# NORTH SCHUYLKILL SD

15 Academy Lane

Professional Development Plan (Act 48) | 2024 - 2027

## 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:

1. 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.
2. 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.
3. 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.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
5. 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.
6. 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.
7. 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

North Schuylkill School Dsitrict

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Kimberly Groody

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## Steering Committee

| Name | Title | Committee Role | Appointed By |
|---|---|---|---|
| Robert Ackell | Superintendent | Administrator | Administration Personnel |
| Kimberly Groody | Curriculum & Federal Programs | Administrator | Administration Personnel |
| Knute Brayford | Special Education | Administrator | Administration Personnel |
| Ken Roseberry | JSHS Principal | Administrator | Administration Personnel |
| Janel Babatsky | Elem. Principal | Administrator | Administration Personnel |
| Maryanne Woodward | Board Member/ Parent | Local Business Representative | School Board of Directors |
| Caroline Schuster | First Grade Teacher | Elementary Teacher | Teacher |
| Leah Briggs | Math Teacher | High School Teacher | Teacher |
| Jenn Rex | Math Teacher | Middle School Teacher | Teacher |
| Joe Groody | Business Representative/ Parent | Local Business Representative | School Board of Directors |
| Melissa Lorady | Guidance | Education Specialist | Education Specialist |
| James Lavelle | Parent | Parent of Child Attending | School Board of Directors |
| Barbara Wilkinson | 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.

Even though the communication is ongoing throughout the year, the team meets 1-2 times to get the foundation of goals set and then communicates the subcommittee topics through virtual and/or email communications.  Stakeholders also can hold discussions at the 2 monthly board committee meetings as well.

# Action Plans Steps from Comprehensive Plan

## Researched Based Strategies - LFS Mini Books

### 2Action Plans Steps from Comprehensive Plan

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| • Administration will select 1 to 2 Learning Focused strategies to be a focus each marking period. | All Classroom Teachers and Principals | Lesson Plans, Essential Questions, Standards, Activating Strategy | When Lesson Plans include meaningful pieces of evidence that the teacher understands the researched based strategies discussed during faculty meetings and using the LFS mini books. |

### 3Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Building Principals | 08/15/2023 - 06/01/2025 |

## Learning Format

### 4Action Plans Steps - Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Book study | Monthly Faculty Meetings | • 1c: Setting Instructional Outcomes<br>• 1e: Designing Coherent Instruction<br>• 1f: Designing Student Assessments<br>• 3c: Engaging Students in Learning | Teaching Diverse Learners in Inclusive Settings |

## Common Assessments that Include DOK 2 and 3 Questions

### 5Action Plans Steps from Comprehensive Plan

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|

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| | | | |
|---|---|---|---|
| • Teachers will continue to update and revise classroom assessments to include more level 2 and 3 questions within their assessments.  They will complete this during Act 80 and Teacher In-service days. | All Teachers K-12 | PDE SAS, DOK Resources | Meaningful Assessments that include Level 2 and 3 DOK Levels within questions. |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Curriculum Director and IU Personnel | 12/01/2023 - 05/08/2026 |

## 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) | During selected Common Planning Time | | Language and Literacy Acquisition for All Students |

# Other Professional Development Activities

## Language and Literacy Acquisition for All Students

### 8Action Plans Steps from Comprehensive Plan

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| Classroom Teachers | Instructional Strategies for Language and Literacy Acquisition with a concentration on English Learners | Evidence of teachers implementing best strategies within the classroom |

### 9Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Curriculum | 08/20/2024 - 05/30/2025 |

## Learning Format

### 10Action Plans Steps - 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) | During PLC Meetings Monthly | • 1a: Demonstrating Knowledge of Content and Pedagogy<br>• 3c: Engaging Students in Learning | Language and Literacy Acquisition for All Students |

## Teaching Diverse Learners in Inclusive Settings

### 11Action Plans Steps from Comprehensive Plan

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| K-12 Teachers and Administrators | IEP | Aware of guidelines and following rules.  Implementing a variety of accommodation strategies and differentiated curriculum performed. |

**12Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline**

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Special Education | 10/02/2023 - 11/30/2023 |

## Learning Format

**13Action Plans Steps - Learning Format**

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Workshop(s) | Yearly | • 1d: Demonstrating Knowledge of Resources | Teaching Diverse Learners in Inclusive Settings |

## Trauma Informed Care Training

**14Action Plans Steps from Comprehensive Plan**

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| All Staff | The Trauma-Informed Approach that offers six key principles and ten implementation domains. | Certificate of Completion with 80% or better |

**15Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline**

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Curriculum | 08/20/2024 - 08/20/2028 |

## Learning Format

**16Action Plans Steps - Learning Format**

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Independent study | 1 Hour Annually | • 2b: Establishing a Culture for Learning | At Least 1-hour of Trauma-informed Care Training for All Staff |

## Professional Ethics

**17Action Plans Steps from Comprehensive Plan**

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| All Staff | The Five Principles of the Model Code of Ethics for Educators and the Eight Competencies of Professional Ethics | Certificate of Successful Completion |

**18Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline**

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Curriculum | 08/20/2024 - 02/10/2025 |

## Learning Format

**19Action Plans Steps - Learning Format**

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Independent study | 5 Hours | • 4f: Showing Professionalism<br>• 4e: Growing and Developing Professionally | Professional Ethics |

## Culturally Relevant and Sustaining Education

**20Action Plans Steps from Comprehensive Plan**

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| K-12 Teachers and Administrators | The Nine Competencies for CR-SE | Certificate of Successful Completion |

**21Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline**

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Curriculum | 08/25/2024 - 02/10/2025 |

## Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Independent study | 5 Hours | • 2b: Establishing a Culture for Learning<br>• 2a: Creating an Environment of Respect and Rapport | Common Ground |

## Structured Literacy

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| K-12 Teachers and Administrators | Teachers will take the course on the PDE SAS website | Certificate of Successful Course Completion |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Curriculum | 08/15/2023 - 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 |
|---|---|---|---|
| Course(s) | 10 Hours | • 1a: Demonstrating Knowledge of Content and Pedagogy<br>• 1d: Demonstrating Knowledge of Resources<br>• 2b: Establishing a Culture for Learning | Structured Literacy |

# 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 |
| 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)?<br>All teachers and administrators within the district. | |
| Is the LEA using or planning to implement Structured Literacy (Select One)?<br>Yes, full implementation. | |

## Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

Quarterly, each department and grade level gathers to discuss professional development and student progress.  Surveys about the effectiveness of of the programs are sent out following professional development activities.  Depending on the feedback, future professional development initiatives are planned.  We gather as a leadership team primarily to plan the year's worth of professional development activities.

## 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.


Kimberly Groody
Professional Education Committee Chairperson:
06/19/2023
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.


Robert J. Ackell
Superintendent or Chief Administrative Officer:
10/03/2023
Date