

STATE COLLEGE AREA SD

240 Villa Crest Dr

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

State College Area School District

110148002

240 Villa Crest Drive, State College , PA 16801

Danielle Yoder

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Laura Tobias	Principal	Administrator	Administration Personnel
Kelly Mark	Principal	Administrator	Administration Personnel
Jonathan Klingeman	Director	Administrator	Administration Personnel
Heather Spotts	Teacher	Elementary Teacher	Administration Personnel
Heather Pringle	Administrator	Administrator	Administration Personnel
Amy Bader	Board	Other	School Board of Directors

Name	Title	Committee Role	Appointed By
Jacqueline Huff	Board	Other	School Board of Directors
Jeanne Knouse	Director of Student Support Services	Administrator	Administration Personnel
Chris Roseblum	Communications	Administrator	Administration Personnel
Alix Croswell	Parent and Student Liason	Education Specialist	Teacher
Elana Szczensny	Community DEIB Advocate/Parent	Education Specialist	Administration Personnel
Prya Poehner	Parent	Other	Administration Personnel
Nathan Bish	Community Rep/Parent	Local Business Representative	Administration Personnel
Brad Groznik	Community Member	Community Member	Administration Personnel
Paije Davis	Library Coordinator	K-12 Teacher	Teacher
Shai McGowan	Teacher	K-12 Teacher	Teacher
Tonya Black	Director of DEIB	Administrator	Administration Personnel
Jocelyn King	Middle School Teacher	Middle School Teacher	Administration Personnel
Colleen Shehan	Teacher	Elementary Teacher	Teacher
Mary Lou Manhart	ELA Coordinator	Education Specialist	Teacher
Tyler Constable	Math Coordinator	Education Specialist	Teacher

Name	Title	Committee Role	Appointed By
Robert White	Science Coordinator	Education Specialist	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.

This committee and a variety of other sub-committees for specific subject areas met several times this year in preparation for the comprehensive plan. Student groups will meet semi-annually and other professional development sub-groups meeting 3-4 times a year to review specific goals and how they align into their respective areas.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

MTSS IMPLEMENTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Establish and maintain a district-wide MTSS steering committee to develop an action plan	A selection of building principals, directors, teachers, school psychologists, interventionists, counselors	The development of an action plan for MTSS that includes the decision-making processes of social/emotional, academic, and behavioral systems of support to support the whole child and drive instructional decisions.	Committee meeting minutes, agendas, collected communication, data review
Lead Person/Position		Anticipated Timeline	
Danielle Yoder		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)	quarterly (4 times a year)	1c: Setting Instructional Outcomes 4e: Growing and Developing Professionally	Common Ground: Culturally Relevant Sustaining Education

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 4d: Participating in a Professional Community	

MTSS INTEGRATION AND IMPLEMENTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement an action plan using the MTSS framework to support the needs of our students not meeting benchmarks on assessments and screeners.	Building and district-level MTSS teams	evidenced-based practices, structured literacy, advanced tiered supports, inclusive practices for diverse learners, data-driven decision-making, and infrastructures to support the MTSS model	Universal Screeners for SEL, Academics, behavioral data, DATR forms, agendas and formative and summative assessments, grades, IPRs
Lead Person/Position	Anticipated Timeline		
Danielle Yoder	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)	weekly	1c: Setting Instructional Outcomes 2d: Managing Student Behavior 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 4d: Participating in a Professional Community 2a: Creating an Environment of Respect and Rapport 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings

DEVELOP AND IMPLEMENT AN ELL ACTION PLAN

Action Step	Audience	Topics to be Included	Evidence of Learning
Implementation of the ELL professional development plan	All professional and support staff, administration	Evidence-based practices for ESL learners both in and out of Tier I education; data review; data-driven decisions; co-teaching and collaboration pd; culturally-relevant pedagogy	Student data; assessment data, access scores, agendas, state reports, future-ready data
Review current practices to determine barriers to ELL learning. Use this information to develop goals, change procedures where necessary and provide professional development to address current needs of our ELL population.			

Lead Person/Position	Anticipated Timeline
Jonathan Klingeman, Director of MTSS Intervention and Supports	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)	quarterly	4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	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
Inservice day	annually	4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students
Workshop(s)	annually	1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally 4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	ongoing	4d: Participating in a Professional Community 4e: Growing and Developing Professionally 3c: Engaging Students in Learning	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
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STRUCTURED LITERACY

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide structured literacy training PD to 100% of teaching staff with ESL, Elementary, Middle School, Special Education, and Reading Specialists certifications.	All professional and support staff, administration	Systemic and explicit instruction in foundational skills in English including listening, speaking, reading, spelling, and writing with an emphasis on phonology, orthography, syntax, morphology, semantics	Attendance at training, feedback forms, follow-up conversations in data meetings, observation reflections, SPMs, and Differentiated Instruction
Lead Person/Position		Anticipated Timeline	
Chris Merritt, Supervisor of Curriculum		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)	ongoing at least annually	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
		1e: Designing Coherent Instruction 4e: Growing and Developing Professionally	
Inservice day	ongoing	4e: Growing and Developing Professionally 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

DATA-DRIVEN DECISION MAKING USING AN MTSS SYSTEM

Action Step	Audience	Topics to be Included	Evidence of Learning
Analyze assessment results of Keystones, PSSAs, and Acadience and create building improvement plans to increase student proficiency and/or growth projections in ELA and mathematics.	All professional and support staff; administration	Assessment data training including but not limited to Acadience, MAP, eMetric, PVAAS, attendance, and discipline; data-driven decision-making to determine root cause and instructional match; culturally-responsive teaching and learning; focus on and plans to support marginalized learners; disaggregating data to achieve equitable outcomes	Assessment data, future-ready data, meeting the action steps of the goals of the building level plans, data to show focus on the building level plan goals; meeting notes and agenda of MTSS data team meetings; Board reports

Lead Person/Position**Anticipated Timeline**

Jonathan Bucher, Assistant Superintendent for Secondary Students

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)	weekly	1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 4d: Participating in a Professional Community 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA-INFORMED TRAINING

Audience	Topics to be Included	Evidence of Learning
All Professional and Support Staff Members	Trauma-informed care training for all staff	Survey/Certificate of Completion

Lead Person/Position	Anticipated Timeline
Director of Student Services	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
Inservice day	yearly	2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	At Least 1-hour of Trauma-informed Care Training for All Staff

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
Professional Ethics Program Framework Guidelines	Professional Standards and Practices Commission	survey

Lead Person/Position	Anticipated Timeline
Director of Human Resources	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)	As needed/at least yearly at Induction	4f: Showing Professionalism 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching	Professional Ethics

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 para-professionals at the elementary and middle school levels; all administrators; high school ELA teachers, all new professional staff members as part of an induction process

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.

Each year, a yearly update will be provided to the Board of Directors at a public meeting. As a way to track and review each of the specific targeted goals, all schools within the district are required to develop School Improvement Plans that are specifically aligned to the goals found within this Future Ready Plan and are aligned to the Professional Development Goals. The school administrator will have a building team who will review the district goals and set goals within their school to target the individual needs of each building. All School Improvement Plans will have action steps to help the school meet the District level goals. These School Improvement Plans are aligned to their Principal Performance Goal and updates will be recorded at least two times a year. The plans will be reviewed at mid-year and then at the end of the year. It is important to note that some reports needed to track the progress of the goals (such as data found in the Future Ready Index) will be delayed but will be reported to the Board at a public meeting once the State releases the data each school year.

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

02/19/2024

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.

Curtis Johnson

02/19/2024

Superintendent or Chief Administrative Officer:

Date