

RIVER VALLEY SD

102 School Lane

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

Public School

128321103

102 School Lane, Blairsville, PA 15717

Holly Rougeaux

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Philip Martell

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Philip Martell	Superintendent	Philip Martell	School Board of Directors
Kathy Muir	Department Head/Teacher/Union President	Kathy Muir	Teacher
Michael Leasure	RVSD HS Principal	Michael Leasure	Administration Personnel
Brian Higginbotham	Blairsville Elementary Principal	Brian Higginbotham	Administration Personnel
Regina Geesey	Assistant to the Superintendent, Director of Pupil Services	Regina Geesey	Administration Personnel
Tracy Richards	Saltsburg Elementary Principal	Tracy Richards	Administration Personnel

Name	Title	Committee Role	Appointed By
Kathy Monko	Coordinator of School to Community Programming and Services	Kathy Monko	Teacher
Sarah Teacher	RVSD MS Principal	Sarah Teacher	Administration Personnel
Julianne Kremer	Secondary Teacher	Julianne Kremer	Teacher
Diane Antonacci	Elementary Teacher	Diane Antonacci	Teacher
Dr. Lisa Anderson	School Psychologist	Dr. Lisa Anderson	Education Specialist
Kaitlyn Figurelli	School Counselor	Kaitlyn Figurelli	Education Specialist
Dr. Adam Dunlap	Business Owner	Dr. Adam Dunlap	School Board of Directors
Courtney Rizer	Parent	Courtney Rizer	School Board of Directors
Alice Santoro	Secretary/Community Resident	Alice Santoro	School Board of Directors
Rick Harper	Board Member/President	Rick Harper	Administration Personnel
Mary Whitfield	Board Member	Mary Whitfield	Administration Personnel
Linzi Strong	Director of Educational Technology	Linzi Strong	Administration Personnel
Dr. Holly Rougeaux	Assistant Superintendent	Dr. Holly Rougeaux	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 meets yearly to review the Professional Development Calendar. Subcommittees then meet at least monthly to review professional development and within each building and content area. In addition shared documents (Google Docs) are provided that provide real-time professional development plans and activities. Faculty and Staff have access to a live-shared document that provides types of training and professional development available in addition to external opportunities which are shared via email by administration.

Professional Development occurs during in-service days, Act 80 days, and during monthly early dismissals at the secondary level. Elementary faculty and staff may also use 30 minutes of professional development time during morning sessions throughout the school year. In addition, a workshop rate, has been developed that provides for additional professional development opportunities during the summer and outside of contractual hours. The committee may propose or suggest trainings at any time during the 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

DAILY INSTRUCTIONAL DELIVERY MODEL

Action Step	Audience	Topics to be Included	Evidence of Learning
Introduction to "Daily Instructional Delivery Model"	All K - 12 Faculty and Staff	1) Steps within the Model; 2) Writing Learning Targets	Administrative Walk-throughs, Formal Observations

Lead Person/Position	Anticipated Timeline
Holly Rougeaux	08/23/2022 - 08/25/2022

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 Days	1c: Setting Instructional Outcomes	

SIXTEEN ELEMENTS OF EXPLICIT INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Introduction to Sixteen Elements of Explicit Instruction.	K-12 Faculty and Staff	1. Focus instruction on critical content. 2. Sequence skills logically. 3. Break down complex skills and strategies into smaller instructional units. 4. Design organized and focused lessons. 5. Begin lessons with a clear statement of the lesson's goals and your expectations. 6. Review prior skills and knowledge before beginning instruction. 7. Provide step-by-step demonstrations. 8. Use clear and concise language. 9. Provide an adequate range of examples and non-examples. 10. Provide guided and supported practice. 11. Require frequent responses. 12. Monitor student performance closely. 13. Provide immediate affirmative and corrective feedback. 14. Deliver the lesson at a brisk pace. 15. Help students organize knowledge. 16. Provide distributed and cumulative practice.	Administrative Walk-throughs, Formal Observations
Lead Person/Position		Anticipated Timeline	
Holly Rougeaux - Assistant Superintendent		08/23/2022 - 05/19/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	once/month	1e: Designing Coherent Instruction	

