

## **PENNSBURY SD**

134 Yardley Ave

Professional Development Plan (Act 48) | 2023 - 2026

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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.

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Thomas Smith	Superintendent	Administrator	Administration Personnel
Dr. Theresa Ricci	Assist. Superintendent	Administrator	Administration Personnel
Michele Spack	Director of Elementary	Administrator	Administration Personnel
Lisa Follman	Elementary Principal	Administrator	Administration Personnel
Patti Steckroat	Secondary Asst. Principal	Administrator	Administration Personnel
Barb Hidalgo	Elementary Principal	Administrator	Administration Personnel
Travis Bloom	Secondary Principal	Administrator	Administration Personnel
Nicole Pierce	Education Assoc. President	Other	Teacher
Kristin Slota	Elementary Teacher	Elementary Teacher	Teacher
Chevon Helms	High School Teacher	High School Teacher	Teacher
Doug Campbell	High School Teacher	High School Teacher	Teacher
Dave Costanzo	Middle School Teacher	Middle School Teacher	Teacher
Maureen Gradel	Staff Developer	Education Specialist	Education Specialist

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Tom McGee	Instructional Technology	Education Specialist	Education Specialist
Joanna Steere	Community Member	Community Member	School Board of Directors
Regina Rausch	Director of Special Education	Administrator	Administration Personnel
Tina Tormey	Parent	Parent of Child Attending	School Board of Directors
Stacey Rogers	Parent	Parent of Child Attending	School Board of Directors
Fanella O'Brien	Parent	Parent of Child Attending	School Board of Directors
Dr. Cherrissa Gibson	Director of HR & Professional Development	Administrator	Administration Personnel
Kerry Baurle	Elementary Teacher	Elementary Teacher	Teacher
Linda Palsky	Community Member	Community Member	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 full committee meets quarterly to discuss District professional development planning. We have also established a network of subcommittees to support the District plan. The subcommittees below each meet approximately 4-5 times per years. \*\*Induction & Mentoring Subcommittee \*\* MTSS District Team (Committee meets monthly to address systemwide needs and relevant PD) \*\* Co-Teaching Subcommittee \*\* Trauma-Informed Care Subcommittee \*\* Blended Learning Subcommittee \*\* Support Staff Subcommittee \*\* District Equity Leadership Team

(Committee focused on DEI and PD needs) \*\* Responsive Classroom & Restorative Practices Subcommittee

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### CHAPTER 49 PRACTICES TRAININGS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Strengthen existing 5-year plan for curriculum renewal encompassing explicit instruction in character, culture, and wellness competencies ensuring continuous improvement.</p> <p>Audit of curriculum materials to ensure alignment with district initiatives and state mandates (Chapter 49)</p>	K-12 Educators	Professional Ethics and Standards Framework and Competencies, Culturally Relevant and Sustaining Education Framework and Competencies, Trauma Informed Care	Educators will provide feedback to professional learning as well as integrate instructional components into lesson plans and will be observable via the Supervision and Observation model in Pennsbury SD.

Lead Person/Position	Anticipated Timeline
Teaching and Learning Team	08/15/2023 - 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
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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	Via the Pennsbury 5 year revision cycle	1f: Designing Student Assessments  2a: Creating an Environment of Respect and Rapport  1a: Demonstrating Knowledge of Content and Pedagogy  2b: Establishing a Culture for Learning  1d: Demonstrating Knowledge of Resources  3e: Demonstrating Flexibility and Responsiveness  1c: Setting Instructional Outcomes  3c: Engaging Students in Learning  1e: Designing Coherent Instruction	
Workshop(s)	One Time	4f: Showing Professionalism	Professional Ethics
Workshop(s)	Occasionally	1d: Demonstrating Knowledge of Resources  2a: Creating an Environment of	Common Ground: Culturally Relevant Sustaining Education

