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

Public School District

103026002

3590 O'Neil Blvd., McKeesport, PA 15132

Angela Cale

acale@mckasd.net

412-664-3622 X 3622

Tia M. Wanzo

twanzo@mckasd.net

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Melissa Capozzoli	Math Coach	Middle School Teacher	Administration Personnel
Jill Medich	Reading Coach	Elementary Teacher	Administration Personnel
Erica Guadalupe	Reading Coach	Elementary Teacher	Administration Personnel
Amy Dellapenna	Reading Cordinator	Education Specialist	Administration Personnel
Heather Hall	Parent	Parent of Child Attending	Administration Personnel
Barbara Stevenson	Community Member	Community Member	School Board of Directors

Name	Title	Committee Role	Appointed By
Paul Sweda	Administrator	Administrator	Administration Personnel
Jeff List	Local Firefighter	Local Business Representative	School Board of Directors
Jane L. Coughenour	Director of Federal Programs	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 annual meeting of the Professional Development (PDE ACT 48) Steering Committee is a crucial event that plays a central role in shaping the professional growth and development opportunities for educators in a school district or educational institution. This meeting typically brings together a diverse group of stakeholders, including teachers, administrators, curriculum specialists, and sometimes community members, to collaboratively plan, evaluate, and refine the professional development programs offered throughout the academic year. During this meeting, committee members review the previous year's professional development initiatives, assessing their impact on educators and students. They analyze data, gather feedback from participants, and consider the alignment of these programs with district goals and educational standards. This evaluation process helps identify successful strategies and areas for improvement, enabling the committee to make data-driven decisions about the future direction of professional development efforts. One of the primary goals of the annual PDE ACT 48 Steering Committee meeting is to plan and design the upcoming year's professional development activities. Committee members discuss the specific needs of educators within the district, emerging educational trends, and changes in curriculum or instructional methods. They use this information to develop a comprehensive and balanced professional development calendar, which may include workshops, conferences, mentoring programs, online courses, and other learning opportunities. The meeting's outcome is a well-structured and tailored professional development plan that aims to enhance teaching and learning in the district and ensure educators meet ACT 48 requirements. Furthermore, the annual meeting serves as a platform for collaboration and communication among committee members. It provides an opportunity for educators to share their expertise, exchange ideas, and foster a supportive professional community. The committee also addresses logistical

aspects, such as budgeting, scheduling, and resource allocation, to ensure the successful implementation of the planned activities. Overall, the once-a-year gathering of the PDE ACT 48 Steering Committee is a pivotal event that drives the continuous improvement of professional development efforts and ultimately benefits both educators and students within the educational institution.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

STRUCTURED LITERACY TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Train teachers and staff holding certifications in PreK-2, Upper Elementary and Middle School ELA, Special Education Teachers, Reading Specialists, and ESL Teachers in Structured Literacy.	All early childhood, elementary and middle teachers, all special education and English as a second language.	The Pennsylvania Department of Education (PDE) Structured Literacy Program encompasses a range of topics and strategies designed to support students' literacy development. Structured literacy programs are evidence-based approaches to teaching reading and writing that emphasize explicit and systematic instruction. Here are some key topics typically covered in such programs: Phonemic Awareness: Instruction begins with phonemic awareness, teaching students to recognize and manipulate individual sounds (phonemes) in spoken language. Phonics: Students learn the relationships between letters (graphemes) and sounds (phonemes), including consonant and vowel sounds, consonant blends, and digraphs. Decoding Skills: Instruction focuses on teaching students how to decode, or sound out, words using phonics and word analysis skills. Syllable Types: Students learn about different syllable types (closed, open, silent e, etc.) and how they affect pronunciation and spelling. Fluency: Strategies for improving reading fluency, including reading with expression, accuracy, and appropriate pacing, are taught. Vocabulary Development: Building a strong vocabulary is crucial, and structured literacy programs often include strategies for developing word knowledge. Comprehension Strategies: Students are taught comprehension strategies such as making predictions, summarizing, questioning, and making connections to improve their understanding of text. Spelling Rules: Instruction in spelling rules and patterns helps students become better spellers and reinforces their decoding skills. Writing Skills: Structured literacy programs often include writing instruction, covering topics like sentence structure, grammar, and the writing process. Morphology: Understanding the structure and meaning of morphemes	Formative Assessment Survey for Certificate of Completion, Sign-in Sheets,

