

MIFFLINBURG AREA SD

178 Maple St

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

116605003

178 Maple St, Mifflinburg, PA 17844

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Mr. James Case	Elementary Principal	Administrator	Administration Personnel
Mrs. Emily Gaugler	Parent	Parent of Child Attending	School Board of Directors
Mr. Philip Heggenstaller	Intermediate School Principal	Administrator	Administration Personnel
Mr. Daryl Hunsberger	Middle School Principal	Administrator	Administration Personnel
Mrs. Erica Underhill	Teacher/Department Lead	Middle School Teacher	Teacher
Mrs. Crystal Nylund	Teacher/Department Lead	Middle School Teacher	Teacher

Name	Title	Committee Role	Appointed By
Mrs. Debra Rapson	Teacher/Department Lead	Middle School Teacher	Teacher
Mrs. Corrie Post	Library Director	Local Business Representative	School Board of Directors
Mrs. Jennifer Brubaker	Parent	Parent of Child Attending	School Board of Directors
Mrs. Janell Weaver	Board Member at Beginning of Process	Other	School Board of Directors
Mr. Jeremiah Allen	High School Principal	Administrator	Administration Personnel
Mr. Duane Snayberger	High School Ass't Principal	Administrator	Administration Personnel
Mrs. Beth Faunce	Teacher/Department Lead	High School Teacher	Teacher
Mrs. Melinda Criswell	High School Parent	Parent of Child Attending	School Board of Directors
Mrs. Amy Wehr	Board Member at Beginning of Process	Other	School Board of Directors
Dr. Ken Dady, Jr.	Superintendent	Administrator	Administration Personnel
Mrs. Renee Jilinski	Business Administrator	Administrator	Administration Personnel
Mrs. Jane Spickler	Special Ed Supervisor	Administrator	Administration Personnel
Dr. Sandra Mattocks	Director of Curriculum and Instruction	Administrator	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 District has a Professional Education Committee with members who are representative of every building K-12. The purpose of the committee is to identify the needs for professional learning. Prior to the pandemic, the professional education committee met twice annually. The committee currently met to create the 2024-2027 Professional Development plan. The committee will continue to meet to monitor the plan. The opportunities for in-service days are relevant to the role professional staff members serve and are personalized according to their need. Much of our professional development is contracted with the CSIU 16 and PaTTAN. Many of the same committee members are involved in School-level Planning Committees and the District Comprehensive Planning Committee.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

SCIENCE PROGRAM INITIAL TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will be properly trained to implement the new science program in their classrooms.	K-5 Science Teachers, Principals, Director of Curriculum and Instruction, Department Lead	How to properly implement the new science program.	Teachers will be able to effectively teach the new science program.
Lead Person/Position		Anticipated Timeline	
Director of Curriuclum and Instruction/Principals		07/01/2024 - 08/09/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once	1a: Demonstrating Knowledge of Content and Pedagogy	

APL TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
All teachers will participate in a refresher APL course. Newly-hired teachers will be enrolled in the full course.	All K-12 Teachers, Principals, Director of Curriculum and Instruction	Teachers will be taught the basic parts of the APL instructional strategies.	The use of APL instructional strategies will be evident during walkthrough observations.
Lead Person/Position		Anticipated Timeline	
Building Principals, Director of Curriculum and Instruction		07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once per building	3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

LETRS TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
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Action Step	Audience	Topics to be Included	Evidence of Learning
The remainder of the Elementary School reading teachers will be trained in LETRS.	K-2 Teachers, Elementary Principal, Director of Curriculum and Instruction	The training will teach the skills needed to master the foundational and fundamentals of reading and writing instruction —phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.	Teachers will work in cohorts and complete assessments for understanding.

Lead Person/Position	Anticipated Timeline
K-2 Teachers and Building Principal	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	The training will be several sessions throughout each year.	<p>4d: Participating in a Professional Community</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1d: Demonstrating Knowledge of Resources</p>	Language and Literacy Acquisition for All Students

HABITUDES TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
All Middle and High School teachers will be trained in Habitudes, the selected Social-emotional Learning program.	Middle School and High School Teachers, Building Principals, and Director of Curriculum and Instruction	Implementation of the program	Evidence of Learning will be documented using fidelity checks during classroom visits.
Lead Person/Position		Anticipated Timeline	
Building Principals and Director of Curriculum and Instruction		07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Training will be one time the first year with an additional training the second year, if needed.	2b: Establishing a Culture for Learning	At Least 1-hour of Trauma-informed Care Training for All Staff

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

SMALL-GROUP INSTRUCTION TRAINING

Audience	Topics to be Included	Evidence of Learning
K-12 Teachers, Building Principals, Director of Curriculum and Instruction	Teachers will learn how to more easily monitor students' progress, provide immediate feedback, and assess their students' understanding of the material. This real-time feedback helps students correct misconceptions and improve their skills, leading to greater academic success.	Principals will observe small-group instruction during walkthrough observations.

Lead Person/Position	Anticipated Timeline
Building Principals, Director of Curriculum and Instruction	07/01/2024 - 06/30/2027

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)	Several times throughout each school year	3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

TRAUMA-INFORMED PREVENTIVE PRACTICES

Audience	Topics to be Included	Evidence of Learning
K-12 Teachers and Staff, Building Principals, Director of Curriculum and Instruction	Trauma-informed Care	Group Discussions, Checks for Understanding,
Lead Person/Position		Anticipated Timeline
Building Principals, Director of Curriculum and Instruction		07/01/2024 - 06/30/2027

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)	Twice each year	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 3a: Communicating with Students 4d: Participating in a Professional Community	At Least 1-hour of Trauma-informed Care Training for All Staff

PROFESSIONAL ETHICS PROGRAM

Audience	Topics to be Included	Evidence of Learning
All K-12 Professional Employees	Professional Ethics	Assessments at the end of modules

Lead Person/Position	Anticipated Timeline
Building Principal, Director of Curriculum and Instruction	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	As often as necessary to complete the five-hour course	4e: Growing and Developing Professionally	Professional Ethics

CULTURALLY-RELEVANT AND SUSTAINING EDUCATION

Audience	Topics to be Included	Evidence of Learning
K-12 Teachers and Staff, Building Principals, Director of Curriculum and Instruction	Trauma-informed Care for Tier 2	Group Discussions and Care Plan
Lead Person/Position	Anticipated Timeline	
Building Principals, Director of Curriculum and Instruction	07/01/2024 - 06/30/2027	

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)	Twice each year	3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 4d: Participating in a Professional Community	Common Ground: Culturally Relevant Sustaining Education

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
Teachers who hold a certificate in Early Childhood Education, Elementary Education, Mid-level Education, Reading Specialist, Special Education PK-12, and ESL	In-class demonstrations, modeling and coaching support to improve reading and literacy outcomes.	Certificate of Completion
Lead Person/Position	Anticipated Timeline	
Building Principals, Director of Curriculum and Instruction	07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Each teacher will complete the 10-hour course	1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

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)?

No other individuals will receive the Structured Literacy Training than the required participants.

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.

Participants' understanding of the skills learned will be checked during and at the end of each professional development activity. The building principals will check the fidelity of the implementation during walkthrough observations. Student outcomes based on the professional development activity will be monitored. A plan for each of the professional development activities will be established so that the skills will become embedded in instruction within each building. The Professional Development Committee will meet at least annually to monitor the plan.

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