

MCKEESPORT AREA TECH CTR

1960 Eden Park Boulevard

Professional Development Plan (Act 48) | 2023 - 2026

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

Comprehensive Technology Education Program

103026037

3590 O'Neil Blvd., McKeesport, PA 15132

Tia Wanzo

twanzo@mckasd.net

412-664-3612 X 3612

Tia 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 Coordinator	Education Specialist	Administration Personnel
Barbara Stevenson	Community Member	Community Member	School Board of Directors
Heather Hall	Parent	Parent of Child Attending	Administration Personnel

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
Tia M. Wanzo	Superintendent	Administrator	School Board of Directors
Milan Kiska	CTC Director	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.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

MATH CURRICULUM TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development for the Math Curriculum	All teachers who teach Math	What is in the curriculum? How should it be taught? What are the expectations for both students and teachers?	Teacher Evaluations
Lead Person/Position		Anticipated Timeline	
Math Coordinator		01/21/2025 - 08/31/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Ongoing	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

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.

Tia M. Wanzo

10/31/2023

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.

Tia M. Wanzo

10/31/2023

Superintendent or Chief Administrative Officer:

Date