

ALLENTOWN CITY SD

31 S Penn Street

Professional Development Plan (Act 48) | 2022 - 2025

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

Allentown School District

121390302

31 S. Penn Street, Allentown, Pennsylvania 18102

Brandy Sawyer

sawyerb@allentownsd.org

484-765-4236

Dr. John Stanford

stanfordj@allentownsd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Brandy Sawyer	Ex. Director of Curriculum	Brandy Sawyer	Administration Personnel
Dr. Kelly Ballard	Director of Literacy	Dr. Kelly Ballard	Education Specialist
Jennifer Bryant	Ex. Dir of Elementary	Jennifer Bryant	Administration Personnel
Melissa Smith	Executive Director of School Improvement	Melissa Smith	Administration Personnel
Melissa Roehrich	Teacher/Department Chair	Melissa Roehrich	Administration Personnel
Jamie Cavuoto	Teacher	Jamie Cavuoto	Administration Personnel

Name	Title	Committee Role	Appointed By
Matthew Rohrbach	Teacher/Department Chair	Matthew Rohrbach	Administration Personnel
Nisha Marshall	Teacher	Nisha Marshall	Administration Personnel
Shannon Salter	Teacher	Shannon Salter	Administration Personnel
Daniel Jurasits	Teacher/Department Chair	Daniel Jurasits	Administration Personnel
Dr. Mary Anne Wright	Consultant	Dr. Mary Anne Wright	Administration Personnel
Jerick Volkert	Teacher	Jerick Volkert	Administration Personnel
Jerica Hart	Parent	Jerica Hart	School Board of Directors
Jude Adams	Teacher	Jude Adams	Administration Personnel
John Kikrilis	Teacher	John Kikrilis	Education Specialist
Leslie Corbett	Teacher, Special Education	Leslie Corbett	Administration Personnel
Lisa Greitzer	Director of Newcomer Academies	Lisa Greitzer	Education Specialist
Mark Stein	Muhlenberg College	Mark Stein	School Board of Directors
Dan Bosket	Community Action Development Corporation	Dan Bosket	School Board of Directors
Brenna Schlossberg	Teacher	Brenna Schlossberg	Education Specialist
Debra Ninesling	Teacher	Debra Ninesling	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 will meet on a quarterly basis to review professional development. District priorities, student outcomes, teacher voice through surveys, our Curriculum Development and Review Committee voice, and post PD evaluations will be reviewed. The committee will provide a yearly Professional Development Calendar.

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

EARLY LITERACY: STRUCTURED LITERACY INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue to provide professional development to teachers on effective early (structured) literacy instruction	Kindergarten through 3rd grade teachers.	LETRS Units 1-8 Implementation of LETRS learnings	Completion Certificates for LETRS Units 1-8 Coaching Schedules and Logs
Provide professional development to new teachers on effective structured literacy instruction			
Provide follow up coaching to support primary teachers on structured literacy instructional practices.			
Lead Person/Position		Anticipated Timeline	
Director of Literacy Senior Director of Elementary Schools		08/25/2022 - 06/30/2025	

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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Identified professional development dates.	3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting

MEETING STUDENT NEEDS

Action Step	Audience	Topics to be Included	Evidence of Learning
Create a data culture that is responsible, sustainable, promotes equity and inclusion, user centered, holistic and aligned by providing data review and analysis sessions for school and central office leaders Teachers will use data to determine individual student areas of need within reading and mathematics and will address gaps through targeted instruction	Early Literacy Intervention Specialists, Intervention Specialists, Reading Specialists, Administrators	How to implement the intervention with fidelity and how to progress monitor students in the intervention	walk through data
Lead Person/Position		Anticipated Timeline	
Executive Director of School Improvement, Senior Executive Director of Elementary, Director of ELA and Social		08/23/2022 -	

Lead Person/Position	Anticipated Timeline
Studies	06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	on going as interventions are purchased and as data shows need for more training	1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

