

PHILADELPHIA HEBREW PUBLIC CS

3300 Henry Avenue

Professional Development Plan (Act 48) | 2024 - 2027

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

Charter School
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Sarah Hanrahan	Lead Dean of Academics	Administrator	Administration Personnel
Elyssa Yuen	Head of School	Administrator	School Board of Directors
Luca Azzara	Teacher	K-12 Teacher	Administration Personnel
Alicia Moody	Teacher	K-12 Teacher	Administration Personnel
Nichole Delaine	Teacher	K-12 Teacher	Administration Personnel
Aliyah Sharp	Teacher	K-12 Teacher	Administration Personnel

Name	Title	Committee Role	Appointed By
Stefanie Jordan	Teacher	K-12 Teacher	Administration Personnel
Elizabeth Hollon	Teacher	K-12 Teacher	Administration Personnel
Claire Kelley	Family & Community Engagement Coordinator	Other	Administration Personnel
Justin Moody	Director of Global Studies	Administrator	Administration Personnel
Julie Nicols	Director of Specialized Services	Administrator	Administration Personnel
Nikki Pullin	Lead Dean of Culture	Administrator	Administration Personnel
Ayelet Cohen-Seal	Teacher	Administrator	Administration Personnel
Regina Mckinley	Teacher & Parent	Parent of Child Attending	Administration Personnel
Paul Dean	Advisor	Local Business Representative	Administration Personnel
Emily Fernandez	Chief Schools Officer	Education Specialist	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.

This committee meets bi-weekly throughout the year to review upcoming professional development suggestions, provide feedback on the scope and sequence, and review presenter roles and responsibilities.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

SUPPORTING, REWARDING, AND GROWING EDUCATORS (SURGE) PROGRAM PRIORITIES

Action Step	Audience	Topics to be Included	Evidence of Learning
We will introduce a comprehensive developmental observation rubric that emphasizes key best practices and includes standard indicators. This rubric will provide clear guidance for developing teachers and ensuring consistent teaching quality in every classroom.	Instructional Leaders; Teachers (differentiated by content)	Expeditionary Learning Modules; Geodes & Connection to Foundations; Eureka Squared; MAP Data & Analysis; SURGE Observational & Evaluation Rubric;	PD session surveys; Incorporation into intellectual planning; coach observations based on new rubric.
We will parter with external curriculum experts to deliver specialized training sessions for instructional leaders and teachers to ensure a consistent understanding of the curriculum across all classrooms			
We will provide clear systems for lesson planning and internalization to ensure that all teachers thoroughly understand and consistently implement the content.			
We will introduce a new evaluation tool to streamline the evaluation process and offer clear guidance for assessing teacher performance. This tool will help ensure there is a consistent, high-quality teacher in every classroom, supporting the overall goal of maintaining consistent and equitable instruction for all students.			

Lead Person/Position	Anticipated Timeline
Elyssa Yuen, Head of School Hebrew Public Program team	08/19/2024 - 06/13/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Daily during Summer Institute (August), then weekly on Friday half-day professional learning sessions.		Teaching Diverse Learners in Inclusive Settings

MULTI-TIERED SYSTEM OF SUPPORT

Action Step	Audience	Topics to be Included	Evidence of Learning
Development of attendance strategic plan that includes schedule for regular convening of attendance intervention teams that precede the official start of MTSS, school-wide incentives/celebrations, family attendance pledge, refinement of early warning systems, and external partnership to support with students who are most at risk for truancy. Includes evidence-based strategies such as text message alerts, mailings, and mentor-support outreach.	Teachers, Student Support Teams	MTSS Process & System; Tiered intervention cycles and data analysis; Referral process; Attendance interventions (and ownership across teams), etc.	Appropriate utilization of MTSS system referrals and interventions; Improved student attendance and outcomes.
Lead Person/Position	Anticipated Timeline		
Sam Agoos, Lead Social Worker	08/19/2024 - 06/13/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly		At Least 1-hour of Trauma-informed Care Training for All Staff

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

INTRODUCTION TO FOUNDATIONS

Audience	Topics to be Included	Evidence of Learning
Teachers new to teaching and new to PHP	Introduction to Wilson FUNdations and Geodes	Understanding of literacy and language acquisition, teacher practice, coaching cycles and documentation
Lead Person/Position		Anticipated Timeline
Dean of Academics		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once per year		Language and Literacy Acquisition for All Students

EXPEDITIONARY LEARNING

Audience	Topics to be Included	Evidence of Learning
All teachers in grades 3+	Introduction to Expeditionary Learning, including text-dependent analysis and the aligned standards	Teacher practice and student assessments (formative and curriculum based)
Lead Person/Position		Anticipated Timeline
Dean of Academics & Assistant Head of School		07/01/2024 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once per year		Language and Literacy Acquisition for All Students

