

FARRELL AREA SD

1600 Roemer Blvd

Professional Development Plan (Act 48) | 2023 - 2026

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
Emily Clare	Supervisor of Curriculum and Instruction	Administrator	Administration Personnel
John Seybert	Special Education Director	Administrator	Administration Personnel
Amy Stoots	Teacher	Elementary Teacher	Teacher
Lisa Crytzer	Teacher	Elementary Teacher	Teacher
Tara Nehlen	Teacher	Middle School Teacher	Teacher
Karla Wheeler	Teacher	Middle School Teacher	Teacher
Brandon Lewis	Teacher	High School Teacher	Teacher
Derek Burda	Teacher	High School Teacher	Teacher
Jordan Snyder	Counselor	Education Specialist	Education Specialist
Candace Thompson	Social Worker	Education Specialist	Education Specialist
Terry Harrison	School Board Member	Community Member	School Board of Directors
Gary Elerby	School Board Member	Community Member	School Board of Directors
Tara Jones	Parent	Parent of Child Attending	Administration Personnel

Name	Title	Committee Role	Appointed By
Ron Viglio	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 committee meets annually, while the subcommittees of the Literacy and Mathematics team meet at least monthly.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

CURRICULUM MAPPING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>The Tier 1 curriculum in Mathematics and ELA will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in grades Kindergarten through 6th grade.</p> <p>The Tier 1 curriculum in Mathematics and ELA will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in K - 6.</p>	preK-12 Teachers	Curriculum mapping, lesson planning	Completed curriculum maps and submitted lesson plans.
Lead Person/Position	Anticipated Timeline		
Dr. Emily Clare	12/07/2022 - 05/30/2024		

LEARNING FORMAT

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

STRUCTURED LITERACY

Action Step	Audience	Topics to be Included	Evidence of Learning
The Tier 1 curriculum in Mathematics and ELA will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in grades Kindergarten through 6th grade.	preK-6 Teachers	Structured Literacy	Formal observations and classroom walkthroughs documented in PA-EETEP.
Lead Person/Position	Anticipated Timeline		
Dr. Emily Clare	08/14/2023 - 05/31/2024		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annual		Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	Weekly		Language and Literacy Acquisition for All Students

TIER 2 JUST WORDS LITERACY

Action Step	Audience	Topics to be Included	Evidence of Learning
Classroom teachers and intervention teachers will analyze data to form and teach flexible intervention groups.	Intervention Teachers	Structured Literacy Tier 2	Tier 2 Lesson Plans, walkthroughs and observations
Lead Person/Position	Anticipated Timeline		
Building Principal	08/14/2023 - 05/30/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annual		Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	Weekly		Language and Literacy Acquisition for All Students

APPLYING REPORTS AND GOAL SETTING

Action Step	Audience	Topics to be Included	Evidence of Learning
Classroom teachers will meet weekly in grade levels to analyze data and develop Tier 1 lessons to address learning gaps.	7-12 Math, ELA, Science Teachers	Data Analysis, Individual Goal Setting	Lesson Plans, PLC agendas
Lead Person/Position	Anticipated Timeline		
Building Principal	02/17/2023 - 05/30/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annual		Teaching Diverse Learners in Inclusive Settings
Professional Learning Community (PLC)	Weekly		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

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?

2022-
2023

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.

The Professional Development Plan will be reviewed annually by the committee. Using the responses from participants on post-training surveys, the committee will annually review evidence to determine impact of the activity and effectiveness of the delivery system and attainment of the activity competencies. Walkthroughs and observations by administrators, as well as teacher-collected evidence, will be used to evaluate professional development activities. The committee will recommend changes to the Professional Development Plan, as needed.

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

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