

MOON AREA SD

8353 University Boulevard

Professional Development Plan (Act 48) | 2021 - 2024

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

Moon Area School District

103026363

8353 University Blvd., Moon Township, PA 15108

Jeff Beltz

jbeltz@moonarea.net

412-264-9440 X 1103

Barry Balaski

bbalaski@moonarea.net

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Sally Pronesti	School Nurse	Sally Pronesti	Education Specialist
Sarah Durham	Instructional Technology Specialist	Sarah Durham	Education Specialist
Jeffrey Beltz	Assistant Superintendent	Jeffrey Beltz	Administration Personnel
Michelle Zinsser	Parent	Michelle Zinsser	School Board of Directors
Julie Moore	Parent	Julie Moore	School Board of Directors
Jenn Daugherty	Community Member	Jenn Daugherty	School Board of Directors

Name	Title	Committee Role	Appointed By
Joe Martonik	Community Member	Joe Martonik	School Board of Directors
Kellie Crago	Local Business Representative	Kellie Crago	School Board of Directors
Allan Bross	Local Business Representative	Allan Bross	School Board of Directors
Emily Smith	School Counselor	Emily Smith	Education Specialist
Barry Balaski	Superintendent	Barry Balaski	Administration Personnel
Steve Palumbo	High School Teacher	Steve Palumbo	Teacher
Michelle Paige	High School Teacher	Michelle Paige	Teacher
Lauren Perkins	Elementary Teacher	Lauren Perkins	Teacher
Jamie Rea	Elementary Teacher	Jamie Rea	Teacher
Patti Perry	High School Teacher	Patti Perry	Teacher
Barb Thompson	Middle School Teacher	Barb Thompson	Teacher
Tiffany Broderick	Middle School Teacher	Tiffany Broderick	Teacher
Caryn Glassbrenner	Elementary Teacher	Caryn Glassbrenner	Teacher

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 meets quarterly to review and evaluate recent professional development activities as well as plan future in-service options. The function of the committee is to provide guidance for professional development activities that will be designed to strengthen areas of need while building the capacity of the staff to meet the District's comprehensive plan goals. The professional development committee also provides a forum where all stakeholders have a voice in the planning process of addressing the needs of our professional and administrative staffs.

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? (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
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

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

INTERACTIVE REPORTING AND DATA ANALYSIS WITH THE CLASSROOM DIAGNOSTIC TOOLS

Action Step	Audience	Topics to be Included	Evidence of Learning
	Middle School and High School Teachers	CDT interactive reporting: Group map, Learning Progression Map, Growth and Focus report, Status reports	Teachers will access CDT interactive reports for their classes and use the learning progression map as a resource to guide instructional decisions for students.
Lead Person/Position		Anticipated Timeline	
Director of Data and Analysis		09/07/2020 - 06/02/2021	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Semi-annual data meetings with weekly PLC meetings.	3d: Using Assessment in Instruction	

ENVISION MATH

Action Step	Audience	Topics to be Included	Evidence of Learning
	Math teachers in grades K-7	Working with the EnVision Math textbook series, Alignment to PA Core Standards, Scope, Sequencing, and Pacing	Teachers will gain confidence in designing and facilitating instruction with the new math series.
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent		02/15/2021 - 08/31/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	quarterly	1e: Designing Coherent Instruction	

ONLINE MATH RESOURCES TO INDIVIDUALIZE INSTRUCTION AND INTERVENTION

Action Step	Audience	Topics to be Included	Evidence of Learning
	Teachers and Principals	IXL, Moby Max, Success Maker	Student growth reports will provide evidence of learning.

