

BURRELL SD

1021 Puckety Church Rd

Professional Development Plan (Act 48) | 2023 - 2026

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.

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Shannon Wagner	Superintendent	Administrator	Administration Personnel
Greg Egnor	Director of Student Services	Administrator	Administration Personnel
Pam Key	Board President	Community Member	School Board of Directors
Leanne Guido	School Board Member	Community Member	School Board of Directors
John C. Boylan	High School Principal	Administrator	Administration Personnel
Anthony Facemyre	Social Studies Department Chair	High School Teacher	Teacher
Travis Welch	Middle School Principal	Administrator	Administration Personnel
Courtney Barbiaux	C & I Co-Chair	Middle School Teacher	Teacher
Autumn Turk	Director of Curriculum and Development	Administrator	Administration Personnel
Brian Ferra	Stewart 4-5 Principal	Administrator	Administration Personnel
Deanna Lott	Personalized Learning Coach/Special Education	Elementary Teacher	Teacher
Amy Lenart	Bon Air K & 3 Principal	Administrator	Administration Personnel
Jim Croushore	Bon Air 1 & 2 Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Jennifer Baxter-Blubaugh	Kindergarten Teacher	Elementary Teacher	Teacher
Julie Kelly	Parent	Parent of Child Attending	School Board of Directors
Christina Bowman	Parent	Parent of Child Attending	School Board of Directors
Emily Berdell	Parent	Parent of Child Attending	School Board of Directors
Ron Spiering	Reading Specialist	Education Specialist	Education Specialist
Melinda Kulick	K-12 Technology Coach	K-12 Teacher	Teacher
Megan Mlinarcik	Food Service Director	Administrator	Administration Personnel
Joel Ceraso	CBT Creative Consultants	Local Business Representative	School Board of Directors
Megan Nese	English Department Chair	High School Teacher	Teacher
Kyle Boswell	English Teacher (grade 8)	Middle School Teacher	Teacher
Meaghan Volek	Math Teacher	High School Teacher	Teacher
Denise Wagner	Art Department Chair	High School Teacher	Teacher
Bryan Mike	Science Department Chair	High School Teacher	Teacher
Kim Abel	Math Department Chair	High School Teacher	Teacher
Carla Roland	High School Assistant Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Cody Wolfe	Substitute Teacher, Administrative Intern	Other	Administration Personnel
Sara Schwartz	K-12 Speech Language Pathologist	K-12 Teacher	Teacher
Megan Aranyos	Library Department Chair	High School Teacher	Teacher
Cybil Federer	World Language Department Chair	High School Teacher	Teacher
Melanie Kauffman	Arts & Humanities Co-Leader	Middle School Teacher	Teacher
Jill Coury	Grade Level Leader & ELA Teacher (grade 7)	Middle School Teacher	Teacher
Ashlee Peters-Roberts	Social Studies Liaison & Teacher (grade 6)	Middle School Teacher	Teacher
Rebecca Fisher	Grade Level Leader & 1st Grade Teacher	Elementary Teacher	Teacher
Dave Huemme	Music Department Chair	Elementary Teacher	Teacher
Kelly Rini	Math Teacher (grade 8)	Middle School Teacher	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 Professional Education Committee meets twice a year at the end of each semester. Sub-committees include the Curriculum and Instruction Committee which meets approximately 4 times during the school year and the Learning Leadership Team which meets

approximately 3 to 5 times a year. The Professional Education Committee and subcommittees are part of the Comprehensive Planning Team. The Professional Education Committee reviews the Professional Education Plan and ensures the Curriculum and Instruction Committee, as a sub-committee, sets goals that are aligned with the broader district plan while still meeting the individual needs of staff per the Needs Assessment each year. The Learning Leadership Team assists the Curriculum and Instruction Committee with action steps at the building level.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

