

PHILADELPHIA CITY SD
440 North Broad Street
Professional Development Plan (Act 48) | 2025 - 2028

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

School District
126515001
440 N. Broad Street, Philadelphia, PA 19147

Meredith Mehra
mmehra@philasd.org
215-400-4280 X -

Dr. Tony Watlington
superintendent@philasd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Michael Farrell	Chief Learning Officer	Administrator	Administration Personnel
Meredith Mehra	Deputy Chief, Teaching & Learning	Administrator	Administration Personnel
Brandon Cummings	Deputy Chief, Leadership Development	Administrator	Administration Personnel
Amy Ruth Bussmann	Teacher	Elementary Teacher	Teacher
Anna Phelan	Teacher	Elementary Teacher	Teacher
Cathey Provenzano	Teacher	K-12 Teacher	Teacher

Name	Title	Committee Role	Appointed By
Ericka Andrews	Teacher	Middle School Teacher	Teacher
Ethel Peterson	Teacher	Elementary Teacher	Teacher
David Mills	Teacher	High School Teacher	Teacher
Iryna Haze	Teacher	Elementary Teacher	Teacher
Jenny Rypinski	Teacher	Elementary Teacher	Teacher
Karl Budkevics	Teacher	Elementary Teacher	Teacher
Seanier Keyes	Teacher	Elementary Teacher	Teacher
Victoria Aristoklis	Teacher	Elementary Teacher	Teacher
Ashley Hane	Principal	Administrator	Administration Personnel
Charlotte Gilliam	Principal	Administrator	Administration Personnel
Leigh Vitvitsky	Principal	Administrator	Administration Personnel
Patrice Morris	Principal	Administrator	Administration Personnel
Rodney Johnson	Principal	Administrator	Administration Personnel
Susan Thompson	Principal	Administrator	Administration Personnel
Sherin Kurian	Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Amber Hill	Director, Professional Learning	Education Specialist	Education Specialist
Brian Meadows	Deputy Chief, Curriculum & Instruction	Administrator	Administration Personnel
Chandra Singh	Director, Education Evaluation	Education Specialist	Education Specialist
Danyelle Willis-Hargust	Director, Special Projects	Administrator	Administration Personnel
Emily Magee	Executive Director, Curriculum & Instruction	Education Specialist	Education Specialist
Emily Work	Director, Professional Learning	Education Specialist	Education Specialist
Katie Walsh	Director, Professional Learning	Education Specialist	Education Specialist
Kwame Williams	Executive Director, Curriculum & Instruction	Education Specialist	Education Specialist
Lauren Miller	Executive Director, Support Services	Administrator	Administration Personnel
Miulcaeli Batista	Executive Director, Multilingual Curriculum	Administrator	Administration Personnel
Meghan Smith	Deputy Chief, Prevention & Intervention	Administrator	Administration Personnel
Michelle Armstrong	Executive Director, CTE	Administrator	Administration Personnel
Michelle Kim	Director, Professional Learning	Education Specialist	Education Specialist
Michelle Harris	Executive Director, Education Technology	Education Specialist	Education Specialist

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 Professional Learning Cycles committee meets on a monthly basis. This committee has a number of different functions. First, this team aims to develop distinct Professional Learning Cycles for our District as a whole. This includes: (1) conducting a robust needs assessment regarding professional learning needs for District faculty and staff based on qualitative and quantitative data that represents all stakeholder voices; (2) identifying big bucket priority content areas for our District as a whole based on the needs assessment findings; (3) developing a structure for time allocated on district-wide professional development days for our priority content sessions by cycle; and (4) creating a high-level overview of the scope and sequence for each of the priority content areas.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

PROFESSIONAL LEARNING COMMUNITIES FACILITATION TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Each school year, SBTls participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.	School-Based Teacher Leaders (SBTLs)	Facilitating PLCs, Building Content Knowledge, Increasing Student Engagement, Applying Culturally and Linguistically Relevant Instructional Practices, Supporting Teachers w/Implementing New ELA & Math Curricula	PLC Agendas, Teacher Lesson Plans, Walkthrough Rubrics and Notes, Observation Rubrics and Notes
Lead Person/Position			
Amy Summa/Director, Teacher Coaches		Anticipated Timeline	
		08/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Monthly		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly		
Professional Learning Community (PLC)	Weekly		

ONGOING CURRICULUM BASED PROFESSIONAL LEARNING (ELA & MATH FOCUS)

