

## 21ST CENTURY CYBER CS

1245 Wrights Lane

Professional Development Plan (Act 48) | 2021 - 2024

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### 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

Cyber Charter School

124150002

1245 Wrights Lane, West Chester, Pennsylvania 19380

Brian Cote

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Brian Cote (Approved Authorized Signer - Board Meeting September 8 , 2020)

bcote@21cccs.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Brian Cote	Director of Curriculum, Instruction & Assessment	Brian Cote	Administration Personnel
Nancy Giagnacova	Director of Special Education	Nancy Giagnacova	Administration Personnel
Monica Frank	High School Principal	Monica Frank	Administration Personnel
Erika Laidlaw	Middle School Principal	Erika Laidlaw	Administration Personnel
Casey Regina	Assistant Principal	Casey Regina	Administration Personnel
Joe Michener	Department Head/Teacher	Joe Michener	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Jessica Hammond	Department Head/Teacher	Jessica Hammond	Administration Personnel
Lauren Michener	Learning Coach/SAP Team Member	Lauren Michener	Administration Personnel
Sanna McCoy	School Counselor	Sanna McCoy	Administration Personnel
Nicole Sendeki	Alumni	Nicole Sendeki	Administration Personnel
Heather Saboori	Board Member/Parent	Heather Saboori	Administration Personnel
Peter Mango	Board Member/Community Member	Peter Mango	Administration Personnel
Matt Kinsch	Teacher	Matt Kinsch	Administration Personnel

**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 to discuss professional learning needs and topics. During monthly department meetings, department heads discuss many topics. The Instructional team meets weekly to discuss many topics including professional development.

## 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? ( <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
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 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### EARLY WARNING INDICATOR TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
	Teachers, Teaching Assistants, Counselors, Nurses, Home and School Liaison and identified staff	Purpose and need Explain the system and how to use it Expectations and buy-in	Use of system Identification of students
Lead Person/Position		Anticipated Timeline	
Principals		08/16/2021 - 06/01/2022	

### 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 and as needed		

## MTSS TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
	Teachers, Teaching Assistants, Counselors, Nurses, Home and School Liaison and identified staff	Understanding MTSS Purpose and need Expectations and buy-in Understanding everyone's role Explain the system and how to use it	Identification of students Demonstration of interventions based on the various tiers Team Meetings Individual student success
Lead Person/Position		Anticipated Timeline	
Principals		08/16/2021 - 06/01/2022	

## 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)			

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### IMPROVING LANGUAGE AND LITERACY ACQUISITION OF ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Middle and High School Teachers	Professional development will be provided on how to identify reading/comprehension levels of their courses in Moodle and tailor instruction to meet the needs of various learners.	Professional development will be provided on how to identify reading/comprehension levels of their courses in Moodle and tailor instruction to meet the needs of various learners. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Lead Person/Position		Anticipated Timeline
Principals		07/01/2021 - 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
Inservice day	2 sessions	1c: Setting Instructional Outcomes 3b: Using Questioning and Discussion Techniques	Language and Literacy Acquisition for All Students



Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4a: Reflecting on Teaching	
		1d: Demonstrating Knowledge of Resources	
		3c: Engaging Students in Learning	
		4e: Growing and Developing Professionally	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		1e: Designing Coherent Instruction	
		3d: Using Assessment in Instruction	
		1b: Demonstrating Knowledge of Students	
		3a: Communicating with Students	
		3e: Demonstrating Flexibility and Responsiveness	

## TEACHING DIVERSE LEARNERS IN AN INCLUSIVE SETTING

Audience	Topics to be Included	Evidence of Learning
Middle and High	Training will be provided	Training will be provided to teachers on how to modify assignments to best meet the needs of exceptional learners. Increases the educator's teaching skills based on research on effective practice, with attention given

Audience	Topics to be Included	Evidence of Learning
School Teachers	to teachers on how to modify assignments to best meet the needs of exceptional learners.	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. Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Lead Person/Position		Anticipated Timeline
Director of Special Education		07/01/2021 - 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
Inservice day	5 sessions	1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 4c: Communicating with Families 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3c: Engaging Students in Learning	
		4e: Growing and Developing Professionally	
		1b: Demonstrating Knowledge of Students	
		2d: Managing Student Behavior	
		3d: Using Assessment in Instruction	
		1d: Demonstrating Knowledge of Resources	
		3a: Communicating with Students	
		3e: Demonstrating Flexibility and Responsiveness	

**TEACHERS WILL CREATE ENGAGING LESSONS FOLLOWING THE ESTABLISHED CURRICULUM REVIEW CYCLE.**

Audience	Topics to be Included	Evidence of Learning
21st Century Cyber Charter School teachers	Engaging lesson strategies	Increase in student engagement. Increase in enrollment. Increase in student retention rates.

Lead Person/Position	Anticipated Timeline

## LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Weekly	1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

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## EVALUATION AND REVIEW

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

1. Participants' Reactions Did they like it? Was their time well spent? Did the material make sense? How Will Information Be Used? To improve program design and delivery 2. Participants' Learning Did participants acquire the intended knowledge and skills? How Will Information Be Used? To improve program content, format, and organization 3. Organization Support & Change Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? What was the impact on the organization? Did it affect the organization's climate and procedures? How Will Information Be Used? To document and improve organizational support To inform future change efforts 4. Participants' Use of New Knowledge and Skills Did participants effectively apply the new knowledge and skills? How Will Information Be Used? To document and improve the implementation of program content 5. Student Learning Outcomes What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing? How Will Information Be Used? To focus and improve all aspects of program design, implementation, and follow-up To demonstrate the overall impact of professional development

## 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

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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