

MONTROSE AREA SD

273 Meteor Way

Professional Development Plan (Act 48) | 2024 - 2027

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

School District

119584503

75 Meteor Way, Montrose, Pennsylvania 18801

Christine Kresge

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Bridget Ferencik	Kindergarten teacher	Elementary Teacher	Teacher
Kristen Evans	ELA High School	High School Teacher	Teacher
Robyn Lubash	Interventionist	Education Specialist	Education Specialist
Mary Homan	Community Member	Community Member	School Board of Directors
Gretchen Backer	Business Owner	Local Business Representative	School Board of Directors
Madison Moyer	Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Eric Powers	Principal	Administrator	Administration Personnel
Patrick Matthews	Director of Special Education	Administrator	Administration Personnel
Christine Kresge	Curriculum Director	Administrator	Administration Personnel
Jennifer Gregory	Parent	Parent of Child Attending	School Board of Directors
John Wood	Board President	Other	School Board of Directors
Brittany Petrewski	Special Education Teacher	Elementary 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 committee meets as part of our Community Advisory meetings. Invites are sent to members of the committee. Conversations related to professional development happen during the annual data review and Federal Programs review.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

SCIENCE OF READING TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
The Curriculum Action Team (CAT) cycle will complete professional development related to the Science of Reading.	All ELA teachers grades K-12, including special education teachers	Science of Reading, Structured Literacy	Successful completion of PaTTAN Science of Reading online 10 hour course- Summer Camp for Teachers Grades K-3- Administrator Facilitated (group administered assessment from program.) Shifting the Balance Book Study- Teachers grades 3-8 - Administrator Facilitated. Successfully completed needs assessment based on book study content.
Lead Person/Position		Anticipated Timeline	
Christine Kresge		06/21/2023 - 03/27/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Book Study group (Grades 3-8,) Science of Reading Summer Camp (Grades K-3,high school LS teachers)		Structured Literacy

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA-INFORMED CARE TRAINING FOR ALL STAFF

Audience	Topics to be Included	Evidence of Learning
All staff	PCCD Module 2- Trauma- informed approaches	Certificate of completion from training program

Lead Person/Position	Anticipated Timeline
Building Principals	08/28/2026 - 06/03/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	83 minute course- once per three year cycle		At Least 1-hour of Trauma-informed Care Training for All Staff

INCLUSIVE PRACTICES

Audience	Topics to be Included	Evidence of Learning
All teachers	Inclusive practices Universal Design for Learning principles	Teacher completion of IU coursework and PLC activities Increased inclusive instructional time Increased student test scores
Lead Person/Position		Anticipated Timeline
Special Education Director		08/30/2024 - 06/04/2027

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)	Monthly		Teaching Diverse Learners in Inclusive Settings

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All teachers	Educator Ethics and Conduct- The Ethical Teacher- Unit 1	Satisfactory completion of PDE "Educator Ethics and Conduct Toolkit" Unit 1- Teacher completion of the "essential questions" from the Unit 1 module.
Lead Person/Position		Anticipated Timeline
Building principals		08/29/2025 - 06/05/2026

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)	3-hours		Professional Ethics

CULTURALLY RELEVANT AND SUSTAINING EDUCATION

Audience	Topics to be Included	Evidence of Learning
All teachers	Student Mental Health : Awareness, Intervention and Referral This course is designed to provide an overview of student mental health concerns and educators’ responsibilities. Topics covered include the scope of mental health needs in school-age students; how anxiety and depression present in young people; warning signs and risk factors; and when and how to intervene and refer/report students who need support.	Vector Solutions Training-Certificate of completion
Lead Person/Position		Anticipated Timeline
Building Principals		08/29/2024 - 06/06/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Every 3 years		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?

2023-
2024

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)?

Building principals and administration

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.

PLC, Data Team meetings, and surveys will be used to evaluate goals and activities. We conduct PLC meetings twice per month. These serve as touchpoints for analyzing student outcomes in order to support change and continued growth.

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.

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