REVIEW OF PRINCIPLES OF EFFECTIVE INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Review the Principles of Effective Instruction.	K-12 Faculty and Staff	1. Optimize engaged time/time on task. 2. Promote high levels of success. 3. Increase content coverage. 4. Have students spend more time in instructional groups. 5. Scaffold instruction. 6. Address different forms of knowledge.	Lesson Planning, Administrative Walk-throughs, Increased scores on benchmark assessments
Lead Person/Position		Anticipated Timeline	
Regina Geesey		08/23/2022 - 05/19/2023	

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)	once/month	1e: Designing Coherent Instruction	
Book study	weekly		

BUILDING STUDENT RESILIENCE THROUGH CONNECTION & RAPPORT

Action Step	Audience	Topics to be Included	Evidence of Learning
Enhancing Student Success through Expectations with Embedded SEL Coupled with Use of Pre-correction Procedures	6 - 12 Faculty and Staff	1. Teacher - Student Relationships 2 Students' Self-Efficacy Beliefs	Decreased Discipline Issues
Lead Person/Position			Anticipated Timeline
Sarah Teacher - Middle School Principal Michael Leasure - High School Principal			08/24/2022 - 05/19/2023

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)	once/month	2a: Creating an Environment of Respect and Rapport	

FACILITATING STUDENT GROWTH THROUGH ACKNOWLEDGEMENT & REINFORCEMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Facilitating Student Growth through Acknowledgement & Reinforcement	6 - 12 Faculty and Staff	Learning is personalized to the social, emotional, and cognitive needs of the Learner. Students become engineers, designers, and facilitators of their learning.	Increase in PVAAS Growth Scores, Decrease in Classroom Discipline Issues
Lead Person/Position			Anticipated Timeline
Sarah Teacher - Middle School Principal Michael Leasure - High School Principal			08/24/2022 - 05/19/2023

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)	once/month	3c: Engaging Students in Learning	

ENHANCING STUDENT SUCCESS THROUGH EXPECTATIONS WITH EMBEDDED SEL COUPLED WITH USE OF PRE-CORRECTION PROCEDURES

Action Step	Audience	Topics to be Included	Evidence of Learning
Enhancing Student Success through Expectations with Embedded SEL Coupled with Use of Pre-correction Procedures	6 -12 Faculty and Staff	To establish a structure that supports collaboration among Administrators, Teachers, Parents, and Students in order to advocate for sense-making through SEL interactions.	Increased Collaboration among stakeholders , Decrease in classroom discipline issues
Lead Person/Position			Anticipated Timeline
Sarah Teacher - Middle School Principal Michael Leasure - High School Principal			08/24/2023 - 05/17/2024

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)	once/month		

INCREASING STUDENT ENGAGEMENT THROUGH OPPORTUNITIES TO RESPOND (OTRS).

Action Step	Audience	Topics to be Included	Evidence of Learning
Increasing Student Engagement through Opportunities to Respond (OTRs).	6 - 12 Faculty and Staff	1) Ask academic questions that are relevant and are provided at the appropriate level of rigor. 2) Incorporate variety and unpredictability into question asking. 3) Use OTRs to stimulate interest, challenge the class, and avoid predictability. 4) Ask group and individual student OTRs using a brisk pace. 5) Ensure all students are provided OTRs. 6) Use the level of student accuracy to OTRs to inform instruction.	Use in daily lesson delivery monitored by Walk-throughs, observations and evaluations
Lead Person/Position		Anticipated Timeline	
Sarah Teacher - Middle School Principal Michael Leasure - High School Principal		08/24/2023 - 05/24/2024	

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)	once/month	3b: Using Questioning and Discussion Techniques	

DEVELOPMENTAL STAGES OF THE RIVER VALLEY STEAM ACADEMY

Action Step	Audience	Topics to be Included	Evidence of Learning
Developmental Stages of the River Valley STEAM Academy	District Administrators, STEAM Faculty & Staff	Development of Course Offerings: Electrical Occupations, Sports Medicine & Rehabilitative Therapy, Cyber Security, E-Sports Hiring of STEAM Faculty Student Recruitment Policy PDE Approval of Programming Implementation of STEAM Academy Program	Course Curricula written and ready for implementation All STEAM Faculty has been hired and in place Students rosters have been filled according to specific interests
Lead Person/Position		Anticipated Timeline	
Jeff Geesey - Director of the STEAM Academy		08/19/2021 - 08/24/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Weekly	2b: Establishing a Culture for Learning	

