

TURKEYFOOT VALLEY AREA SD

172 Turkeyfoot Rd

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

Turkeyfoot Valley Area School District
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Nicole Dice	Superintendent	Nicole Dice	Administration Personnel
Christopher Shilk	Principal	Christopher Shilk	Administration Personnel
Amanda Hoover	Parent	Amanda Hoover	School Board of Directors
Angela Bonnell	Parent	Angela Bonnell	School Board of Directors
Megan Barlow	Federal Programs Coordinator	Megan Barlow	Education Specialist
Jody Gary	Teacher	Jody Gary	Teacher

Name	Title	Committee Role	Appointed By
Hannah Short	Teacher	Hannah Short	Teacher
Christina Bowman	Teacher	Christina Bowman	Education Specialist
Natalie Perez	Local Business Owner	Natalie Perez	School Board of Directors
John Truskey	Teacher	John Truskey	Teacher
Christine Keefer	Community Member	Christine Keefer	School Board of Directors

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 meets annually to evaluate the effectiveness of the plan and to review data and plan effectiveness.

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

MENTOR TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Train staff to be mentors. Schedule time for mentoring in grade levels 1-12. Implement a mentor program.	Staff designated as mentors	Reasons to have mentoring Strategies for mentoring Resources to use for mentoring	Sign in and sign out sheets and professional development activity evaluation
Lead Person/Position		Anticipated Timeline	
Principal		08/15/2022 - 02/15/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1-4 sessions as needed		

LEARNING PROGRESSIONS TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Students will be reassessed and reassigned to groups for remediation every 4 weeks or as needed.	Instructional coaches and Instructional staff	Learning progressions model Student assessment Use of data Instructional resources Instructional expectations Learner support	Sign in and sig out sheets and professional development activity evaluation
Lead Person/Position		Anticipated Timeline	
Principal		08/15/2022 - 06/02/2023	

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 or as needed		Language and Literacy Acquisition for All Students

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

EVALUATION AND REVIEW

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

Turkeyfoot Valley Area School District's belief is that the single greatest effect on student achievement is the effectiveness of the teacher. The goal of the districts Professional Development Plan is to promote student learning by empowering teachers to: gain knowledge about their subject area and the PA Core Standards; to develop new and emerging instructional teaching strategies; to understand student's social and emotional growth; and to attain high standards of student achievement. It is the belief of the administrative team that in order to successfully meet our goals we need to look closely at the data to not only drive the process of comprehensive planning but to support its ongoing success by developing a Professional Development Plan reflective of the needs of our students and faculty. The foundational component in developing our Professional Development Plan is student achievement data. The district administration and teachers annually complete a skills area analysis from the PSSA, NWEA MAP, DIBELS, IRLA, and Keystone results. The highlights of this data will be reviewed and discussed by administration at teacher data meetings and grade level meetings. As a result of this communication of data results recommendations will be taken to the administrative team for targeted professional development planning. The district conducts a needs assessment survey every spring to determine professional development needs. This data is used by the administrative team to create the detailed yearly professional development plan. The team will annually survey the staff in order to stay attuned to their professional needs. No more than six professional development initiatives are planned during any given year in our three year professional development 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