



## **Boys' Latin of Philadelphia 2024 Professional Education Plan**

### **Introduction:**

The Commonwealth of Pennsylvania educational regulations mandate that each school entity submits a Professional Education Plan every three years to the Secretary of Education (“the Secretary”) for approval. This plan serves as a guiding document outlining the strategies and initiatives for professional development (“PD”) within the Boys’ Latin of Philadelphia (“Boys’ Latin” or “the school”) educational community.

### **Overview of Professional Education Plan Requirements:**

Chapter 49, Section 17(a), outlines the essential components of the Professional Education Plan:

- **Public Accessibility:**
  - The plan must be made available for public inspection and comment for a minimum of 28 days prior to its approval by the school entity's governing board and submission to the Secretary.
- **Continuing Professional Education Plan:**
  - This plan must address various requirements, including:
    - Options for professional development, such as graduate-level coursework, obtaining professionally related master's degrees, department-approved in-service courses, curriculum development work, and attendance at professional conferences.
    - Definition of terms used, such as professionally related graduate-level coursework, professionally related master's degrees, curriculum development work, and professional conferences.
    - Development as specified in section 1205.1 of the act, detailing the selection process of persons who developed the plan.
    - Approval by both the professional education committee and the school entity's board.
    - Description of how professional education needs, especially for diverse learners, will be addressed.
    - Offer of professional education opportunities for teaching diverse learners in inclusive settings.
    - Addressing professional education opportunities for teachers in prekindergarten programs operated by community providers if contracted by the school district (not applicable).
- **Steering Committee:**
  - Dr. Alexis Rylander Bennett, Senior Director of Academics – Administrator
  - Bolanle Morton, Director of Academics – Administrator
  - Amanda McBride, Instructional Coach – K-12 Teacher
  - Kaylin Womack, High School Director of Special Services – Education Specialist
  - Elaine Wells – Parent (appointed by the board)
  - Charles Adams – Community Member (appointed by the board)
  - Nancy Robinson-Garvin – Local Representative (appointed by the board)
- **Meeting Frequency:**
  - The Professional Education Committee typically meets weekly throughout summer and once per month throughout the academic year to review, assess, and refine professional development initiatives.

- Meeting frequency may vary depending on the specific needs of the school entity and the ongoing requirements of the Professional Education Plan.
- Meetings are scheduled strategically to coincide with the school calendar in the plan's development and implementation process.

**SY24-25 PD Activities & Sessions:**

Date	Professional Development Activities	Domain
August 12 <sup>th</sup> – August 23 <sup>rd</sup> , 2024	Summer Professional Development – Gearing up for the school year (Full Day)	Adult Principles & Environment
September 2, 2024	Intervention vs. Differentiation	Student Outcomes
October 7, 2024	Data-Driven Instruction – What is my next move, based on data?	Design & Facilitation
November 4, 2024	Reading and unpacking Benchmark data using the data protocol	Student Outcomes
December 2, 2024	State testing Refresher – Winter 25’ Keystone Administration	Design & Facilitation
January 6, 2025	New Year Spring Professional Development Kick Off (Full Day)	Adult Principles & Environment
February 3, 2025	Classroom Engagement Strategies	Management & Facilitation
March 3, 2025	Effective and Efficient practices in the classroom: Increasing student discourse in the classroom.	Design & Facilitation
April 7, 2025	PSSA Spring 25’ Administration Training and Logistics	Student Outcomes
May 5, 2025	Pennsylvania Spring. 25’ Keystone Administration Training and Logistics	Adult Principles
June 2, 2025	Certification audit and introduction to Drexel University partnership program	Student Outcomes

**Drexel University College of Education Partnership:**

The Drexel program partnership provides teachers at Boys' Latin of Philadelphia with a fully funded opportunity to obtain a teaching certification in Pennsylvania through two pathways: the Teacher Resident pathway, designed for newly incoming professionals seeking certification in a specific content area, and the Experienced Educator pathway, tailored for educators with teaching experience but without certification. This comprehensive approach accommodates varying professional backgrounds, ensuring that all participants have the support and resources needed to achieve certification and enhance their impact in the classroom.

