

MANHEIM CENTRAL SD

281 White Oak Rd

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

Manheim Central School District

113364403

281 White Oak Rd, Manheim, Pennsylvania 17545

Tracy Fasick

fasickt@manheimcentral.org

7176648542 X NA

Ryan J. Axe

axer@manheimcentral.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Tracy Fasick	Director of Curriculum and Instruction	Administrator	Administration Personnel
Dr. Amy Flannery	Assistant Superintendent	Administrator	Administration Personnel
Dr. Ryan Axe	Superintendent	Administrator	Administration Personnel
Rod Brenize	High School Assistant Principal	Administrator	Administration Personnel
Elizabeth Bender	Middle School Assistant Principal	Administrator	Administration Personnel
Dr. Krystle Nemeth	Middle School Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Kim Marrolli	Elementary Assistant Principal	Administrator	Administration Personnel
Pam Watts	Director of Special Education	Administrator	Administration Personnel
Jennifer Walker	School Board Member	Community Member	School Board of Directors
Matt Lindor	School Board Member	Community Member	School Board of Directors
Abby Reiner	Middle School Special Education	Education Specialist	Education Specialist
Bianca Palmer	MS Counselor	Education Specialist	Education Specialist
Barb Rule	Baron Media Specialist	Elementary Teacher	Teacher
Art Paynter	Elementary Principal	Administrator	Administration Personnel
Adam Buchmoyer	Baron Parent	Parent of Child Attending	School Board of Directors
Amelia Fair	HS Special Education Teacher	Education Specialist	Education Specialist
Anna Simpson	Baron Elementary Teacher 1/2 multiage	Elementary Teacher	Teacher
Amanda Richards	Grade 3 Teacher Doe Run	Elementary Teacher	Teacher
Andrew Mobarak	Doe Run Parent	Parent of Child Attending	School Board of Directors
Jen Campbell	World Language Teacher	High School Teacher	Teacher
Danielle Iovino	Doe Run Parent	Parent of Child Attending	School Board of Directors

Name	Title	Committee Role	Appointed By
Alyssa Collins	Middle School Parent	Community Member	School Board of Directors
Christy Kreider	Baron Special Education	Education Specialist	Education Specialist
Amy Szulborski	Special Education Doe Run	Education Specialist	Education Specialist
Chip Gearhart	Business Owner	Local Business Representative	School Board of Directors
Ilisa Chasser	Kindergarten Teacher	Elementary Teacher	Teacher
Elisha Latkovich	High School Parent	Parent of Child Attending	School Board of Directors
Emily Lindberg	High School Parent	Parent of Child Attending	School Board of Directors
Dillian Enck	8th Grade History Teacher	Middle School Teacher	Teacher
Carissa Strazza	Baron Paraeducator	Other	School Board of Directors
Allison Bullock	7th Grade ELA Teacher	Middle School Teacher	Teacher
Heather Coonan	Baron Counselor	Education Specialist	Education Specialist
Isabella Barr	Grade 4 Teacher	Elementary Teacher	Teacher
Julie Hibshman	MS Art Teacher	Middle School Teacher	Teacher
Kalysta White	Baron Parent	Parent of Child Attending	School Board of Directors
Katie Mummau	Business Owner	Local Business Representative	School Board of Directors