CREATE THE SMART COURSES TO BE OFFERED PRIOR TO ENTERING THE STEAM ACADEMY

Action Step	Audience	Topics to be Included	Evidence of Learning
Create the SMART courses to be offered prior to entering the STEAM Academy	District Administrators, All District Faculty and Staff	<p>Portrait of a System Portrait of a Learner K - 5 - World of Work (WOW Programming) "The RIASEC model is the number one predictor for happiness in a career and breaks down career options into 6 personality traits, Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Upon completing the World of Work, every student leaves with an About Me page that breaks down their top RIASEC traits, what careers fit those personality traits and best suit the individual student, lays out projects and individual breakthroughs for the student, and pinpoints the top strengths, interests, and work values for that student." 6th Grade Rotations include Music, Leadership, Art, Writing, FACS, Health & Wellness, Design & Technology I, CS Explorations MyCS Fundamentals, Exploring Robotics (semester), Cyber Security & Gaming, and Band/Chorus 7th Grade Rotations include Leadership, Art, Writing, FACS/Nutrition, Health & Wellness, CSE 2 Artificial Intelligence, Cyber Security & Gaming, Design & Technology II, STEM (semester), Careers 7, and Band/Chorus 8th Grade Rotations include Spanish, Art, Health & Wellness, Writing, Leadership, Economics & Financial Literacy, Careers 8, CMU Computer Science 0, Cyber Security & Gaming, Robo-Technics (semester) and Band/Chorus. 9th Grade Rotations - Computer Science and All 9th graders will receive a quarter class of the STEAM courses that will be offered at the STEAM Academy: 1) Intro to Electricity, 2) Intro to Manufacturing, 3) E-sports, and 4) Cybersecurity.</p>	<p>Increased interests around the programs offered at the STEAM Academy. Increased Student Engagement in Daily Lessons as evidenced in walk-throughs and lesson design More distinct individual characteristics and interests when developing the "Portrait of a Learner" A more robust spectrum of career interests seen in Naviance Data.</p>

Lead Person/Position

Holly Rougeaux - Assistant Superintendent

Anticipated Timeline

01/17/2022 - 05/24/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Quarterly	3c: Engaging Students in Learning	
Other	Quarterly	1d: Demonstrating Knowledge of Resources	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

NWEA TRAINING, DATA ANALYSIS, AND GROWTH IN LITERACY

Audience	Topics to be Included	Evidence of Learning
Faculty of Students in Grades K-11	Administration of NWEA, Analysis of Literacy and Mathematics benchmark data to drive instruction and interventions in Literacy and Mathematics.	Successful implementation of BOY, MOY, and EOY assessments, evidence of assigned interventions through the MTSS and/or other structures at the secondary level. Improved ELA and Mathematics scores as indicated in the Comprehensive Plan Goals.
Lead Person/Position		Anticipated Timeline
Assistant Superintendent, Building-Level Principals, and School & Career Counselors		08/24/2022 - 01/03/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3 2-hour sessions set up during in-service days. Additional building-level data analysis monthly.	1a: Demonstrating Knowledge of Content and Pedagogy 4c: Communicating with	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
		Families	
		3d: Using Assessment in Instruction	

DIVERSITY, EQUITY, AND INCLUSION PROFESSIONAL DEVELOPMENT AND TRAINING (INCLUDES ETHICS TRAINING)

