

## COLONIAL SD

230 Flouertown Rd

Professional Development Plan (Act 48) | 2022 - 2025

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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.

## PROFILE AND PLAN ESSENTIALS

Colonial SD

123461602

230 Flourtown Rd, Plymouth Meeting, PA 19462

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Dr. Michael Christian

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Michael Christian	Superintendent	Michael Christian	School Board of Directors
Maria Wileczek	K-12 Curriculum Supervisor	Maria Wileczek	Administration Personnel
Edward Merk	K-12 Curriculum Supervisor	Edward Merk	Administration Personnel
Joseph Pacitti	K-12 Curriculum Supervisor	Joseph Pacitti	Administration Personnel
Gerald James	Diversity, Equity, and Instruction Officer	Gerald James	Administration Personnel
Jennifer Ramsden	Reading Specialist	Jennifer Ramsden	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Maria Conway	ESOL Teacher	Maria Conway	Administration Personnel
Roni Berman	Special Education Teacher	Roni Berman	Administration Personnel
Sarah Guckavan	Elementary Teacher	Sarah Guckavan	Administration Personnel
Melina Henry	Reading Specialist	Melina Henry	Administration Personnel
Megan Pavlik	Elementary Teacher	Megan Pavlik	Administration Personnel
Catherine Campbell	Library Media Specialist	Catherine Campbell	Administration Personnel
Susan Burns	Reading Specialist	Susan Burns	Administration Personnel
Donelle Brotz	Elementary Teacher	Donelle Brotz	Administration Personnel
Jordan Kapel	Elementary Teacher	Jordan Kapel	Administration Personnel
Rebecca Rigberg	Elementary Teacher	Rebecca Rigberg	Administration Personnel
Bill Ryan	Middle School Teacher	Bill Ryan	Administration Personnel
Joshua Rothstein	Middle School Teacher	Joshua Rothstein	Administration Personnel
Amy Campbell	Elementary Teacher	Amy Campbell	Administration Personnel
Brooke Carpenter	Library Media Specialist	Brooke Carpenter	Administration Personnel
Dana Coia	Elementary Teacher	Dana Coia	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Erin Powers	High School English Teacher	Erin Powers	Administration Personnel
Kylene Phillips	Elementary Principal	Kylene Phillips	Administration Personnel
Kelly Udovich	Elementary Principal	Kelly Udovich	Administration Personnel
Eileen Carr	Elementary Principal	Eileen Carr	Administration Personnel
Thomas Ortlieb	High School Social Studies Teacher	Thomas Ortlieb	Administration Personnel
Richard Madel	High School Spanish Teacher	Richard Madel	Administration Personnel
Shawn Kaplan	Middle School Assistant Principal	Shawn Kaplan	Administration Personnel
Tara Collice	Middle School Assistant Principal	Tara Collice	Administration Personnel
Michael Tauber	Elementary Assistant Principal	Michael Tauber	Administration Personnel
Rose Rock	Elementary Principal	Rose Rock	Administration Personnel
Maico Azcona	High School Assistant Principal	Maico Azcona	Administration Personnel
Christina Brink	Elementary Teacher	Christina Brink	Administration Personnel
Heather King	High School Assistant Principal	Heather King	Administration Personnel
Susan Mayson	School Counselor	Susan Mayson	Administration Personnel
Rosemarie Gregitis	Director of Curriculum, Instruction, and Assessment	Rosemarie Gregitis	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Nancy Aiken	Assistant	Nancy Aiken	Administration Personnel

**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 (PD) Committee meets three times a year - once at each point in the fall, winter, and spring. Subcommittees, including the Induction Planning and Best Practices Fair Subcommittees, are established each year with a subset of members of the whole group. The PD Committee serves primarily as a consultative body, offering feedback and guidance on the district's longitudinal professional development and strategic plans. At the beginning of the year, the committee previews and refines the planned activities for both PD and PLT days designated in the LEA calendar; the Curriculum Team works alongside the committee to ensure that those designated days are fully staffed and resourced. In subsequent meetings, the committee examines feedback elicited from each PD and PLT day from surveys and anecdotal input, adjusting future professional learning opportunities as needed based on participant response. This same procedure applies to any designated subcommittees throughout the year. The model of the PD Committee is based on continuous improvement rooted in instructional best practices.

