be Included	Evidence of Learning
	all academic staff	Data collection, Assessments, Gradebooks that reflect competency on standards (non-tested subjects) or eligible content (tested subjects).	work product, ongoing review of gradebook
Lead Person/Position			Anticipated Timeline
Greg Artman/Professional Learning Coordinator Joseph Papeika - 6-12 Principal Zach Devlin - K-5 Principal			08/10/2021 - 08/27/2021

LEARNING FORMAT

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

MTSS FOR STUDENT ENGAGEMENT/ATTENDANCE

Action Step	Audience	Topics to be Included	Evidence of Learning
	all academic staff	Definition of terms, data collection tools, tiered interventions, data analysis	work product, ongoing review of MTSS tiers and responses
Lead Person/Position			Anticipated Timeline
Greg Artman - Professional Learning Coordinator John Madden - Director of Instructional Supports TBD - Director of Pupil Services			08/10/2021 - 08/27/2021

LEARNING FORMAT

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

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TEACHING DIVERSE LEARNERS IN AN INCLUSIVE SETTING

Audience	Topics to be Included	Evidence of Learning
Teachers, School Leaders	All new staff must complete the online course offered by PaTTAN titled, Effective Practices for my General Education Classroom	Certificate of completion

Lead Person/Position	Anticipated Timeline
Director of Instruction	08/17/2020 - 03/31/2021

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	self-directed online course	1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting

SPECIAL EDUCATION FOR SCHOOL LEADERS

Audience	Topics to be Included	Evidence of Learning
School leaders	All school leaders must complete the course offered by PaTTAN via PILS titled, Principals Understanding Leadership in Special Education	Certificate of Completion
Lead Person/Position		Anticipated Timeline
Director of Instruction		07/01/2020 - 03/31/2021

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	7 conference days		Teaching Diverse Learners in an Inclusive Setting

EVALUATION AND REVIEW

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

The professional development plan's evaluation and review include: Analysis of quarterly student outcomes to determine that students are improving or need additional interventions. Classroom visits are conducted bi-weekly to monthly to ensure strategies learned are being implemented with fidelity; feedback provided for teacher improvement. Surveys are completed by professional development attendees post session to identify additional needs, such as more support in the classroom to implement the strategy taught, differentiated training, or other issues as noted. The professional development steering committee meets at least twice during the school year to determine if the plan is on-track for completion, the effectiveness of training, and if other training opportunities are needed to support the comprehensive plan's goals.

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.

Joseph R. Papeika

05/10/2021

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.

Dr. Jon D. Marsh

06/22/2020

Superintendent or Chief Administrative Officer:

Date