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty, Staff, Coaches, Students	Diversity, Ethics, developing a class environment that is inclusive of all students, awareness of potential learning barriers for students as part of their backgrounds which are not limited to cultural, socio-economic, gender, race/ethnicity, cognitive ability, and other factors. Developing an understanding and awareness of all individuals and how policy, procedures, and practices impact the environment and learning for all students.	Improved classroom environments that are inclusive to all learners as evidenced by rated components of walkthrough and observation forms.
Lead Person/Position	Anticipated Timeline	
Dr. Mitchel Nickols, DEI Consultant, Assistant Superintendent, Assistant to the Superintendent, Building-Level Principals	08/19/2022 - 03/10/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 sessions during in-service days (November/January)	1b: Demonstrating Knowledge of Students 4c: Communicating with Families 3b: Using Questioning and Discussion Techniques 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting
Workshop(s)	At least once per every two months with students in a focus group and lunch working sessions. Attended by School & Career Counselors.	1b: Demonstrating Knowledge of Students 3a:	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
		Communicating with Students	
Workshop(s)	3-4 Repeated Sessions - Coaches, Assistant Coaches, and Volunteer Coaches must attend one session. Athletic Directors will assist in leading this process.	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting
Other	DEI Core Team will meet 1-2 times during the year in the evenings or late afternoons. This team consists of administrators, teachers, parents, staff, and students and is lead by consultant, Dr. Mitchel Nickols.	4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	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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DISTRICT-WIDE MENTAL HEALTH PLAN DEVELOPMENT AND IMPLEMENTATION

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty, Staff, Administrators,	MTSS Framework modeled plan that includes identification and interventions for students. Procedures and reinforced practices as well as alignment to School Safety and Security Plan will be developed.	Implementation of the plan. Long-term evidence: Improvement in data from the School Climate Data. Faculty members will readily access steps within the plan and will collaborate with their School & Career Counselors on a regular basis. In addition, there is an expectation that there will be an increase in the number of students referred to SAP and/or the school counseling office and an inverse relationship with student discipline.
Lead Person/Position	Anticipated Timeline	
School Psychologist, Coordinator of School to Community Programming & Services	08/18/2022 - 06/28/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this	This Step Meets the Requirements of State
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		Plan	Required Trainings
Collaborative curriculum development	Weekly Basis: To develop the plan and build capacity.	<p>4d: Participating in a Professional Community</p> <p>1c: Setting Instructional Outcomes</p> <p>4c: Communicating with Families</p> <p>2b: Establishing a Culture for Learning</p>	Trauma Informed Training (Act 18)
Inservice day	District-Wide Safety and Security Meeting with a Focus on PK-12 Mental Health Plan Presentation January 3, 2022 and January 2023	<p>4c: Communicating with Families</p> <p>2b: Establishing a Culture for Learning</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>4b: Maintaining Accurate Records</p>	Trauma Informed Training (Act 18)

CATS REPORTING AND DEVELOPMENT - STEAM ACADEMY

Audience	Topics to be Included	Evidence of Learning
Grades 10th - 12th STEAM Academy - CATs Development and Reporting to PDE	All required components of the report.	Implementation of the Programs of Study. Long-term: Student-Earned Industry Certifications
Lead Person/Position		Anticipated Timeline
Tracy Richards, Building Administrator		07/11/2022 - 06/28/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Multiple meetings during the week on July. Revisions and follow-up throughout the year including work to prepare for the CATs report in 2023.	1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing	Perkins Postsecondary Approval in CATs

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

DISTRICT-WIDE SCHOOL SAFETY & SECURITY PLAN AND IMPLEMENTATION

Audience	Topics to be Included	Evidence of Learning
District-Wide Faculty, Staff, Students	Development and Refinement of District-Wide School Safety and Security Planning and Reporting, Active Shooter Drills (with CERT Team), Continual development of EOPs, regular meetings to address current needs	Act 44/State Approval of Submitted Reports and Plans, Implemented Drills (particularly the CERT-Team driven drill), implementation of EOPs, refinement of policies and practices
Lead Person/Position	Anticipated Timeline	
Kathy Monko, District-Wide Safety and Security Coordinator, Building Administrators	08/18/2022 - 06/28/2024	

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
Collaborative curriculum development	Monthly Meetings with the Development Team and Check-ins with Building Principals	3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources 4b: Maintaining Accurate Records 2e: Organizing Physical Space	School Safety including Trauma-informed Education Awareness (Act 44)
Other	Active Shooter Drill with CERT Team (Pennsylvania State Police), Additional Active Shooter Drills as required, Pre- and Follow-up meetings with staff and faculty to refine process.	1d: Demonstrating Knowledge of Resources 4c: Communicating with Families 2e: Organizing Physical Space 4b: Maintaining Accurate Records	School Safety including Trauma-informed Education Awareness (Act 44)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	District-Wide Training/Meetings at least twice a year with assigned faculty and staff.	1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records 1a: Demonstrating Knowledge of Content and Pedagogy	School Safety including Trauma-informed Education Awareness (Act 44)
Inservice day	Specific Training on Trauma-Informed and Trauma-Skilled processes and procedures.	2d: Managing Student Behavior 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
		1a: Demonstrating Knowledge of Content and Pedagogy	

