

UNIONVILLE-CHADDS FORD SD

740 Unionville Road

Professional Development Plan (Act 48) | 2022 - 2025

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

Unionville-Chadds Ford School District
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Tim Hoffman	Asst. Superintendent	Tim Hoffman	Administration Personnel
Michael Audevard	Director of Curriculum and Instruction	Michael Audevard	Administration Personnel
Scott Broomall	Teacher	Scott Broomall	Teacher
Meg Basilio	Teacher	Meg Basilio	Teacher
Natalie Carter	Teacher	Natalie Carter	Teacher
Jim Ash	Community Business Representative	Jim Ash	School Board of Directors

Name	Title	Committee Role	Appointed By
Trish Mangan	Parent	Trish Mangan	School Board of Directors
Sherry Nienaber	Special Education Teacher	Sherry Nienaber	Education Specialist
Victoria Baratta	Board Member	Victoria Baratta	School Board of Directors
Merial Serfass	Reading Specialist	Merial Serfass	Education Specialist

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 Act 48 Committee is comprised of administration, teacher union leadership with teachers from across all grade spans, educational specialists from our Title I elementary school, parents, community business partners, and School Board members to discuss the staff development needs of the professionals across the district. This Committee meets annually at the end of each school year with the purpose of helping administration set the course for the professional development needs of staff for the upcoming school year.

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

MATH - DIFFERENTIATION

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Look for evidence of effective feedback in classrooms during formal and informal observations (Student-Teacher and Student-Student).</p> <p>Provide professional development in differentiation strategies for teachers.</p> <p>Look for evidence of effective cooperative learning in classrooms during formal and informal observations.</p> <p>Provide staff with professional development regarding effective feedback strategies for students.</p> <p>Conduct a needs assessment for teachers to plan professional development.</p>	<p>Elementary teachers and secondary math teachers</p>	<p>Grouping practices, differentiating based on data, using assessment to guide instruction, classroom management</p>	<p>Observational data and feedback from teachers</p>
Lead Person/Position	Anticipated Timeline		
<p>Building principals</p>	<p>08/29/2022 - 06/20/2025</p>		

Lead Person/Position

Anticipated Timeline

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)	Monthly	4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

EVALUATION AND REVIEW

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

The professional development plan will be evaluated annually during which time adjustments to activities and direction may be made. As a part of our annual achievement report, we will look at student data and outcomes to determine progress on these identified areas of focus. Administration will focus on the implementation of a variety of differentiation practices and structures over the next three years (MTSS/Math/Differentiation) and make note of progress at public Board meetings. We will ask or teachers to evaluate their professional development and suggest opportunities for improvement and growth. We will collectively identify training opportunities that meet the needs of teachers and that accomplish the goals of this plan. Administrators will focus on improving feedback in the classroom through observation and improving engagement through the use of cooperative learning strategies and authentic learning opportunities for students (group work/reasearch/interships/guest speakers) through the curriculum.

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.

Tim Hoffman

07/05/2022

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