Action Step	Audience	Topics to be Included	Evidence of Learning
Identify all required ELA and Math Professional Learning opportunities that focus on training teachers to implement core instructional resources for ELA and Math, and ensure teachers have the opportunity to participate.	Principals, Assistant Principals, ELA & Math Teachers, Learning Support Teachers	Curriculum Units, Opening Routine, Formative Tasks, Guided Instruction, Inclusive Student Activities, Reflective Closure	Lesson Plans, Observation Rubrics and Notes, Pre- and Post-Test Data
Develop plan for school-based PD time that focuses on improving teacher practice in areas articulated in the school plan as it relates to ELA and Math instruction.			
Lead Person/Position	Anticipated Timeline		
Michael Farrell/Chief Learning Officer, Meredith Mehra/Deputy Chief, Teaching & Learning, Brandon Cummings/Deputy Chief, Leadership Development	08/01/2025 - 06/30/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Monthly		

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	Weekly		
Learning walk	Weekly		
Professional Learning Community (PLC)	Weekly		

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Action Step	Audience	Topics to be Included	Evidence of Learning
For schools new to PBIS, school leadership schedules the entire CR-PBIS Team to be released to attend 3 days (2-3 hours/day) of CR-PBIS training throughout the school year	Climate Staff	Behavior Norms, Teaching Guides, Classroom Matrix, Acknowledgement System, PBIS Manual	PD Surveys, Walkthrough Rubric and Notes, Acknowledgement System Implementation Data
Annually, deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS			
Lead Person/Position		Anticipated Timeline	
Rudy Williams/Director, School Climate & Safety		08/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Monthly		
Classroom/school visitation	Weekly		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly		

RESTORATIVE PRACTICES - RELATIONSHIPS FIRST

Action Step	Audience	Topics to be Included	Evidence of Learning
Annually, school RF teams and SDP RF Coaches train the RF Team in Community Building Circles (CBCs) and Restorative Conversations (RC).	Climate Leads	Community Building Circles, Restorative Conversations, SDP Equity Framework, Student Well-Being Survey, Social Emotional Learning	Student Well-Being Survey Data, Walkthrough Rubric and Notes
Annually, school RF teams and RF Coaches create a schedule for CBCs and RC training, including full-staff PD for return of staff training. RF Team works with RF Coach to create an RF PD plan for all staff that also explores SDP Equity Framework, SEL, well-being, and the Student Well-Being Survey.			
Annually, upon full return of staff, RF Teams (with support from RF Coach) train all school staff in CBC and RC.			

Action Step	Audience	Topics to be Included	Evidence of Learning
During first four months of school year, RF Team with RF Coach conduct 3-week coaching cycle for all staff to address challenges and identify supports needs moving forward for both Community Building Circles and Restorative Conversations.			
During first four months of school year, every fourth week, RF Teams with RF Coaches conduct debrief for all staff, and develop support plan for next cycle.			

Lead Person/Position	Anticipated Timeline
Paul Robinson/Director, Restorative Programming	08/01/2025 - 06/30/2028

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)	Weekly		
Inservice day	Monthly		

9TH GRADE ACADEMY

Action Step	Audience	Topics to be Included	Evidence of Learning
Annually, provide staff with professional development on 9GOT topics, with a specific focus on utilizing tools such as the Grade Impact Report, the Grades Monitoring Tool, and the Check & Reflect.	9th Grade Assistant Principals	Check & Reflect, Grade Impact Report, Grades Monitoring Tool, On-Track for Graduation Interventions	Completed Check & Reflects, Grade Impact Report Data, PD Surveys
Lead Person/Position			
Geneva Sloan/Director, Post-Secondary Readiness		Anticipated Timeline 08/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Quarterly		
Professional Learning Community (PLC)	Monthly		

SUPPORTING STUDENT ATTENDANCE & REDUCING CHRONIC ABSENTEEISM

Action Step	Audience	Topics to be Included	Evidence of Learning
Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.)	Attendance Designees	Attendance-Taking Procedures, C-31 Letters, SAICs, SAIPs, Pulling/Analyzing EWI Report, EWI Process	Clean Attendance-Taking Records, Records of C-31 Letters Sent Home, Completed SAIPs
Provide PD to teachers around correct attendance-taking policies.			

