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.

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Todd Stoltz	Superintendent	Dr. Todd Stoltz	Administration Personnel
Dr. Jamie Whye	Assistant Superintendent	Dr. Jamie Whye	Administration Personnel
Dr. Tammi Jones	Director of Secondary ED.	Dr. Tammi Jones	Administration Personnel
Dave Harrison	Director of Elementary Ed.	Dave Harrison	Administration Personnel
Adam McGraw	Coordinator of Instructional Tech	Adam McGraw	Administration Personnel
Chris Konieczny	Elementary Principal	Chris Konieczny	School Board of Directors
Shelly McGowan	High School AP	Shelly McGowan	Administration Personnel
Dr. Michele Trevino	Elementary Principal	Dr. Michele Trevino	Administration Personnel
Ryan Maxwell	Instructional Tech Coach	Ryan Maxwell	School Board of Directors
Nicole Fenton	Middle School Teacher	Nicole Fenton	Teacher
Kelly Guistwhite	Librarian	Kelly Guistwhite	School Board of Directors
Erika Stiffler	Social Worker	Erika Stiffler	Education Specialist
Allison Freeman	Math Coach	Allison Freeman	Education Specialist

Name	Title	Committee Role	Appointed By
Chris Kambic	Community/Board Member	Chris Kambic	School Board of Directors
Brian Guistwhite	Community	Brian Guistwhite	School Board of Directors
Kersha Farrow	High School Spanish	Kersha Farrow	Teacher
Judy Crocenzi	Community/Board Member	Judy Crocenzi	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.

The professional development committee is comprised of various stakeholders in the District. There are several subcommittees that have been working all year to align professional development to our 2 overarching goals as well as District initiatives. The Curriculum Council serves as the Act 48 committee. It is made of representations from each school building as well as educational specialists. They met 5 times a year to discuss new professional learning and professional development as two of the standing items. In addition, the District Instructional Team meets every Friday to discuss professional development, curriculum and instruction. The Steering Committee met 2 times as a whole during the 2022-2023 school year and broke out into subcommittees to complete the work.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

DEI WORKSHOPS

Action Step	Audience	Topics to be Included	Evidence of Learning
Maintain a student-centered teaching and learning environment	All District employees	Consistent Implementation of Inclusive and Equitable Practices	Diversity, Equity and Inclusion strategies, practices, and protocols in place across the District. Building and maintaining relationships Adults know and care about each student Adults know what motivates and engages students

Lead Person/Position	Anticipated Timeline
Assistant superintendent	07/03/2023 - 06/30/2026

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	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3a: Communicating with Students	
		3e: Demonstrating Flexibility and Responsiveness	

9-12 SOCIAL EMOTIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Maintain a student-centered teaching and learning environment	9-12 Staff	Understanding social emotional learning and the most effective way to deliver a SEL program	Successful implementation of a SEL program K-12

Lead Person/Position	Anticipated Timeline
Assistant superintendent	07/03/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Occurs during scheduled professional development days, faculty	1d: Demonstrating	Teaching Diverse Learners

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	meetings, team and grade level meetings and personalized professional learning time	Knowledge of Resources	in Inclusive Settings
		3e: Demonstrating Flexibility and Responsiveness	
		1b: Demonstrating Knowledge of Students	
		3a: Communicating with Students	
		1e: Designing Coherent Instruction	
		4a: Reflecting on Teaching	
		1c: Setting Instructional Outcomes	
		3c: Engaging Students in Learning	
		2d: Managing Student Behavior	

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
			2a: Creating an Environment of Respect and Rapport	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

STUDENT ACADEMIC AND BEHAVIORAL GROWTH

Audience	Topics to be Included	Evidence of Learning
All professional staff	Trauma-informed practices, building relationships, de-escalation strategies and supporting mental health needs	Classrooms and school spaces will reflect the indicators of trauma-informed practices, building relationships and supporting mental health needs.

Lead Person/Position	Anticipated Timeline
Assistant superintendent	07/03/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Occurs during scheduled professional development days, faculty meetings, team and grade level meetings and personalized professional learning time	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of	At Least 1-hour of Trauma-informed Care Training for All Staff

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
			Respect and Rapport	
			2e: Organizing Physical Space	
			4a: Reflecting on Teaching	
			3a: Communicating with Students	

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
PDE Identified educators	Structured Literacy Framework components	Completion of course or workshop

Lead Person/Position	Anticipated Timeline
Assistant superintendent	07/01/2024 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Will be offered in various formats throughout the time frame. May occur during scheduled professional development days, faculty meetings, team and grade level meetings and personalized professional learning time	1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources	Structured Literacy

CULTURALLY RELEVANT AND SUSTAINING EDUCATION

Audience	Topics to be Included	Evidence of Learning
All staff	Culturally Relevant and Sustaining Education Framework Components	Application of behaviors associated with the framework.

Lead Person/Position	Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Assistant superintendent	07/03/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Occurs during scheduled professional development days, faculty meetings, team and grade level meetings and personalized professional learning time	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

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

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All professional staff	Professional Ethics Framework components	Participation in table top scenarios and real-life application of framework behaviors

Lead Person/Position	Anticipated Timeline
Assistant superintendent	07/03/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Occurs during scheduled professional development days, faculty meetings, team and grade level meetings and personalized professional learning time		4e: Growing and Developing Professionally	Professional Ethics

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All professional staff	Professional ethics framework components	Participation in table top scenarios and real-life application of framework behaviors

Lead Person/Position	Anticipated Timeline
Assistant superintendent	07/03/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Occurs during scheduled professional development days, faculty meetings, team and grade level meetings and personalized professional learning time	4e: Growing and Developing Professionally	Professional Ethics

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?	2023-2024
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)? K-8 Building Administrators	
Is the LEA using or planning to implement Structured Literacy (Select One)? Hybrid, Structured Literacy components integrated into reading program.	

EVALUATION AND REVIEW

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

Following the 5 levels of review. Student outcomes; Professional development reflects student needs based on assessment date. Participants' use of new knowledge and skills; Participants use is determined by walkthrough check lists for subject areas and best instructional strategies as well as formal observations. Participants' learning; This is assessed during and after trainings. Follow-up sessions accompany new learning as well as support "old" learning to ensure fidelity of use. Participant reaction; Participants evaluate every PD session. These evaluations are anonymous unless the participant wishes to share their name. Organization support and change: We utilize instructional advisors in ELA, Math, Special Education and Instructional Technology to provide support regarding implementation and effectiveness,