

GREAT VALLEY SD

301 Lindenwood Dr

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

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Theresa Becker	Parent	Theresa Becker	School Board of Directors
Stephen Skoufalos	Community Representative	Stephen Skoufalos	School Board of Directors
Christopher Salerno	Elementary Teacher	Christopher Salerno	Teacher
Dr. Laura Eisemann	Community Representative	Dr. Laura Eisemann	School Board of Directors
Roxanne Cockerham	Parent	Roxanne Cockerham	School Board of Directors
Abby Linderman	Administrator	Abby Linderman	Administration Personnel

Name	Title	Committee Role	Appointed By
Alyssa DeMitis	Middle School Teacher	Alyssa DeMitis	Teacher
Brooke Abrahams	Elementary Teacher	Brooke Abrahams	Teacher
Helena McKendrick	Middle School Teacher	Helena McKendrick	Teacher
Erdina Francillon	Business Representative	Erdina Francillon	School Board of Directors
Joanna Wexler	Adminstrator	Joanna Wexler	Administration Personnel
Thomas Koester	Business Representative	Thomas Koester	School Board of Directors
Marie Derby	Reading Specialist	Marie Derby	Education Specialist
Jennifer Motzer	Middle School Teacher	Jennifer Motzer	Teacher
Sarah Gorr	Reading Specialist	Sarah Gorr	Education Specialist
Erin Yeagle	Administrative Support Specialist	Erin Yeagle	Administration Personnel
Jamie Mazzone	High school teacher	Jamie Mazzone	Teacher
Heidi Capetola	High school principal	Heidi Capetola	Administration Personnel
Sharon Cohen	Middle school principal	Sharon Cohen	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 committee met in November 2021 and March 2022. In November 2021, the committee reviewed the district's current professional development model, feedback data and comments from participants of existing workshops, and identified delivery model improvements based on staff feedback. In March 2022, the committee reviewed and discussed the professional development suggestions that were compiled from the November 10 meeting and the results of the YouthTruth survey conducted by staff in the Fall 2021.

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

EQUITY

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement equity plan and monitor progress.	All staff	Topics as identified as within the plans and aligned with the short term and long term goals.	Evaluations at the end of the session
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent		09/01/2022 - 06/01/2025	

LEARNING FORMAT

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

CURRICULUM DEVELOPMENT INCLUDING INSTRUCTIONAL TECHNOLOGY

Action Step	Audience	Topics to be Included	Evidence of Learning
Instructional technology best practices, including digital citizenship, are integrated in all curricular areas. An Assessment and Grading Committee will examine assessment development and grading practices. The committee will assist with the process of revising the district's grading reporting tool at the elementary, middle, and high school level to ensure alignment to the Comprehensive Plan Goals. A new grading tool will be implemented in the 2024-2025 school year. Continue to revise K-12 curriculum and assessments, according to the GVSD curriculum review cycle, to ensure alignment to the PA Standards and instructional best practices.	All teachers and administrators	Curriculum development, curriculum implementation, digital citizenship, instructional technology integration, student expectations, parent communication.	Evaluations at the end of the sessions / Digital citizenship curriculum implemented
Lead Person/Position		Anticipated Timeline	
Supervisor of Instructional Technology / Supervisor of Technology		08/30/2022 - 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	On-going	4a: Reflecting on Teaching 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

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	
Collaborative curriculum development	Bi-monthly	3c: Engaging Students in Learning 2a: Creating an Environment of Respect and Rapport 1e: Designing Coherent Instruction	

SOCIAL AND EMOTIONAL WELL-BEING

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement plan to address social and emotional well-being and monitor progress.	All staff	Topics as identified as within the plan and aligned with the short term and long term goals.	Evaluations at the end of the session
Lead Person/Position	Anticipated Timeline		
Directors of Student Services and Teaching and Learning	09/01/2022 - 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	Periodically	3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning 2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 4a: Reflecting on Teaching 2b: Establishing a Culture for Learning 4c: Communicating with Families	Trauma Informed Training (Act 18)
Coaching (peer-to-peer; school leader-to-teacher;	On-going	3c: Engaging Students in	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
other coaching models)		Learning 2a: Creating an Environment of Respect and Rapport 4a: Reflecting on Teaching 2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 3a: Communicating with Students 2b: Establishing a Culture for Learning 4c: Communicating with Families	

COLLEGE AND CAREER READINESS

Action Step	Audience	Topics to be Included	Evidence of Learning
Counselors continue to work collaboratively with administrators, department chairs, school teams, and teachers to place and schedule students in the most appropriately challenging courses/classes of their program.	High school instructional staff, school counselors, social workers, and administrators	Review of courses/programs; meeting the strengths and needs of diverse learners	Surveys; meeting notes; action plans
Lead Person/Position	Anticipated Timeline		
High School Principal	09/30/2022 - 06/01/2025		

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)	Periodically	2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 4c: Communicating with Families 1c: Setting Instructional Outcomes 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**

		3e: Demonstrating Flexibility and Responsiveness	
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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.

Great Valley School District uses a variety of data sources to evaluate and review the Professional Education Plan including, but not limited to, observational data gathered by administrators and collected within MyLearningPlan (MLP), session feedback collected in MLP after professional development sessions, YouthTruth survey data from staff, aggregate coaching feedback sessions, outside consultant observation and feedback, student YouthTruth survey data, and student assessment data. Prior to the pandemic, the district created and supported a Leadership Academy that also gained and led professional development. As the district emerges from the pandemic, the Leadership Academy could reemerge as a support for evaluating and reviewing professional development opportunities. Collectively, these sources enable the district to identify goals and plans that are evaluated each year, in August, by the district and school administration. In addition, school administrators identify specific action plans for professional development that will take place during faculty meetings, grade/content level meetings, and before/after school time. The review cycle of the data informs decisions as professional development sessions are conducted and the district determines if the goals are implemented. In addition, differentiated professional development may occur for staff who may need additional support or advanced learning. The cyclical process of implementing professional development, analyzing implementation through the variety of data sources mentioned, adjusting professional development options, differentiating to the audience or skill levels, and adjusting future professional development occurs frequently throughout the school year and over multiple years.

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.

Stephen O'Toole

08/19/2022

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.

Daniel Goffredo

08/19/2022

Superintendent or Chief Administrative Officer:

Date