ACT 158 - GRADUATION PATHWAYS TRAINING & IMPLEMENTATION

Audience	Topics to be Included	Evidence of Learning
Faculty, Staff, Parents, and Students of Grades 9th-12th	Creation and Updating of Act 158 Repository in EdInsight, Awareness Training for Faculty, Continued training for School & Career Counselors, Committee Work	The Platform will provide a percentage of students who have successfully met Act 158 criteria. The dashboard will display progress and therefore baseline data from September may be compared to middle of the year progress as well as end-of-year progress for each student.
Lead Person/Position	Anticipated Timeline	
Regina Geesey, Assistant to the Superintendent and Mike Leasure, Senior High School Principal	08/30/2021 - 07/01/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Committee met at least three times in 2021 to develop the Act 158 Plan and presented these findings and plan to the Board of Directors.	4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes	
Inservice day	Twice during the 2022-2023 school year. All staff and faculty in grades 9th-12th need to be aware of the Act 158 Plan and how it is implemented as well as their role in the process.	4b: Maintaining Accurate Records 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 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
Other	Creation and updating of an Act 158 Repository and using this tool while meeting with students for planning purposes.	4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students	

IMPROVED COMMUNICATION EFFORTS TO K-12 COMMUNITY AND PARENTS (STAFF AND FACULTY PD FOR EFFECTIVE COMMUNICATION)

Audience	Topics to be Included	Evidence of Learning
Staff and Faculty (Communication Audience: Faculty, Staff, Parents, Students, and Community Members)	How to effectively communicate School Safety, Act 158 Graduation Pathways information, Cross Training In District Software, Definition and Availability of Industry and Credentials, Homelessness Awareness, and other topics as needed. The professional development will be specific to communication of these topics to all stakeholders.	Better developed website, improved Remind or other messaging system, additional face-to-face meetings with parents through Title I and Welcome Back or Step-Up Day type activities involving parents, community members, as well as district staff.

Lead Person/Position

Anticipated Timeline

Linzi Strong, Director of Educational Technology, Assistant to the Superintendent, all Central and Building-Level Administrators

07/01/2022 -
06/28/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	1-3 Times Per Year with an emphasis on researching communication tools	1d: Demonstrating Knowledge of Resources 4c: Communicating with Families 4e: Growing and Developing Professionally 4f: Showing Professionalism	
Other	At least four times per year a committee/team will research the refinement of the district website and messaging system with follow-up training to all staff and faculty as well as students.	4b: Maintaining Accurate Records 4c: Communicating	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		with Families 3a: Communicating with Students 4f: Showing Professionalism 2a: Creating an Environment of Respect and Rapport	
Inservice day	At least two times per year educators will learn about new communication tools but will also learn effective communication strategies during in-service days.	3a: Communicating with Students 1d: Demonstrating Knowledge of Resources 4c: Communicating with Families	

WOW/BEABLE (CAREER/LITERACY/SEL) DEVELOPMENT AND IMPLEMENTATION

Audience	Topics to be Included	Evidence of Learning
K-12 Educators, Students, Parents, Community Members, and Business/Industry Representatives	Curriculum Development of WOW/Beable, Implementation of Lessons and Activities, Communication to all Stakeholders, Career Connections	Application of Communication and EQ Skills of students and educators. Increased exposure to career opportunities. Increased communication skills of all stakeholders,
Lead Person/Position		Anticipated Timeline
Linzi Strong, Director of Instructional Technology, Superintendent, Assistant Superintendent, Building Principals		06/01/2022 - 06/30/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Monthly	3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	2-5 Times per Year to present findings and expand knowledge base	2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 4b: Maintaining Accurate Records	
Collaborative curriculum development	Daily - Teachers and School & Career Counselors will provide explicit and project- and activity-based learning activities within the classroom.	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	
		3c: Engaging Students in Learning 4b: Maintaining Accurate Records	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of Content and Pedagogy	
		1b: Demonstrating Knowledge of Students	
Other	At least once per year a panel of business/career-oriented members would serve on a panel to educate educators about careers as well as financial literacy.	1a: Demonstrating Knowledge of Content and Pedagogy	
		4e: Growing and Developing Professionally	
		1b: Demonstrating Knowledge of Students	