## 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? ( <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
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

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### CLARITY

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Administrators will communicate area(s) of growth specific to developing clarity in learning.</p> <p>Teachers will use Professional Learning Time (PLT) and general planning time to identify learning intentions and success criteria.</p> <p>During observations and walk-throughs, students will answer questions about what they are learning, why they are learning it, and how they know they have learned it.</p> <p>Administrators will conduct follow-up walk-through(s) to assess whether suggested strategies were implemented into classroom practices.</p>	Administrators, teachers, and staff	Learning intentions, success criteria, Educator Effectiveness Framework	Lesson plans, observation/walk-through reports, student communication, assessment data
<b>Lead Person/Position</b>		<b>Anticipated Timeline</b>	
Administrators, Master Teachers, Lead teachers		08/30/2022 - 06/13/2025	

### LEARNING FORMAT



Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The district plans to use approximately three days over the next three years.	3a: Communicating with Students  2b: Establishing a Culture for Learning  1f: Designing Student Assessments  1c: Setting Instructional Outcomes  4a: Reflecting on Teaching  1e: Designing Coherent Instruction  1a: Demonstrating Knowledge of Content and Pedagogy  3d: Using Assessment in Instruction	
Book study	The district plans to use approximately three days over the next three years.	2b: Establishing a Culture for Learning  1f: Designing Student	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Assessments  3a: Communicating with Students  1c: Setting Instructional Outcomes  4a: Reflecting on Teaching  1e: Designing Coherent Instruction  1a: Demonstrating Knowledge of Content and Pedagogy  3b: Using Questioning and Discussion Techniques	
Professional Learning Community (PLC)	Monthly as needed	1e: Designing Coherent Instruction  1f: Designing Student Assessments  1c: Setting Instructional Outcomes  1a: Demonstrating Knowledge	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		of Content and Pedagogy	

## CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>The district will hold consistent Equity, Inclusion, and Belonging activities and meetings.</p> <p>Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and remediation.</p>	Administrators, teachers, staff	Responsive pedagogy, linguistic awareness, lesson planning, equity, student enrichment and remediation, classroom environment, text selection	Lesson plans, classroom decor, inclusive classroom/school libraries, culturally relevant, revised curricula in targeted content areas, student/parent communications, building- and district-wide cultural activities
Lead Person/Position			Anticipated Timeline
Administration, Master Teachers, lead teachers			07/30/2022 - 06/13/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The district plans to use approximately three days over the next three years.	2b: Establishing a Culture for Learning  4a: Reflecting on Teaching  1f: Designing Student Assessments  3e: Demonstrating Flexibility and Responsiveness  1d: Demonstrating Knowledge of Resources  2d: Managing Student Behavior  3a: Communicating with Students  1e: Designing Coherent Instruction  3c: Engaging Students in Learning  1a: Demonstrating Knowledge of Content and Pedagogy  2c: Managing Classroom	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	The district plans to use approximately three days over the next three years.	Procedures  3b: Using Questioning and Discussion Techniques  1b: Demonstrating Knowledge of Students  2a: Creating an Environment of Respect and Rapport  4c: Communicating with Families	
		2b: Establishing a Culture for Learning  2a: Creating an Environment of Respect and Rapport  1c: Setting Instructional Outcomes  3a: Communicating with Students  1d: Demonstrating Knowledge of Resources	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3b: Using Questioning and Discussion Techniques  1e: Designing Coherent Instruction  4a: Reflecting on Teaching  1b: Demonstrating Knowledge of Students  2d: Managing Student Behavior	
Professional Learning Community (PLC)	The district plans to use approximately three days over the next three years.	3c: Engaging Students in Learning  4a: Reflecting on Teaching  1b: Demonstrating Knowledge of Students  3a: Communicating with Students  1c: Setting Instructional Outcomes  2b: Establishing a Culture for Learning	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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## COURAGEOUS CONVERSATIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>The district will hold consistent Equity, Inclusion, and Belonging activities and meetings.</p> <p>Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and remediation.</p> <p>The district will utilize social and emotional learning programs, activities, and resources.</p>	Administrators, teachers, staff, students	Discussion and questioning strategies, cultural and linguistic awareness, respect and rapport, equity, inclusion, belonging	Lesson planning process, courageous conversation discussion techniques and protocols
Lead Person/Position	Anticipated Timeline		
Administration	07/30/2022 - 06/13/2025		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The district plans to use approximately three days over the next three years.	2b: Establishing a Culture for Learning  4c: Communicating with Families  1e: Designing Coherent Instruction  3b: Using Questioning and Discussion Techniques  2d: Managing Student Behavior  2a: Creating an Environment of Respect and Rapport  3c: Engaging Students in Learning  2c: Managing Classroom Procedures  4a: Reflecting on Teaching  1b: Demonstrating Knowledge of Students  3a: Communicating with Students	



Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	The district plans to use approximately three days over the next three years.	2d: Managing Student Behavior  3c: Engaging Students in Learning  2b: Establishing a Culture for Learning  2a: Creating an Environment of Respect and Rapport  1b: Demonstrating Knowledge of Students	

## DATA ANALYSIS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and remediation.</p> <p>The district will hold consistent Equity, Inclusion,</p>	Administrators and Teachers	Training on enhanced LinkIt! features for running reports; Protocols and guiding questions to review LinkIt! student, building and state data; GAIN protocols for student enrichment and intervention.	Differentiated Instruction based on students' need as directed by data reports; student focus groups; revision of curriculum/ lessons based on student data

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>and Belonging activities and meetings.</p> <p>The district will utilize social and emotional learning programs, activities, and resources.</p>			
Lead Person/Position			Anticipated Timeline
Administrators and Department Heads/ Liaisons			08/30/2022 - 06/13/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The district plans to use approximately three days over the next three years.	<p>4b: Maintaining Accurate Records</p> <p>3c: Engaging Students in Learning</p> <p>1c: Setting Instructional Outcomes</p>	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3e: Demonstrating Flexibility and Responsiveness	
		1b: Demonstrating Knowledge of Students	
		4a: Reflecting on Teaching	
		2c: Managing Classroom Procedures	
		4c: Communicating with Families	
		3d: Using Assessment in Instruction	

## SECOND STEP

Action Step	Audience	Topics to be Included	Evidence of Learning
The district will hold consistent Equity, Inclusion, and Belonging activities and meetings.	Elementary Teachers	Purpose and goals, available resources, and scope & sequence	Implement of daily lessons throughout the school year
Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and			

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>remediation.</p> <p>The district will utilize social and emotional learning programs, activities, and resources.</p>			
Lead Person/Position	Anticipated Timeline		
Consultant	08/30/2022 - 06/13/2025		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Bi-annually as needed	2a: Creating an Environment of Respect and Rapport  1b: Demonstrating Knowledge of Students	

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING

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Audience	Topics to be Included	Evidence of Learning
K-5 teachers, instructional aides, and education specialists.	Responsive teaching models for culturally and linguistically diverse learners; approaching behavioral expectations and management with a culturally responsive lens; validating, affirming, bridging, and building culturally and linguistically diverse learners; diversifying text selections for K-5 literacy initiatives with purpose.	Teachers employ CLRT Kits during Shared Reading lessons; diversified text selection for Shared and Guided Reading times; lesson plans aligned with best practices in meeting the needs of diverse learners; improved growth and achievement for targeted student subgroups
Lead Person/Position	Anticipated Timeline	
Joseph Pacitti, K-12 Curriculum Supervisor	09/01/2021 - 12/31/2023	