Lead Person/Position	Anticipated Timeline
Assistant Superintendent	02/15/2021 - 08/13/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	quarterly	1d: Demonstrating Knowledge of Resources	

TEACHING EL (ENGLISH LEARNER) STUDENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
	teachers	Teaching and supporting EL students in the content areas	Teachers will report increased confidence in meeting the needs of EL students in their classrooms.
Lead Person/Position			Anticipated Timeline
Assistant Superintendent Director of Pupil Services			02/15/2021 - 08/31/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	annually	3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

USING TECHNOLOGY TO CREATE CONTENT AND DELIVER INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
	teachers	Microsoft TEAMS, Forms, OneNote, Class Notebook, and Office 365, Creating virtual content with KineMaster app.	Students will continue to engage in learning when they must attend school in a virtual learning format. Students will also be supported beyond the school day by utilizing digitized content that is accessible to them 24/7.
Lead Person/Position			Anticipated Timeline
Assistant Superintendent Director of Technology			02/15/2021 - 08/31/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	quarterly	3c: Engaging Students in Learning	

HEGGERTY PHONEMIC AWARENESS

Action Step	Audience	Topics to be Included	Evidence of Learning
	primary teachers	Heggerty Phonemic Awareness Curriculum	Primary students will show growth on Acadience Reading assessments.
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent		03/15/2021 - 08/31/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	semi-annually	1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

MENTAL HEALTH: BARRIERS TO LEARNING AND CLASSROOM STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
	teachers	Mental Health Barriers to Learning Classroom Strategies for Students with Mental Health Challenges	Teachers will be able to identify the mental health barriers to learning and utilize strategies to assist students with mental health challenges.
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent Director of Pupil Services		03/15/2021 - 08/31/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	annually	1b: Demonstrating Knowledge of Students	

CURRICULUM MAPPING

Action Step	Audience	Topics to be Included	Evidence of Learning
	teachers and principals	Curriculum mapping design and development, Curriculum mapping software, Alignment PA Standards	Articulated curriculum maps will be updated and accessible to professional staff
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent		08/02/2021 - 08/31/2023	

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)	monthly meetings	1a: Demonstrating Knowledge of Content and Pedagogy	

MAKING DATA-INFORMED INSTRUCTIONAL DECISIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
	K-12 teachers of ELA, mathematics, and science	Analyzing student growth and achievement data using a variety of local assessments that include, but are not limited to PSSAs, keystones, PASA, Wida Access, NWEA MAPs, Acadience, Classroom Diagnostic Tools, and IXL.	Teachers and principals will make data-informed decisions to maximize student growth and achievement.
Lead Person/Position		Anticipated Timeline	
Director of Data and Analysis		01/04/2021 - 12/31/2023	

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)	Teachers participate in data PLCs on a regular basis (typically on a weekly basis).	1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

SCHOOL CULTURE

Audience	Topics to be Included	Evidence of Learning
Administration, Professional and Support Staffs	Positive Behavioral Interventions and Supports (PBIS)	Teachers will effectively implement the three tiers of the PBIS framework to improve school culture one classroom at a time.
Lead Person/Position		Anticipated Timeline
Principals Assistant Superintendent		08/23/2021 - 12/31/2023

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)	monthly	2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2a: Creating and Environment of Respect and Rapport 2d: Managing Student Behavior	

SCHOOL CULTURE

Audience	Topics to be Included	Evidence of Learning
Professional Staff and Administration	Diversity, Inclusive Practices, Racial Bias and Sensitivity, Equity	1. Recognize racial, socioeconomic, and cultural bias. 2. Review and revision processes for curriculum reflect upon the degree to which racial, socioeconomic, and cultural diversity is included and changes are implemented to strengthen inclusive practices as well as address racial, socioeconomic, and cultural bias.
Lead Person/Position		Anticipated Timeline
Assistant Superintendent		08/23/2021 - 08/27/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	quarterly	4a: Reflecting on Teaching 2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting

EVALUATION AND REVIEW

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

An annual professional development needs assessment is conducted to identify the needs and priorities of the professional and administrative staff. As professional development activities are completed, a team of administrators, led by the Assistant Superintendent, review participant surveys of all professional development activities to determine the degree to which professional development goals are met. Professional development goals and activities are revised regularly to meet the ongoing and changing needs of staff and students.

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