TARGETED DEPARTMENT, SUBJECT, AND GRADE-LEVEL PROFESSIONAL DEVELOPMENT PERTAINING TO CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL STRATEGIES

Audience	Topics to be Included	Evidence of Learning
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Audience	Topics to be Included	Evidence of Learning
K-12 Educators	Curriculum Writing/Revision, Assessment Review and Analysis, MTSS and Intervention Work, Co-Teaching Strategies and Practices, Higher-Education Partnership Professional Development, Collaborative Training with Paraprofessionals, Best Strategies and Practices for Teaching Students with Disabilities, Differentiating in the classroom, Safety Care as needed and required, Career Exploration for Students in the 21st Century and beyond.	Observations by administration will demonstrate implementation of the above practices and strategies through walk-throughs, unannounced and announced observations, and formal evaluations specific to components within Charlotte Danielson's Framework.

Lead Person/Position	Anticipated Timeline
Assistant Superintendent and Assistant to the Superintendent in collaboration with the building-level principals	06/01/2022 - 06/28/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	4-5 times per year. Targeted attendance.	1a: Demonstrating Knowledge of Content and Pedagogy	1b: Demonstrating Knowledge of

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least 6 times per year to develop curriculum, use assessments, and provide training in effective instructional strategies.	Students 1d: Demonstrating Knowledge of Resources 4b: Maintaining Accurate Records	
		1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 1c: Setting Instructional Outcomes	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1e: Designing Coherent Instruction	
Other	Targeted professional development during inservice days, during built-in meetings during the school year, and during the day with substitute coverage. Training is dependent on outside trainer availability and internal trainer availability.	1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1c: Setting Instructional Outcomes 1f: Designing Student Assessments	

HEALTH & WELLNESS SPECIFIC TRAINING FOR EDUCATORS AND STUDENTS

Audience	Topics to be Included	Evidence of Learning
K-12 Students and Educators, Parents and Community	Health & Wellness Activities and Specific Topics (Epilepsy Training, Allergic Reaction Training, Diabetic Training) - Part of K-12 Mental Health Plan	Completion of Certificate-Required Competencies for Specific Training, Percentage of Faculty and Staff Completion of Training, Results from teacher-based climate survey results
Lead Person/Position		Anticipated Timeline
Kathy Monko, District-Wide Safety and Security Coordinator, School Psychologist, and Building Nurses		08/18/2022 - 06/28/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3 Separate Training Sessions for Epilepsy, Allergic Reaction, and/or Diabetic Training for Educators	1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness	
Professional Learning Community (PLC)	3-4 Times Per Year	4d: Participating in a Professional Community 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 4c: Communicating with Families	

EDUCATIONAL TECHNOLOGY AND OPERATIONAL TECHNOLOGY PROFESSIONAL DEVELOPMENT

Audience	Topics to be Included	Evidence of Learning
All K-12 Faculty and Staff	Technology Refreshers, Instructional Technology in-house mini-conference, Operational Technology Training, new technologies, and curricular technologies	Proficiencies in the use of Instructional Technology including communication, grading, and course-development and enhancement tools.
Lead Person/Position		Anticipated Timeline
Linzi Strong, Director of Instructional Technology Jesse Madden, Technology Director (contract)		01/01/2022 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	4-5 Times per Year, Pete&C, ISTE, and AASA conferences	1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	5-6 Times per Year, Various sessions targeted to enhance teaching and learning in the classroom.	4a: Reflecting on Teaching 4f: Showing Professionalism 4d: Participating in a Professional Community	
		4b: Maintaining Accurate Records 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques 2c: Managing Classroom Procedures 3a: Communicating with Students	
Workshop(s)	Workshops and training on PowerSchool, CANVAS, Google Productivity Tools, Remind/messaging systems, and Various Instructional Technology Tools using the SAMR and TPACK models.	1c: Setting Instructional Outcomes 3c: Engaging Students in	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Learning 3b: Using Questioning and Discussion Techniques 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources	