TRAUMA INFORMED PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Faculty and administration will engage in two professional development sessions about trauma informed approaches and will receive ongoing coaching from the Trauma Informed Leadership Team. The Trauma Informed Leadership Team will provide opportunities for staff self care and connection (examples tap in, tap out, walk abouts, a haven, etc.). Administration will create and communicate staff directives and expectations for each employee group.</p>	<p>K-12 Faculty, Pupil Services Team and Administration</p>	<p>Trauma Informed Practices, Educator Self Care</p>	<p>Yearly survey</p>
Lead Person/Position			Anticipated Timeline
<p>Dr. Autumn Turk/Director of Curriculum and Development, Dr. Gregory Egnor/Director of Student Services and Mrs. Carla Roland/Assistant HS Principal and K-12 Safety and Security Coordinator</p>			<p>08/18/2023 - 06/30/2026</p>

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)	2 sessions per year	4f: Showing Professionalism 2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff

INCORPORATING PROJECT-BASED LEARNING & PERSONALIZED LEARNING INTO THE PLC PROCESS

Action Step	Audience	Topics to be Included	Evidence of Learning
To develop a guaranteed viable curriculum that is aligned to PA Core Standards and uses the four questions of the PLC process to plan instruction for all	K-12 Faculty & Administration	Faculty and administrators will learn about using project-based learning and personalized learning to increase student engagement and differentiate instruction (questions 3 & 4 of PLC process). We will also continue to write our curriculum in department teams to align with the 4 questions of the PLC process (Q1 - What do we want students to know and be able to do? Q2 - How will we know students are learning (formative assessment)? Q3 - What will we do to remediate and intervene when students are not learning? Q4 - What will we do to extend and enrich learning for students?)	Curriculum Templates/BSD Curriculum Hub, Staff Needs Survey (yearly), PLC Survey

Action Step	Audience	Topics to be Included	Evidence of Learning
students.			
Lead Person/Position			Anticipated Timeline
Dr. Autumn Turk, Director of Curriculum & Development			08/21/2023 - 06/30/2026

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)	Professional development workshops in building and department teams yearly, ongoing PLC Team meetings (weekly) & coaching support	4e: Growing and Developing Professionally 4d: Participating in a Professional Community 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3d: Using Assessment in Instruction	
		1b: Demonstrating Knowledge of Students	
		3e: Demonstrating Flexibility and Responsiveness	
		1f: Designing Student Assessments	
		3c: Engaging Students in Learning	
		1c: Setting Instructional Outcomes	

STRUCTURED LITERACY PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
To develop a guaranteed	K-12 Faculty &	K-12 ELA, Library, Special Education, Reading Specialists,	LETRS

Action Step	Audience	Topics to be Included	Evidence of Learning
viable curriculum that is aligned to PA Core Standards and uses the four questions of the PLC process to plan instruction for all students.	Administrators	Personalized Learning Coaches, and Administrators - LETRS Volume 1 & 2 Training K-2 Teachers, Special Education, Reading Specialists, Personalized Learning Coaches, and Administrators - ECRI Training & Coaching K-12 Other Content Area Faculty & Administrators - Literacy across content areas professional development and coaching	Certificates of Mastery, ECRI Training Sign-in, ECRI Walkthrough/Site Visit Forms, Act 48 Sign-Ins

Lead Person/Position	Anticipated Timeline
Dr. Autumn Turk	08/14/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	LETRS - 4 in-person sessions / year plus online training (Lexia) ECRI - 2 full days, 2 half days training/year, monthly walkthroughs, quarterly site visits with trainer/coaches Literacy across content areas - year 2/3 of plan during professional enhancement day(s), ongoing coaching support	3c: Engaging Students in Learning 1d:	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Demonstrating Knowledge of Resources	
		4e: Growing and Developing Professionally	
		1e: Designing Coherent Instruction	
		1f: Designing Student Assessments	
		3b: Using Questioning and Discussion Techniques	
		1a: Demonstrating Knowledge of	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Content and Pedagogy 3d: Using Assessment in Instruction	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty and Administrators (all content areas)	Literacy across content areas	Act 48 Sign-In, Coaching Logs

Lead Person/Position	Anticipated Timeline
Dr. Autumn Turk, Director of Curriculum & Development	08/21/2023 - 06/30/2026

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)	Year 2/3 of plan during professional enhancement day(s), ongoing coaching support	1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness	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
		4d: Participating in a Professional Community	
		4e: Growing and Developing Professionally	
		3c: Engaging Students in Learning	
		1e: Designing Coherent Instruction	