In addition to the certification pathways, the partnership between the Drexel School of Education and Boys' Latin Charter School offers a reduced tuition rate of up to 50% for educators pursuing a Master's degree in Education through Drexel University. This financial assistance further supports professional development opportunities, enabling educators to advance their knowledge and skills while continuing to positively impact student learning within their school community.

Annual Professional Development Session	Date	Mandate by PDE
<b><i>Language and Literacy Acquisition for All Students:</i></b> Professional development activities that will improve language and literacy acquisition for all students.	SY2025	Yes
<b><i>Teaching Diverse Learners in Inclusive Settings:</i></b> Training to ensure that teachers understand how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.	SY2025	Yes
<b><i>At least 1-hour of trauma-informed care training for all staff:</i></b> <ul style="list-style-type: none"> <li>• Recognition of the signs of trauma in students</li> <li>• Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support.</li> </ul>	SY2025	Yes

<ul style="list-style-type: none"> <li>• Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma.</li> <li>• The school entity's policies regarding trauma-informed approaches</li> <li>• The school entity's policies regarding connecting students with appropriate services.</li> <li>• Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students.</li> </ul>		
<p><b>Professional Ethics Program Framework Guidelines:</b> The standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.</p>	SY2025	Yes
<p><b>Culturally Relevant and Sustaining Education Program Framework Guidelines:</b> Education that ensures equity for all students and seeks to eliminate systemic institutional racial and cultural barriers that inhibit the success of all students in this Commonwealth—particularly those who have been historically underrepresented. Culturally relevant and sustaining education encompasses skills for educators including, but not limited to, approaches to mental wellness, trauma-informed approaches to instruction, technological and virtual engagement, cultural awareness, and emerging factors that inhibit equitable access for all students in this Commonwealth.</p>	SY2025	Yes
<p><b>Structured Literacy Program Framework Guidelines:</b> Structured literacy is systemic, explicit instruction that provides a strong core of foundational literacy skills in the language systems of English; integrates listening, speaking, reading, spelling, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationship among words (semantics), and the organization of spoken and written discourse. Structured Literacy trainings shall address but shall not be limited to:</p> <ul style="list-style-type: none"> <li>• Evidence-based intervention practices on structured literacy.</li> <li>• Explicit and systematic instruction in phonological and phonemic awareness.</li> <li>• The alphabetic principle, decoding and encoding, fluency and vocabulary.</li> <li>• Reading comprehension and building content knowledge.</li> </ul>	SY2025	Yes

**Professional Development Assurances:**

Question	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes

Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	Yes
Does the professional development plan align with educator needs? (Act 48, Section)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes
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?	SY2024-25
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)?	Middle and high school special education personnel, ESL instructors, and reading specialists
Is the LEA using or planning to implement Structured Literacy (Select One)?	Yes, full implementation.

**Evaluation and Review:**

The evaluation and review of the Professional Education Plan should be conducted annually to ensure its effectiveness and relevance. The following outlines the evaluation process:

**Five Levels of Evaluation:**

1. **Student Outcomes:** Assess the impact of professional development on student learning and achievement using national and local assessment data.
2. **Participants' Use of New Knowledge and Skills:** Measure the extent to which participants have applied newly acquired knowledge and skills in their practice using data collection tools such as teacher evaluations.
3. **Participants' Learning:** Evaluate the effectiveness of the learning experiences provided to participants based on national and local assessment data.
4. **Participant Reaction:** Gather feedback from participants regarding their satisfaction with the professional development activities through post-PD surveys.
5. **Organization Support and Change:** Examine the level of support provided by the organization for implementing changes resulting from professional development efforts.

**Revision Process:**

Based on the findings of the evaluation, revise the Professional Education Plan as needed. This may involve modifying goals, activities, or delivery methods to better meet the needs of participants and align with organizational mission and charter.