DATA-INFORMED DECISION MAKING FOR MEETING THE NEEDS OF ALL LEARNERS

Action Step	Audience	Topics to be Included	Evidence of Learning
Create a data culture that is responsible, sustainable, promotes equity and inclusion, user centered, holistic and aligned by providing data review and analysis sessions for school and central office leaders Teachers will use data to determine individual student	Principals, Teachers, SOI's, ESOL SOI's, Reading Specialists, Math & Reading Interventionists	Identifying data sources What do you do with data now that you have it How do we leverage the data to differentiate instruction in the classroom	Data Meetings Protocol Walk-through Cycles

Action Step	Audience	Topics to be Included	Evidence of Learning
areas of need within reading and mathematics and will address gaps through targeted instruction Provide ELA and Math Instructional Coaching aimed at improving tier 1 instruction at our 4 CSI designated middle schools			
Lead Person/Position	Anticipated Timeline		
Executive Director of School Improvement Executive Director Curriculum & Educator Supports Office Directors of ELA/SS & STEM	08/22/2022 - 06/25/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 times/year	3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction	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
		3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes	
Classroom/school visitation	Quarterly		Teaching Diverse Learners in an Inclusive Setting
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	3d: Using Assessment in Instruction 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 3a: Communicating with Students	Teaching Diverse Learners in an Inclusive Setting

NEW CURRICULUM IMPLEMENTATION PLAN

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional development on the new curriculum including understanding the curriculum map, essential questions, assessment literacy, best instructional practices, and culturally responsive teaching.	Principals, ESOL SOIs, SOIs, Reading Specialists, and Teachers	Grade-level curriculum maps Essential Questions Assessment Literacy Content Specific Evidence-based Instructional Practices Culturally Responsive & Sustaining Pedagogy	Walk-through data
Lead Person/Position			Anticipated Timeline
Executive Director of School Improvement, Senior Executive Director of Elementary, Director of ELA and Social Studies, Director of STEM			06/27/2022 - 06/25/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Identified PD Days	3b: Using Questioning and Discussion Techniques 1f: Designing Student Assessments 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	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
		3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students	
Other	Identified additional days for curriculum work	1f: Designing Student Assessments 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources	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**

		1a: Demonstrating Knowledge of Content and Pedagogy	
		3b: Using Questioning and Discussion Techniques	

DEVELOPING AND IMPLEMENTING A DISTRICT-WIDE MTSS FRAMEWORK

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional development on the ASD MTSS framework and implement the framework in the 2024-2025 school year	District-Level Leadership Team	Considerations for the development and implementation plan for a district-wide MTSS framework Components of an effective District-Wide Action Plan for the development and implementation of a district-wide MTSS framework.	Completed action plan for the ASD MTSS Framework
Lead Person/Position		Anticipated Timeline	
Executive Director of School Improvement		08/01/2022 - 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
Other	Monthly	2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

IMPLEMENTATION PLAN FOR THE ASD MTSS FRAMEWORK

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional development on the ASD MTSS framework and implement the framework in the 2024-2025 school year	Building Leadership Teams	Components of an effective implementation plan for a building level MTSS framework.	Completed implementation plan.
Lead Person/Position		Anticipated Timeline	
Executive Director of School Improvement		07/01/2023 - 08/01/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Monthly	4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

EFFECTIVELY IMPLEMENTING A MULTI-TIERED SYSTEM OF SUPPORTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional development on the ASD MTSS framework and implement the framework in the 2024-2025 school year	Principals, SOI's, ESOL SOI's, Teachers	Collaborating with team members to effectively implement MTSS	Walk-throughs, Data Meetings
Lead Person/Position		Anticipated Timeline	
Executive Director of School Improvement		01/02/2024 - 06/15/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Monthly	3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