Lead Person/Position	Anticipated Timeline
Molly Ashburn/Director, Attendance & Truancy	08/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Monthly		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TIER 1 K-12 CURRICULUM-BASED PROFESSIONAL LEARNING (MATH, SCIENCE, ELA)

Audience	Topics to be Included	Evidence of Learning
K-12 teachers of mathematics, ELA, and science	Technical knowledge - navigation of curriculum digital platforms; understanding student-facing, teacher-facing, and family-facing materials; navigation of district pacing guides and how supplemental resources interact with the curriculum. Curriculum knowledge - understanding the research that supports the structure of the curriculum, unit internalization, lesson internalization, discipline specific strategies for increasing access for all learners to tier 1 curriculum. Discipline specific knowledge: structured literacy, deepening content knowledge (e.g. fractions, science labs, etc.).	Within sessions, checks for understanding will be embedded using a variety of instructional strategies such as polling or quick quizzes using technology tools (google form, padlet, dropping responses in a chat, zoom polls, etc.) and in-person instructional strategies (hand signals, four corners, groups charting responses, sorting activities, etc.). At the end of a session, time will be allocated for a survey to be completed that includes our District's standardized professional learning survey questions as well as questions to assess mastery of the learning target. Additionally, instructional support guidance (ISG) documents are created that are to be used in tandem with the curriculum lessons. The ISGs offer specific, observable teacher and student actions that correlate with implementation of the curriculum. Classroom level data is collected through google forms that assess the extent to which the ISG indicators that are being prioritized are evident. This classroom practice indicator data can be used to focus observational feedback and coaching to determine the extent to which educators are successfully transferring their learning from the session to their classroom practice. This anecdotal evidence can then be used to recommend follow up development for educators who may need additional support.
Lead Person/Position		Anticipated Timeline

Dr. Nyshawana Francis-Thompson/Chief of Curriculum & Instruction and Meredith Mehra/Deputy Chief, Teaching & Learning	08/01/2025 - 06/30/2028
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LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Monthly		
Professional Learning Community (PLC)	Weekly		

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

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)?
Principals, Assistant Principals, Teacher Coaches, Parents

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.

Student outcomes: Participants' use of new knowledge and skills: At the end of a professional learning session, participants will be asked a question about whether they had opportunities to practice and/or plan how their learning from the session will be integrated into their practice. They will also be asked a question to assess how prepared they feel to implement what they learned in their context. Furthermore, the District develops an implementation support guidance document that includes indicators, which are descriptions of teacher and student actions that demonstrate that the curriculum is being implemented with integrity. Participants' learning: Check for understanding questions will be embedded within each session. For virtual sessions, facilitators will use the polling feature in Zoom, google forms, having participants drop responses in the chat, or making their thinking visible using virtual tools (padlet, jamboard, etc.). For in person sessions, facilitators will pose check for understanding questions to the group, using chart paper to make participant thinking visible, and will circulate the room during small group, partner, or independent work to monitor conversations. At the end of a session, time will be allocated for a survey to be completed that includes check for understanding questions to determine mastery of the learning outcomes. School leaders and teacher leaders will be provided with the implementation support guidance (ISG) documents that describe the classroom evidence of curriculum implementation. The indicators in the ISG can be used to focus observational feedback and coaching to determine the extent to which educators are successfully transferring their learning from the session to their classroom practice. This anecdotal evidence can then be used to recommend follow up development for educators who may need additional support. Participant reaction: At the end of each session participants will be asked a few questions (the same ones throughout the year so we can track changes in responses) that inquire about the quality of the learning experience, the responsiveness of the facilitator, and whether they would recommend the session to another colleague. Executive summaries are created following each in-service day and directors of professional development share the feedback with the office responsible for the development to support with making adjustments as needed based on feedback. Organization support and change: One of our standardized questions asks participants "Which of the following is the greatest barrier to implementing what you learned?" Their options include: Lack of time to plan Lack of time to implement Lack of resources and materials Lack of support from my direct supervisors Lack of professional support for my practice (e.g. coaching) Climate and culture of my school Not a priority of my supervisor other (fill in option) I do

not see any barriers to implementing what I've learned This data is analyzed and then triangulated with qualitative coding of open-ended survey responses to look for trends that are then elevated to system leaders as a way to address organizational barriers.

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.

Meredith Mehra
Professional Education Committee Chairperson:

02/07/2025
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. Tony B. Watlington Sr.
Superintendent or Chief Administrative Officer:

02/11/2025
Date