

EASTERN LANCASTER COUNTY SD

669 E Main St

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

Eastern Lancaster County School District
113362303
669 East Main Street, New Holland, PA 17557

Nadine A. Larkin
nadine_larkin@elanco.org
1-717-354-1514

Michael Snopkowski
michael_snopkowski@elanco.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Nadine Larkin	Assistant Superintendent	Nadine Larkin	Administration Personnel
Greg Frederick	Director of Elementary Instruction	Greg Frederick	Administration Personnel
Lynn Shugar	Learning Coach	Lynn Shugar	Education Specialist
Adam Geiman	Instructional Technology Coach	Adam Geiman	Education Specialist
Heather Snyder	Teacher	Heather Snyder	Teacher
Christina Jierle	Teacher	Christina Jierle	Teacher

Name	Title	Committee Role	Appointed By
Kristin Soper	Teacher	Kristin Soper	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 members of this team communicate regularly, providing input and exchanging ideas that are utilized by the district and building administration to develop experience and courses (if appropriate for a flex/asynchronous/blended model for professional learning throughout a given year. Feedback from teachers is utilized through the completion of a comprehensive survey during the school year addressing the systems, goals, collaborative structures and learning practices of the school district, which is then correlated to the district goals prior to developing the specific offerings each school year. This information is also compared to that which is solicited from parents/caregivers as well as learners to find areas of common need or strength, as well as areas of discontinuity pointing to the need for great analysis and research. The District Team is supported by the ongoing collaboration of teachers (classroom as well as specialists) and administrators in each building throughout the year as buildings plan, deliver and monitor professional learning that happens at the individual, department, grade level and building levels, through faculty workshops, PLC trainings, in-service days and asynchronous trainings.

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

UNDERSTANDING BY DESIGN

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Rewrite curricular maps to ensure vertical alignment with standards and learning targets to support rigorous learning and instruction in ELA and Science.</p> <p>Begin to rewrite curricular maps to ensure vertical alignment with standards and learning targets to support rigorous learning and instruction in Mathematics and Social Studies.</p>	<p>Curriculum Specialists, Curriculum Writers, Teachers, Administration</p>	<p>Understanding by Design Unit Mapping including transfer goals, essential understandings, essential questions, performance tasks, and assessment.</p>	<p>Completion of professional development course and teacher portfolio of learner work and walk-throughs</p>
Lead Person/Position		Anticipated Timeline	
Administrators - Building and District		06/01/2023 - 07/30/2025	

LEARNING FORMAT

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

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	On-going	1f: Designing Student Assessments 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students	
Professional Learning Community (PLC)	On-going	4d: Participating in a Professional Community 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4e: Growing and Developing Professionally	
Book study	On-going	1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	

PROFESSIONAL DEVELOPMENT FRAMEWORK

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop system wide PLCs with clear performance expectations and protocols for professional development.	Administration, Faculty, Staff	Elements of a PLC, Continuous Improvement Cycle, Instructional Planning, Meeting Protocols	Establishment of department and grade level PLC teams, meeting agendas, completion of action plans and goal setting, data reviews
Lead Person/Position	Anticipated Timeline		
Administration - Building and District	06/01/2023 - 07/30/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	On-going	4e: Growing and Developing Professionally 4d: Participating in a Professional Community	
Inservice day	On-going	2a: Creating an Environment of Respect and Rapport 3c: Engaging Students in Learning 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 3a: Communicating with Students 4e: Growing and Developing Professionally 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources 2d: Managing Student Behavior	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4d: Participating in a Professional Community 1c: Setting Instructional Outcomes 2c: Managing Classroom Procedures 4c: Communicating with Families	