THE PENNSYLVANIA STATE TEST ADMINISTRATION TRAINING (PSTAT) - MANDATED TRAINING FOR REQUIRED STATE ASSESSMENTS

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty and staff involved in state-mandated testing (PSSA, PASA, Keystone, WIDA, etc.)	Online training (PSTAT), DAC and SAC training as well as building-level and subject-level training for the administration of testing and the collection and storage of materials.	Completed PSTAT online assessment with a proficient rating. Verified attendance and active participation in building- and department-level training as per state mandates.
Lead Person/Position		Anticipated Timeline
Regina Geesey, Assistant to the Superintendent, Building Principals, School & Career Counselors		06/30/2021 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Once Per Year - PSTAT	4b: Maintaining Accurate Records 3d: Using Assessment in Instruction	
Workshop(s)	1-2 Occurrences per Assessment Type as per state requirement	3d: Using Assessment in Instruction	

FACULTY AND STAFF PARTICIPATION IN OCCUPATIONAL ADVISORY COMMITTEE MEETINGS

Audience	Topics to be Included	Evidence of Learning
K-12 Educators	Faculty and Staff will be invited to participate in various OACs in the Fall and Spring not limited to the Occupational Advisory Committees for Cyber Security, E-Sports, Electrical Occupations, Sports Medicine and Athletic Rehabilitation Therapy, and Early Childhood.	Exposure and recitable understanding of the OACs and program area.
Lead Person/Position	Anticipated Timeline	
OAC Chairperson, Regina Geesey, Assistant to the Superintendent	09/01/2022 - 06/30/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	1-2 Times Per Year	4e: Growing and Developing Professionally 4d: Participating in a Professional Community	

INDUCTION PLAN PROFESSIONAL DEVELOPMENT

Audience	Topics to be Included	Evidence of Learning
K- 12 new educators to the district. Non-Tenured educators will have a slightly different plan than tenured new educators to the district as outlined in the district's induction plan.	Topics as outlined in the Induction Plan.	Needs assessment at the end of the program as well as achieved competencies.
Lead Person/Position	Anticipated Timeline	
Holly Rougeaux, Assistant Superintendent	08/23/2021 - 06/28/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	2 Times in August and 1-2 Times per Month	1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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DEVELOPING TRAUMA-SKILLED SCHOOLS WITH NATIONAL DROPOUT PREVENTION AND THE SUCCESSFUL PRACTICES NETWORK

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty and Staff (Emphasis on the PBIS alignment at the Elementary Schools)	Specific training and professional development series designed with NDP and SPN, Training for a Core Team	Competency-based Sessions - Certification is available through partnerships.

Lead Person/Position	Anticipated Timeline
Kathy Monko, Coordinator of School to Community Programming and Services and Dr. Lisa Anderson, School Psychologist	08/18/2022 - 06/28/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	At least once per month to follow the contract and requirements from SPN and National Dropout Prevention	2d: Managing Student Behavior	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
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
		2b: Establishing a Culture for Learning	
		2a: Creating an Environment of Respect and Rapport	

ANNUAL FISCAL (APSEM, CONTINGENCY, ACT 16, SIGNIFICANT DISPROPORTIONALITY, IDEA-B) TRAINING

Audience	Topics to be Included	Evidence of Learning
District Business Manager, Director of Pupil Services, Business Office Secretary, SIS Administrator, PIMS Coordinator	Topics included in the State training (Contingency funds, ACCESS, IDEA-B)	Act 48 letter issued by provider
Lead Person/Position	Anticipated Timeline	
Regina Geesey, Assistant to the Superintendent	08/23/2022 - 06/30/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	At least once annually	4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