PROFESSIONAL ETHICS & ACT 126 TRAINING

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty, Support Staff, Administrators, and Athletic Coaches	Act 126 Mandated Reporter (Report Abuse PA Pitt Site - 3 hrs) and Educator Discipline (SAS PD Center - 3 hrs) Maintaining Professional Boundaries	Certificates of Completion, Maintaining Professional Boundaries Slides, Policy, and Quick Reference Guide
Lead Person/Position		Anticipated Timeline
Dr. Shannon Wagner, Superintendent Dr. Autumn Turk, Director of Curriculum & Development		08/21/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Act 126 - Online Courses - must be completed every 5 years Maintaining Professional Boundaries - reviewed yearly	4f: Showing Professionalism	Professional Ethics

CULTURALLY RELEVANT AND SUSTAINING EDUCATION - INTEGRATION INTO TRAUMA INFORMED PD

Evidence

Audience	Topics to be Included	of Learning
K-12 Faculty & Administrators	<p>From Trauma Awareness to Trauma Sensitive - Trauma Responsive Requires Cultural Awareness & Enlightened Practice Session 3 (2024-2025) This third session engages learners in exploring the relationship between culture and trauma referencing the competencies set forth by PS Code Chapter 49 requirements culturally relevant and sustaining educational practices. Learning Objectives: 1. Explain the relationship between culture and trauma. a. Trauma Responsive is Culturally Aware b. Reflect on One's Cultural Lens c. To Build Equity - Foster Belonging d. Outline and Take Steps to Address Bias in the School System e. Identify Opportunities to integrate Culturally Relevant Learning into educational practices. f. Brainstorm ways to Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed Session Four (2024-2025) This fourth session engages learners in deepening their practice of culturally relevant, trauma-informed educational strategies. This session explores the competencies set forth by PS Code Chapter 49 requirements culturally relevant and sustaining educational practices. Learning Objectives: 1. Describe ideas for utilizing asset-based perspectives about differences. 2. Enhance skills and knowledge of family engagement. 3. Discuss linguistically and culturally responsive strategies that demonstrate respect for learners, educators, educational leaders, and families. 4. Explore types of microaggressions and their Impact individuals in the school community and discuss ways</p>	Act 48 Sign-In Sheet, Staff Needs Survey

Lead Person/Position	Anticipated Timeline
Dr. Autumn Turk, Director of Curriculum & Development Dr. Gregory Egnor, Director of Pupil Service Mrs. Carla Roland, HS Asst. Principal, K-12 Safety Coordinator	08/01/2024 - 06/30/2026

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 sessions/year (2024-2025)	4e: Growing and Developing Professionally 4f: Showing Professionalism 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

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
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	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

Professional Education Plan Guidelines

Yes/No

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2022-
2023

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

All faculty teaching K-12 will receive Structured Literacy Training and/or Language and Literacy in the content areas training by the end of the 2025-2026 school year. The 5 required certifications will have completed their complete LETRS Certification by June 30, 2024. New faculty hired after June 30, 2024 will be trained in LETRS and/or structured literacy in cohorts with their induction class (will be ongoing)

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

EVALUATION AND REVIEW

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

Student outcomes - review PVAAS, PSSA, Keystone, STAR, Acadience, and other data to review achievement and growth Participants' use of new knowledge and skills - administrators will conduct regular and ongoing walkthroughs and observations to engage in reflective dialogue and constructive feedback with faculty in all departments K-12, action research projects (year 3 inductees & differentiated supervision plans for staff not formally being observed), SPMs - consistent use of the PLC process to differentiate instruction & engage students in meaningful learning Participants' learning & reaction - a staff needs survey will be given yearly at the end of each school year, we will also ask faculty to complete a midyear reflection each year, this information will be used to evaluate professional learning and design professional development, coaching support will be provided for staff to promote growth and encourage them to try new instructional strategies Organization support and change - learning leadership team meetings (2x/year), curriculum & instruction committee meetings (quarterly), coaching team meetings (monthly), administrative team meetings (monthly), Act 48/PD, Parent Advisory, & Comprehensive Plan check-in with parent, school board, teacher, and administrator representatives (yearly, additional meetings as needed)