SUPPORTIVE SCHOOLS

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement evidence-based strategies to address needs in climate and culture survey.	Faculty, Staff	Evidence based strategies to support highly effective climate and culture in classrooms and schools, classroom environment, trauma informed practices, strategies to promote successful learner behaviors, resiliency, and restorative practices.	Walk-throughs, observations, Increase in Domain 2 proficiency ratings, decrease in office referrals, detentions, ISS and OSS
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent, Building Administration		06/01/2023 - 07/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	On-going	3a: Communicating with Students 2b: Establishing a Culture for Learning 4c: Communicating with Families 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning	Trauma Informed Training (Act 18)
Book study	On-going	2c: Managing Classroom Procedures 2d: Managing Student Behavior 3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)

**Type of
Activities**

Frequency

Danielson Framework Component Met in this Plan

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

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA INFORMED PRACTICES

Audience	Topics to be Included	Evidence of Learning
All professional and support staff	Identification of childhood trauma, incidents, signs, and impacts on learners. What teachers can do in their classrooms to support learners with ACEs.	Attendance, reflection, school-based data review, observations and walk-throughs reviewing professionals and support staff interactions with learners.
Lead Person/Position		Anticipated Timeline
Nadine A. Larkin, Assistant Superintendent		08/31/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least yearly	2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students	

SUICIDE PREVENTION

Audience	Topics to be Included	Evidence of Learning
All professional and support staff	Identifying the components and signs of mental health that could lead to self-harm, reporting procedures and response to learner return to school after treatment or incident.	Attendance, self-reflection, incorporated systems and analysis of school/district data.
Lead Person/Position		Anticipated Timeline
Nadine A. Larkin, Assistant Superintendent		08/31/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport	School Safety including Trauma-informed Education Awareness (Act 44)

BULLYING PREVENTION

Audience	Topics to be Included	Evidence of Learning
All professional and support staff.	Identification of signs of bullying, reporting procedures and response to incident. Additionally, board policy and legal components may be included.	Course completion, training assessment information, data of reported and investigated incidents, observation and walk-through data
Lead Person/Position		Anticipated Timeline
Nadine A. Larkin, Assistant Superintendent		08/31/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	2a: Creating an Environment of Respect and Rapport	School Safety including Trauma-informed Education Awareness (Act 44)

UNDERSTANDING AND SUPPORTING OUR ELS

Audience	Topics to be Included	Evidence of Learning
All professional and support staff	Diverse and unique needs of ELS, instructional practices to support language development, communication strategies with caregivers	Increased score via ACCESS testing, engagement of families
Lead Person/Position		Anticipated Timeline
Gretchen Neely, Supervisor of EL		08/31/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	On-going	1b: Demonstrating Knowledge of Students 4c: Communicating with Families 1d: Demonstrating Knowledge of Resources	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.

The Professional Education Plan for ELANCO is evidence-based and developed through the use of multiple sources of data. These include observational data gathered through administrators, reflective data provided by professional staff, and learner data derived from a variety of assessments (diagnostic, formative, and summative), among other sources. Taken collectively, these data sources provide insight into areas of strength and need, which are then fashioned into goals and action plans by building and district teams. Additionally, goals that are developed through the Comprehensive Plan will also be visible in the professional learning plan for ELANCO, as a response to the needs of learners from a historical perspective as well as a result of the interrupted experience learners have encountered since the onset of the COVID pandemic in March of 2020. Professional learning outcomes are identified and shared with participants through the use of learning targets, established by district as well as building teams, as well as by teachers themselves through collaboration. This collaboration of grade level/department teachers supports analysis and learner data on an ongoing basis and supports intervention and acceleration. It is also through these teams that professional learning goals and training are implemented and facilitated by a combination of teachers and administrators. Through this collaborative effort, collective efficacy of outcomes is pursued, empowering teachers to respond to the needs of each learner at a micro level, while also pursuing larger goals as teams, grade levels, departments, and buildings. The monitoring of professional learning is most frequently done through the consideration of learner performance data and administrator observation. This provides both a formative and summative perspective, while acknowledging that the embedding of professional learning is an ongoing and recursive process. The gathering of these multiple data sets also informs future possibilities for professional learning for individuals as well as teams. As teachers' perceptual data is matched to learner performance, adjustments and modifications in the implementation of plans may occur.

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.

Nadine A. Larkin

09/01/2022

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