INDICATOR 13 EFFECTIVE PRACTICES IN TRANSITION TRAINING

Audience	Topics to be Included	Evidence of Learning
Educators grades 6-12, School & Career Counselors (middle/high school), School Psychologist, Director of Pupil Services	Agency Participation/Invitation, Student Invitation to IEP, Age Appropriate Assessment, Post-Secondary Goals for Education / Training; Employment; Independent Living, Post Secondary Goals updated annually, Transition Grid, Courses of Study, Measurable Annual Goals	Completion of Pre and Post Tests
Lead Person/Position	Anticipated Timeline	
Regina Geesey, Assistant to the Superintendent	08/23/2022 - 06/30/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least once annually	4c: Communicating with Families 4b: Maintaining Accurate Records 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and	Indicator 13 Effective Practices in Transition Training

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Pedagogy 4e: Growing and Developing Professionally 3c: Engaging Students in Learning	

SPECIAL EDUCATION STATE PLAN TRAINING

Audience	Topics to be Included	Evidence of Learning
Director of Pupil Services, Assistant Superintendent, Central Office Secretary, SIS Administrator	Dashboard Navigation, Profile and Plan Essentials, Steering Committee, School District Areas of Improvement & Planning, Identification Methods, Significant Disproportionality, Non-Resident Student Oversight, Incarcerated Student Oversight, Least Restrictive Environment, Behavior Support, Intensive Interagency, Education Program Profile, Adding an FTE ID, Caseload Resource, Special Education Facilities, Special Education Support Services, Special Education Personnel Development	Compliant Completion and Submission of Plan to PDE
Lead Person/Position	Anticipated Timeline	
Regina Geesey, Assistant to the Superintendent	08/23/2022 - 06/28/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	At least once prior to required submission date	4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Special Education State Plan Training

PASA ADMINISTRATION TRAINING

Audience	Topics to be Included	Evidence of Learning
School & Career Counselors, Building Administration, Test Administrators (Special education teachers), Director of Pupil Services	Use of the Kite Portal, Overview of the Dynamic Learning Maps (Alternate Assessment), Testlets, The Instructionally Embedded Model, Becoming Familiar with DLM Resources	Pre and Post Assessment
Lead Person/Position	Anticipated Timeline	
Regina Geesey, Assistant to the Superintendent	08/23/2022 - 06/30/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	At least once each module (4) prior to assessment window	1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources 4d: Participating in a Professional Community	PASA Administration Training

INDICATOR 14 PENNSYLVANIA POST SCHOOL OUTCOMES TRAINING

Audience	Topics to be Included	Evidence of Learning
Special education Teachers grades 6-12, School & Career Counselors, Building Administrators	How to use The Pennsylvania Post-School Outcome Surveys (PaPOS), definition of Leaver, Indicator 14 content (PaTTAN Materials)	Success, compliant submission of exit surveys
Lead Person/Position	Anticipated Timeline	
Regina Geesey, Assistant to the Superintendent	08/23/2022 - 05/31/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	At least once annually	3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources	Indicator 14 Pennsylvania Post School Outcomes Training

EVALUATION AND REVIEW

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

The Professional Development Plan (Act 48) and implementation of Learning Topics will be reviewed annually. Evidence to evaluate goals, activities, delivery systems, and the attainment of competencies will include but are not be limited to sign-in/roster documents for each learning format, an instructor/lead person signed document verifying participation, completed anonymous needs assessment/feedback surveys submitted minimally per learning topic, and collected data from benchmark, diagnostic, and summative assessments particularly when the session is pertaining to tested areas. In addition, the administrative team will review the Learning Topics within the Act 48 to determine alignment to the Comprehensive Plan goals and district initiatives. Professional development delivered via conferences will require the attendees to report back to the district in the form of a Padlet and share related information to other faculty and staff. Train-the-trainer models of PD will require the attendees to facilitate training for all faculty and staff. The administrative staff will also conduct walkthrough, informal observations, and formal observations and will note connections and evidence of professional development training in the daily classroom operations particularly as these actions pertain to instructional content and delivery and classroom management and strategies. Additional evidence will be collected from data team meetings (MTSS/PBIS), departmental meetings, and administrative meetings. The Professional Development Plan for the school will adapt to accommodate state and federal mandates. A confidential secretary will receive all documentation related to the Act 48 Plan and would verify alignment to the overall plan and the evaluation of the plan. In addition, PA-EETEP will be used to collect areas of strength and growth under the components of Charlotte Danielson's framework.

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.

Dr. Holly B. Rougeaux

Date

Professional Education Committee Chairperson:

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