TEACHING BEST PRACTICES

Audience	Topics to be Included	Evidence of Learning
All staff	Systems, routines, and procedures to support diverse learners	Teacher practice, observations and coaching cycles
Lead Person/Position	Anticipated Timeline	
Dean of Academics & Assistant Head of School	07/01/2024 - 06/30/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once per year	1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings

DATA & ACTION PLANNING

Audience	Topics to be Included	Evidence of Learning
All staff	Analyzing diagnostic data and action planning	Teacher practice, observations and coaching cycles
Lead Person/Position	Anticipated Timeline	
Dean of Academics	07/01/2024 - 06/30/2027	

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)	Once per year	1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings

ACT 71 TRAINING: TRAUMA, BEHAVIORAL HEALTH AND CRISIS MANAGEMENT

Audience	Topics to be Included	Evidence of Learning
All teachers	Trauma informed teaching, recognizing behavioral health concerns, and crisis management procedures and protocols	Teacher and Non-Teaching Professional practice, completed assessment by participants
Lead Person/Position	Anticipated Timeline	
Social Worker	07/01/2024 - 06/30/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once per year	2d: Managing Student Behavior 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff

CULTURE AT PHP

Audience	Topics to be Included	Evidence of Learning
All staff	Culture Norms at PHP, code of conduct and bullying and harassment	Teacher practice, coaching cycles and documentation, incident data
Lead Person/Position	Anticipated Timeline	
Dean of Culture	07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Once per year	3a: Communicating with Students 2d: Managing Student Behavior 2c: Managing Classroom Procedures	At Least 1-hour of Trauma-informed Care Training for All Staff

PASA ADMINISTRATION

Audience		Topics to be Included	Evidence of Learning
Dean of Student Support, Associate Deans of Student Support, Special Education Teachers		PASA Administration	Certificate of Completion
Lead Person/Position		Anticipated Timeline	
Bureau of Special Education		07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	As required by the Bureau of Special Education	4f: Showing Professionalism 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally	PASA Administration Training

ANNUAL FISCAL (APSEM, CONTINGENCY, ACT 16, SIGNIFICANT DISPROPORTIONALITY, IDEA-B) TRAINING

Audience	Topics to be Included	Evidence of Learning
Director of Specialized Services, Associate Deans of Student Supports	IDEA-B Fiscal Training (Webinar offered by PaTTAN)	Compliance with PDE requirements
Lead Person/Position	Anticipated Timeline	
PaTTAN	07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Once per year	1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community 4f: Showing Professionalism	Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

MISSION AND MAPPING - GLOBAL CITIZENSHIP

Audience	Topics to be Included	Evidence of Learning
All staff	Understanding school mission, windows & mirrors, and culturally relevant teaching	Teacher practice, observations and coaching cycles
Lead Person/Position	Anticipated Timeline	
Director of Global Citizenship	07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once per year	3a: Communicating with Students 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All staff	Act 55 trainings, professional ethics, and professionalism expectations	Teacher practice, coaching, and culture data
Lead Person/Position	Anticipated Timeline	
Senior Director of Regional Operations	07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Once per year	4d: Participating in a Professional Community 4f: Showing Professionalism	Professional Ethics

INTRO TO CLOSE READING

Audience	Topics to be Included	Evidence of Learning
All teachers in grades 3+	Introduction to Close Reading, including text-dependent analysis and the aligned standards	Teacher practice and student assessments (formative and curriculum based)
Lead Person/Position		Anticipated Timeline
Assistant Head of School		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Once per year	1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

WILSON FOUNDATIONS & GEODES

Audience	Topics to be Included	Evidence of Learning
All K-2	Wilson Foundations & Geodes deep dive	Teacher practice and student assessments (formative and curriculum based)
Lead Person/Position		Anticipated Timeline
Dean of Academics		09/06/2024 - 11/29/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once per year	1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

SOCIAL EMOTIONAL LEARNING

Audience	Topics to be Included	Evidence of Learning
All K-2 Teachers	Understanding approach to social emotional learning at in K-2 environment at PHP	Teacher practice, observations and coaching cycles
Lead Person/Position		Anticipated Timeline
Director of Global Citizenship		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once per year	3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

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
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	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 Education Plan Guidelines**Yes/No**

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2020-
2021

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

Academic leaders

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

EVALUATION AND REVIEW

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

Philadelphia Hebrew Public engages in a thorough review of our professional development calendar in partnership with our Hebrew Public network. After carefully analyzing student outcomes including formative and summative ELA and math assessments, student culture data, and teacher survey data and family survey data, network instructional leadership partners with school-based leadership to set our annual priorities and corresponding adult learning plan. The Professional Education Committee plans for Teacher Induction, Staff Institute, and our year-long adult learning arc to ensure we've woven together a plan that drives our goals and can adapt to changing needs. Teacher leaders and staff then have a chance to review and provide input on our sessions to drive our overall plan and their own learning.