Name	Title	Committee Role	Appointed By
Kim Hatfield	HS Special Education	Education Specialist	Education Specialist
Laura Ortiz	ELD Teacher	High School Teacher	Teacher
Liz Lubeskie	Technology Integrator	Education Specialist	Education Specialist
Luda Romanova	MS Paraeducator	Community Member	School Board of Directors
Matt Schwartz	HS Physical Education	High School Teacher	Teacher
Megan Boas	1/2 multiage teacher	Elementary Teacher	Teacher
Melissa Troiano	Elementary Instructional Coach	Education Specialist	Education Specialist
Melyssa Herzer	Kindergarten Teacher	Elementary Teacher	Teacher
Michael Diesner	MS Parent	Parent of Child Attending	School Board of Directors
Nate Enck	3/4 multiage teacher	Elementary Teacher	Teacher
Steve Bushey	Business Owner	Local Business Representative	School Board of Directors
Travis Lenz	MS Social Studies	Middle School Teacher	Teacher
Tyler Shull	HS Social Studies	High 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 Development Committee has met once during the 2023-2024 school year. The committee typically meets three times per year to review survey results and to review the plan for professional development. The committee has been tasked with five different objectives for this year which include: Reviewing Evaluation/Reflection Forms, Creating a 3-Year Framework of Professional Development Topics based on teacher input and a needs assessment, Reviewing survey results from the Needs' Assessment from the past two years to look for trends, Reviewing the Professional Development Plan Handbook for strengths and areas for growth, and Brainstorming Professional Development Formats that could be implemented to give educators additional opportunities and choices while still meeting state requirements. All of these areas will impact our Professional Education Handbook/Plan moving forward.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

STRUCTURED LITERACY TRAINING

Audience	Topics to be Included	Evidence of Learning
preK-4 teachers and principals	Phonological and Phonemic Awareness, Phonics and Word recognition, Fluency and Automaticity, Listening and Reading comprehension, Vocabulary, and Written Expression	formative assessment during the training and follow-up surveys and reflections throughout the year
Lead Person/Position		Anticipated Timeline
Melissa Troiano Elementary Instructional Coach Tracy Fasick, Director of Curriculum and Instruction		07/03/2023 - 05/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One day 6 hour training (summer of 2024) and follow-up learning walks in 2024-2025	2b: Establishing a Culture for Learning 1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction	
Learning walk	3x per year	4a: Reflecting on Teaching 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

STRUCTURED LITERACY TRAINING

Audience	Topics to be Included	Evidence of Learning
5-8	Phonological and Phonemic Awareness, Phonics and Word	formative assessment during the training

Audience	Topics to be Included	Evidence of Learning
teachers and principals	recognition, Fluency and Automaticity, Listening and Reading comprehension, Vocabulary, and Written Expression	and follow-up surveys and reflections throughout the year
Lead Person/Position		Anticipated Timeline
Melissa Troiano, Elementary Instructional Coach Matt Baker, Secondary Instructional Coach Director of Curriculum and Instruction		06/21/2025 - 05/29/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One day 6 hour training (summer of 2025) and follow-up learning walks in 2025-2026	3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Learning walk	3x per year	1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students	Structured Literacy
Learning walk	3x per year	4a: Reflecting on Teaching 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally	Structured Literacy

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
----------	-----------------------	----------------------

Audience	Topics to be Included	Evidence of Learning
9-12 teachers with 7-9 ELA certs, reading specialist, special education, and ESL, and principals	Phonological and Phonemic Awareness, Phonics and Word recognition, Fluency and Automaticity, Listening and Reading comprehension, Vocabulary, and Written Expression	formative assessment during the training and follow-up surveys and reflections throughout the year
Lead Person/Position		Anticipated Timeline
Melissa Troiano, Elementary Instructional Coach Matt Baker, Secondary Instructional Coach Director of Curriculum and Instruction		06/19/2026 - 05/28/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One day 6 hour training (summer of 2026) and follow-up learning walks in 2026-2027		
Learning walk	3 x per year	4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching	Structured Literacy