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### LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3 times/year	2b: Establishing a Culture for Learning 4c: Communicating with Families	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1d: Demonstrating Knowledge of Resources	
		3c: Engaging Students in Learning	
		1f: Designing Student Assessments	
		3e: Demonstrating Flexibility and Responsiveness	
		1b: Demonstrating Knowledge of Students	
		2e: Organizing Physical Space	
		2a: Creating an Environment of Respect and Rapport	
		4a: Reflecting on Teaching	
		1c: Setting Instructional Outcomes	
		3a: Communicating with Students	

## CLARITY

Audience	Topics to be Included	Evidence of Learning
K-12 teachers and education	Clarity for learning; teacher efficacy; Visible	Teachers will intentionally create, co-create, implement, and communicate clear learning intentions, progressions, and success criteria focused on identified standards.

Audience	Topics to be Included	Evidence of Learning
specialists.	Learning	

Lead Person/Position	Anticipated Timeline
Edward Merk, K-12 Curriculum Supervisor	02/01/2022 - 06/20/2024

## 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)	In addition to inservice days, clarity for learning sessions will take place during PLC and team meeting times throughout the year.	3c: Engaging Students in Learning  3a: Communicating with Students  2b: Establishing a Culture for Learning  1c: Setting Instructional Outcomes  4d: Participating in a Professional	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Community  1f: Designing Student Assessments  4e: Growing and Developing Professionally  1e: Designing Coherent Instruction  4a: Reflecting on Teaching	

## COURAGEOUS CONVERSATIONS

Audience	Topics to be Included	Evidence of Learning
6-12 teachers, instructional assistants, education specialists, and support staff	Courageous Conversations protocols across content areas	Those trained in Courageous Conversations can engage students in candid, critical questioning when developmentally and instructionally appropriate.
Lead Person/Position	Anticipated Timeline	



**Lead Person/Position****Anticipated Timeline**

Gerald James, DEI Officer

09/01/2021 - 06/16/2024

**LEARNING FORMAT**

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Inservice day	4 times/year	3a: Communicating with Students 2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 2d: Managing Student Behavior 4a: Reflecting on Teaching	Teaching Diverse Learners in an Inclusive Setting

**Type of  
Activities**

**Frequency**

**Danielson Framework Component Met in this Plan**

**This Step Meets the Requirements of State Required  
Trainings**

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## **EVALUATION AND REVIEW**

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

Evaluation and review of professional development is undertaken primarily by the Professional Development Committee (K-12) three times a year in coordination with ongoing evaluation and review undertaken by the Director and Supervisors of Curriculum, Instruction, and Assessment. Participant surveys, student outcomes as measures by various assessment categories, faculty and staff integration of new tools/pedagogical techniques directly connected to professional learning sessions, walkthroughs, observations, and anecdotal feedback are leveraged to evaluate programming on an ongoing basis. Student Outcomes: Evaluation of goals for student outcomes are measured by correlating student performance measures (PSSA, Keystone, Benchmarks, summative and formative assessments, social-emotional learning indicators, report card intervals) with professional learning opportunities. Participants' use of new knowledge and skills/learning/reaction: Participants in sessions are, as a core principle of our professional development trainings, required to implement components of trainings as appropriate. Lesson planning and delivery, resource creation and warehousing, and checks for implementation of targeted professional learning skills and knowledge conducted through anecdotal notes, walkthroughs, observations, and follow-up professional development sessions are probes for new knowledge and skills for participants. For short- and long-term valences on sessions, participants are surveyed after each professional learning day; follow-up for these surveys and evaluation of responses takes place both at the district and building level in coordination with site-based administrators, department chairpersons, and K-5 liaisons. Organization support and change: Professional learning resources, delivery, and sessions are refined and adjusted based on evaluation instruments described in the other levels of evaluation above.

## 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.

Rosemarie Gregitis

07/13/2022

Professional Education Committee Chairperson:

Date

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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