STUDENT SERVICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide a universal understanding of the five Social Emotional competencies and the initiatives that support SEL skills such as Restorative Practices, Trauma Informed Practices, Mindfulness, Calming Spaces, PBIS and Bullying Prevention. Administrators and identified staff will be trained in Restorative Practices, PBIS, Trauma Informed Practices and Calming Spaces to ensure fidelity of implementation.	School teams as train the trainer and then all staff	Restorative Practices, Trauma Informed Practices, Mindfulness, Calming Spaces, PBIS and Bullying Prevention.	Walk throughs and School Climate Survey
Lead Person/Position	Anticipated Timeline		
Director of Student Services	08/29/2022 - 06/30/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As established by Intermediate Unit 21 for Train the Trainer Sessions	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of	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
		Respect and Rapport	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	School Teams train staff as Identified by the Director of Student Services and Building Administrators.	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport	Trauma Informed Training (Act 18)

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

DREAMBOX K-5

Audience	Topics to be Included	Evidence of Learning
K-5 Teachers & Principals	Reading & Math Instruction Strategies	Walk-through Data
Lead Person/Position	Anticipated Timeline	
Senior Executive Director for Elementary Schools	08/22/2022 - 06/30/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Once	1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting

SPECIAL EDUCATION REQUIREMENTS

Audience	Topics to be Included	Evidence of Learning
ASD Special Education Staff	Annual Fiscal (APSEM, Contingency Act 16 Significant Disproportionality IDEA-B) Training Bureau of Special Education Indicator 13 Effective Practices in Transition Training Bureau of Special Education State Plan Training Bureau of Special Education PASA Administration Training Bureau of Special Education Indicator 14 Pennsylvania Post School Outcomes Training	Compliance with Special Education regulations, transition plans written correctly to support students and families.
Lead Person/Position		Anticipated Timeline
Executive Director of Special Education		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	As needed to support teachers with understanding the regulations	4e: Growing and Developing Professionally	Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once a year to support teachers with transition planning	1b: Demonstrating Knowledge of Students	Indicator 13 Effective Practices in Transition Training
Workshop(s)	As needed to ensure that special education staff understand the Special Education State Plan.		Special Education State Plan Training
Inservice day	Once a year prior to PASA administration	4f: Showing Professionalism 4f: Showing Professionalism	PASA Administration Training
Inservice day	Yearly	4e: Growing and Developing Professionally 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 1b: Demonstrating	Indicator 14 Pennsylvania Post School Outcomes Training

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

WINWARD REFRESHER SAT PREP & WHAT IS THE SAT/ACT

Audience	Topics to be Included	Evidence of Learning
Other Content Area Instructional Staff	College & Career Readiness Standards	Walk-throughs Monitor student activity and performance on dashboard
Lead Person/Position	Anticipated Timeline	
Executive Director of Curriculum and Educator Supports	08/22/2022 - 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
Other	Once	3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

DISCOVERY EDUCATION TECHBOOKS

Audience	Topics to be Included	Evidence of Learning
Science and Social Studies Teachers	Science and Social Studies Instruction supported by technology integration	walk-throughs
Lead Person/Position	Anticipated Timeline	
Executive Director of Curriculum & Educator Supports	08/22/2022 - 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
Other	Once	1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

MIDDLEBURY TRAINING 4-12

Audience	Topics to be Included	Evidence of Learning
Teachers of Levels 1s & 2s 4-12	How to effectively utilize the Middlebury resources to improve language and literacy acquisition for all students.	Walk-throughs Data meetings
Lead Person/Position	Anticipated Timeline	
Director of ESOL Director of Newcomer Academies	08/22/2022 - 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
Other	once, but additional support will provided as determined by the Director of ESOL/Director of Newcomer Academies.	3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 4e: Growing and Developing	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
		Professionally	
		1a: Demonstrating Knowledge of Content and Pedagogy	

EVALUATION AND REVIEW

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

The committee will meet on a quarterly basis to review professional development. District priorities, student outcomes, teacher voice through surveys, our Curriculum Development and Review Committee voice, and post PD evaluations will be reviewed. The committee will provide a yearly Professional Development Calendar.

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