COMMUNITY OF LEARNERS CONFERENCE

Audience	Topics to be Included	Evidence of Learning
All staff pre-k-12	Trauma Informed Care, Teaching Diverse Learners in Inclusive Settings, Language and Literacy Acquisition for all Students, and Best Instructional and Assessment Practices	surveys and reflections
Lead Person/Position		Anticipated Timeline
Director of Curriculum and Instruction, multiple presenters from IU 13, and from teaching staff		10/10/2024 - 10/10/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Held in October in 2024, 2025, and 2026 Teachers choose from strands, but must attend topics from the 5 strands: Trauma, Teaching Diverse Learners in Inclusive Settings, language and literacy acquisition for all students, instructional best practices and leadership	1a: Demonstrating Knowledge of Content and Pedagogy	At Least 1-hour of Trauma-informed Care Training for All Staff
		1b:	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Demonstrating Knowledge of Students	
		3c: Engaging Students in Learning	
		1c: Setting Instructional Outcomes	
		1d: Demonstrating Knowledge of Resources	
		2b: Establishing a Culture for Learning	
		4e: Growing and Developing Professionally	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Held in October in 2024, 2025, and 2026 Teachers choose from strands, but must attend topics from the 5 strands: Trauma, Teaching Diverse Learners in Inclusive Settings, language and literacy acquisition for all students, instructional best practices and leadership	<p>3c: Engaging Students in Learning</p> <p>4e: Growing and Developing Professionally</p> <p>1c: Setting Instructional Outcomes</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>2b: Establishing a Culture for Learning</p> <p>1d: Demonstrating Knowledge of Resources</p>	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
		1b: Demonstrating Knowledge of Students	
Conference	Held in October in 2024, 2025, and 2026 Teachers choose from strands, but must attend topics from the 5 strands: Trauma, Teaching Diverse Learners in Inclusive Settings, language and literacy acquisition for all students, instructional best practices and leadership	3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally 1c: Setting Instructional Outcomes 2b: Establishing	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
		a Culture for Learning 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All professional staff prek to 12	Competencies for Professional Educators	formative assessment during session, survey and reflections
Lead Person/Position		Anticipated Timeline
Director of Curriculum and Instruction Assistant Superintendent Building Principals		03/13/2024 - 03/13/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1/2 day training and follow-up at faculty meetings	4f: Showing Professionalism 4e: Growing and Developing Professionally 4c: Communicating with Families 3a: Communicating with Students	

CULTURALLY-RELEVANT AND SUSTAINING EDUCATION

Audience	Topics to be Included	Evidence of Learning
All staff prek-12	Competencies for CRSE	formative assessment during training, surveys, and reflections
Lead Person/Position	Anticipated Timeline	
Assistant Superintendent Director of Curriculum and Instruction Building Principals	03/13/2025 - 03/13/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1/2 day training and follow-up at faculty meetings	2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 4f: Showing Professionalism 4c: Communicating with Families 1b: Demonstrating Knowledge of Students	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?

2024-
2025

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 K-8 teachers and administrators

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

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

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

The District uses Learning Forward's Standards of Professional Learning to coordinate professional development activities. The Professional Development has been focused around District Initiatives and areas of needed academic growth. Student data and outcomes are reviewed annually and data meetings are held by principals on a continuing basis. The Manheim Central School District measures the effectiveness of all professional development events using an Evaluation or Reflection form to elicit feedback from Professional Staff. The Professional Development Committee will meet annually to review educator feedback on surveys and will include a review of student achievement data moving forward. The Committee will review the Professional Development Plan and recommend any changes needed. The current Professional Education Committee will serve a two year term and will focus on the following for 2023-2025: The committee has been tasked with five different objectives for this year which include: Reviewing Evaluation/Reflection Forms, Creating a 3-Year Framework of Professional Development Topics based on state mandates, teacher input and a needs assessment, Reviewing survey results from the Need's Assessment from the past two years to look for trends, Reviewing the Professional Development Plan Handbook for strengths and areas for growth, and Brainstorming Professional Development Formats that could be implemented to give educators additional opportunities and choices. In subsequent years, the committee will meet to review survey data, student achievement data, and to review the plan for professional development.

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.

Tracy L Fasick

02/15/2024

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.

Ryan Axe

02/15/2024

Superintendent or Chief Administrative Officer:

Date