

## STATE COLLEGE AREA SD

240 Villa Crest Dr

Professional Development Plan (Act 48) | 2021 - 2024

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### 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

State College Area School District

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240 Villa Crest Drive, State College, PA 16801

Danielle Yoder

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Christine Merritt	Director of Secondary Curriculum	Christine Merritt	Administration Personnel
Deirdre Bauer	Director of Elementary Curriculum	Deirdre Bauer	Administration Personnel
Ryan Walsh	Social Studies Coordinator	Ryan Walsh	Teacher
Bob White	Science Coordinator	Bob White	Teacher
Meghan Doebler	Math Coordinator	Meghan Doebler	Teacher
Mary Lou Manhart	English/Academic Literacy Coordinator	Mary Lou Manhart	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Amanda Showers	World Language Coordinator	Amanda Showers	Teacher
Molly McAnnich	Music Coordinator	Molly McAnnich	Teacher
Danielle Crowe	Art Coordinator	Danielle Crowe	Teacher
Traci Edelman	Health/P.E./Driver's Ed/FCS Coordinator	Traci Edelman	Teacher
Paige Davis	Library Coordinator	Paige Davis	Education Specialist
Laura Tobias	High School Principal	Laura Tobias	Administration Personnel
Paul Brigman	Elementary Principal	Paul Brigman	Administration Personnel
Seria Chatters	Director of Equity and Inclusivity	Seria Chatters	Administration Personnel
Heather Pringle	Director of Special Education	Heather Pringle	Administration Personnel
Jonathan Klingeman	Director of Gifted Services/ELL	Jonathan Klingeman	Administration Personnel
Kristin DeWitt	Elementary Principal	Kristin DeWitt	Administration Personnel
Karen Wiser	Middle School Principal	Karen Wiser	Administration Personnel
Susan Lunsford	Elementary Principal	Susan Lunsford	Administration Personnel
Brian Ishler	Middle School Principal	Brian Ishler	Administration Personnel
Jon Downs	Director of Educational Alternatives	Jon Downs	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Mark Feldman	Elementary Principal	Mark Feldman	Administration Personnel
Jessica Quinter	Elementary Principal	Jessica Quinter	Administration Personnel
Shelly Buckholtz	Elementary Principal	Shelly Buckholtz	Administration Personnel
Kelly Mark	Elementary Principal	Kelly Mark	Administration Personnel
Alex Raup	Elementary Principal	Alex Raup	Administration Personnel
Marisa Vicere	Jana Marie Foundation	Marisa Vicere	Education Specialist
Peter Montminy	Psychologist	Peter Montminy	Education Specialist
Nathan Bish	Parent	Nathan Bish	Education Specialist
Erika Frankenburg	Penn State Professor	Erika Frankenburg	Education Specialist
Helen Quinn	Instructional Tech Coach	Helen Quinn	Teacher
Steve Packer	Instructional Tech Coach	Steve Packer	Teacher
Alma Row	Instructional Tech Coach	Alma Row	Teacher
Danielle Gibbs	Instructional Tech Coach	Danielle Gibbs	Teacher
Jennifer Tranell	Instructional Coach	Jennifer Tranell	Teacher
Ona Feinberg	Instructional Coach	Ona Feinberg	Teacher

Name	Title	Committee Role	Appointed By
April Rizzo	Instructional Coach	April Rizzo	Teacher
Jodi Kamin	Instructional Coach	Jodi Kamin	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.**

Our district has a multi-pronged approach to developing professional learning opportunities for our staff. Our days are split into categories: curriculum or student learning/wellness. We operate on a 6-year curriculum cycle, and at least half of our inservice/PD time is devoted to researching, developing, refining, and evaluating the curriculum for each content area. We offer a trade day option to differentiate professional learning and provide choices for teachers. Teachers/Staff may present a trade time session approved by the curriculum directors and supports the strategic plan goals. We partner with our local university, IU, and other agencies to assist with providing professional development that meets the purposes of the strategic plan. The two curriculum directors coordinate the professional development sessions. Because we are a large district, we do not feel that having a very large committee is productive. Instead, we include parents, community partners, teachers, and administrators to be part of smaller focus groups to provide targeted professional learning opportunities. These groups meet monthly, sometimes more frequently as needed, to plan focused PD that supports the strategic plan goals.

## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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**



## ENGAGEMENT, SAFETY & SUPPORT FOR THE WHOLE STUDENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop PBIS teams, attend professional development training, and implement Tier 1, 2, and 3 building plans.	PBIS Leadership Team	PBIS framework, Universal Prevention, Targeted Prevention, & Intensive, Individualized Prevention	PBIS language and materials displayed throughout the school district; decreased student discipline referrals; and more student celebrations exhibiting positive behaviors
Lead Person/Position	Anticipated Timeline		
IU 10 Trainers	08/01/2022 - 06/03/2024		

## 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 day-long workshops; plus additional training as needed	1e: Designing Coherent Instruction  2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

## SCHOOL CLIMATE SURVEY

Action Step	Audience	Topics to be Included	Evidence of Learning
Restorative Circles training for all staff with expectations to utilize circles in all classroom settings to build community and belonging.	All classroom teachers	Using restorative circles effectively	Utilization of circles in the classroom
Lead Person/Position	Anticipated Timeline		
Director of Student Services	08/01/2022 - 07/01/2025		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	3c: Engaging Students in Learning 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

## DATA INFORMED INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
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Action Step	Audience	Topics to be Included	Evidence of Learning
Analyze assessment results of Keystones, PSSAs, and MAP and create a building improvement plan to increase student proficiency or growth projections.	Teachers, building level administrators, central office administrators	Using data to drive instruction and implementing K-12 aligned instruction supported by SCASD curriculum cycle and yearly updates and revisions	Increase overall student proficiency and student growth in all academic areas

Lead Person/Position	Anticipated Timeline
Directors of curriculum	08/22/2022 - 07/01/2025

## 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)	Monthly	3d: Using Assessment in Instruction  1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	Weekly	3d: Using Assessment in Instruction	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
		1c: Setting Instructional Outcomes 1f: Designing Student Assessments 1e: Designing Coherent Instruction	
Inservice day	Yearly	4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students
Workshop(s)	Quarterly	2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

## **OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

## **EVALUATION AND REVIEW**

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

State College Area School District will review its goals a minimum of semi-annually to determine the growth and accomplishments of the targeted goals. As targeted goals for each goal are met, the district will refine and continue to monitor in order to reach the next year's targeted goal. All buildings within the district will have school-based plans that are aligned to the professional development goals and will also monitor those and report back to district-level administration as part of their evaluation. Using the PA School Climate Survey, Universal Screening Data, and academic data including state, local, and national assessments, district and building level administrators will continuously monitor and review the goals so that they can update and refine the needs addressed in the Professional Education Plan. District-level administration will semi-annual update the Board on the progress of the goals, competencies, and professional development needs for future years.

## 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.

Danielle Yoder

07/14/2022

Professional Education Committee Chairperson:

Date

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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.

Curtis Johnson

07/14/2022

Superintendent or Chief Administrative Officer:

Date