Action Step	Audience	Topics to be Included	Evidence of Learning
		(the smallest units of language) is important for reading and spelling. Syntax: Syntax instruction helps students understand the rules governing sentence structure and sentence comprehension. Reading Comprehension: Beyond basic comprehension strategies, structured literacy programs address higher-level reading comprehension skills, including critical thinking and text analysis. Assessment: Structured literacy programs often include assessment tools and procedures to monitor student progress and adjust instruction accordingly. Multisensory Approaches: Many programs incorporate multisensory techniques, such as using tactile and kinesthetic methods alongside visual and auditory instruction. Individualized Instruction: Structured literacy programs recognize that students may progress at different rates and provide strategies for tailoring instruction to individual needs.	

Lead Person/Position	Anticipated Timeline
Paul Sweda- Academic Interim Director, Principals	11/01/2023 - 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)	Ongoing		Structured Literacy

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

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?	2023-2024
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 areas will be trained.	
Is the LEA using or planning to implement Structured Literacy (Select One)? Hybrid, Structured Literacy components integrated into reading program.	

EVALUATION AND REVIEW

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

Evaluating and reviewing the McKeesport Area School District Professional Education Plan (PEP) involves a comprehensive process that assesses various aspects, including student outcomes, participants' use of new knowledge and skills, participants' learning, participant reactions, and organizational support and change. Here are the procedures for evaluating each of these areas: Student Outcomes: Collect data on student performance and achievement, including standardized test scores, course grades, and other relevant metrics. Analyze the data to identify trends and patterns in student outcomes before and after the implementation of the PEP. Consider qualitative feedback from teachers, parents, and students regarding changes in student behavior, engagement, and overall well-being. Use the data and feedback to assess the impact of the PEP on student learning and make any necessary adjustments to the plan. Participants' Use of New Knowledge and Skills: Conduct surveys, interviews, or observations to gauge how educators and staff are applying the new knowledge and skills acquired through the PEP. Evaluate the extent to which participants are implementing best practices and strategies in their classrooms or roles. Identify barriers or challenges that may hinder the effective use of new knowledge and skills. Provide ongoing support and professional development opportunities to help participants effectively apply what they've learned. Participants' Learning: Assess participants' knowledge and skills acquisition through pre- and post-assessments, self-assessments, or evaluations by trainers and mentors. Consider participant feedback on the quality, relevance, and effectiveness of the professional development activities. Use data on participants' learning to refine and tailor future training and development opportunities. Participant Reaction: Gather feedback from participants through surveys, focus groups, or anonymous evaluations. Assess participant satisfaction with the content, format, and delivery of the PEP. Pay attention to comments and suggestions for improvement provided by participants. Use this feedback to make immediate adjustments to the current PEP and inform the planning of future professional development offerings. Organization Support and Change: Examine the level of support and commitment from school district leadership and administrators in implementing the PEP. Review any changes or adaptations made within the organization to accommodate the PEP. Assess the alignment of the PEP with the district's strategic goals and priorities. Consider the allocation of resources, time, and personnel to support the PEP's success. Regularly scheduled meetings or reviews involving key stakeholders, such as educators, administrators, parents, and community members, should be an integral part of the evaluation process. This collaborative approach ensures that the evaluation is

comprehensive, and findings are used to inform continuous improvement efforts within the McKeesport Area School District.

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.

Angela L. Cale   10/05/2023

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.

Tia Wanzo   09/27/2023

Superintendent or Chief Administrative Officer: Date