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Respect and Rapport  1a: Demonstrating Knowledge of Content and Pedagogy  1b: Demonstrating Knowledge of Students  2b: Establishing a Culture for Learning	
Inservice day	One time	1b: Demonstrating Knowledge of Students  3c: Engaging Students in Learning  1a: Demonstrating Knowledge of Content and Pedagogy  2a: Creating an Environment of Respect and Rapport  1c: Setting Instructional Outcomes  3e: Demonstrating Flexibility and Responsiveness  1d: Demonstrating Knowledge of Resources	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
		1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning	

## STRUCTURED LITERACY

Action Step	Audience	Topics to be Included	Evidence of Learning
Ensure that Tier 1 Supports are implemented district-wide including the implementation of universal design for learning.  Audit of curriculum materials to ensure alignment with district	We will be differentiating our Structured Literacy trainings to support a variety of educators as we have already been focused on elements of structured literacy prior to this implementation window. We are aware of the 5 certified required folks and will leveraging a combination of external and internal professional development experiences based on the needs of educators	The structured literacy framework including phonics/phonemic awareness, writing components, etc.	Educators will provide feedback on sessions as well as expectations for leveraging strategies in their lesson plans and explicit instruction, as observed through the Pennsbury Supervision and Observation process.

Action Step	Audience	Topics to be Included	Evidence of Learning
initiatives and state mandates (Chapter 49)			
Lead Person/Position	Anticipated Timeline		
Teaching and Learning Team	08/15/2023 - 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
Inservice day	Occasionally	1e: Designing Coherent Instruction 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction	
Workshop(s)	Occasionally	1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect and Rapport	Structured Literacy

## PERSONALIZED AND BLENDED LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Build the capacity of educators to incorporate	All K-12	Elements of blended	Aside from teacher feedback on individual

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>blended learning into their instructional practices.</p> <p>Design a flexible student centered instructional framework to be implemented K-12 in order to promote differentiation, personalization, collaboration, engagement and student agency.</p>	Educators	learning, such as student choice, voice, and effective technology usage.	sessions, elements incorporated into lesson plans and observed via the Pennsbury Supervision and Observation practices.
Lead Person/Position		Anticipated Timeline	
Teaching and Learning Tesam		08/15/2023 - 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
Book study	Throughout the year	1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy	

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  2b: Establishing a Culture for Learning	
Inservice day	Occasionally	1e: Designing Coherent Instruction  2a: Creating an Environment of Respect and Rapport  3c: Engaging Students in Learning  1d: Demonstrating Knowledge of Resources  1a: Demonstrating Knowledge of Content and Pedagogy  1c: Setting Instructional Outcomes	

## DATA INFORMED INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop data protocols to ensure that professional and administrative staff have a clear pathway to drive student success.	K-12 Educators	Formative Assessment, use of District developed data protocols, instructional decision making	Aside from feedback provided during the session, effective use of data protocols in discussing learners in data team meetings as well as observed through Pennsbury Supervision and Observation model
Lead Person/Position		Anticipated Timeline	
Teaching and Learning Team		08/15/2023 - 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)	Occasionally	1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes  3d: Using Assessment in Instruction	

## UNIVERSAL DESIGN FOR LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Ensure that Tier 1 Supports are implemented district-wide including the implementation of universal design for learning.	K-12 Educators	Firm goals, flexible means of instruction, multiple means of representation, action/expression, and engagement. Student voice and choice.	Observation and walkthroughs and implementation of UDL in lesson design.
Lead Person/Position		Anticipated Timeline	
Teaching & Learning Team		08/15/2023 - 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)	ongoing	1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction  3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

## **OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

Other Professional Development Activities are not included in this report



## 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? ( <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 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)?

N/A

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.**

As a part of our quarterly District Professional Development committee meetings, we review the following data to assess progress. Student achievement data via MTSS protocols Stakeholder feedback through surveys and focus groups Supervision and Evaluation data trends Instructional Focus Walk data