

SENECA VALLEY SD

124 Seneca School Rd

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 three 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, it 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

Seneca Valley School District

104107903

124 Seneca School Road, Harmony, PA 16037

Dr. Marie Palano

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Dr. Tracy Vitale

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Mike Jacobs	School Board Member	Parent of Child Attending	School Board of Directors
Fred Peterson	School Board Member	Community Member	School Board of Directors
Marie Palano	Assistant Superintendent	Administrator	Administration Personnel
Kyra Bobak	Director of Human Resources	Administrator	Administration Personnel
Bridget Miller	Assistant Principal	Administrator	Administration Personnel
Chet Henderson	Assistant Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Megan Anderson	Teacher	Elementary Teacher	Teacher
Alaina Coon	Teacher	Elementary Teacher	Teacher
Kathleen Kessler	Teacher	Elementary Teacher	Teacher
Tyler Mesisca	Teacher	K-12 Teacher	Teacher
Jennifer Shipe	School Counselor	Education Specialist	Education Specialist
Danielle Reynolds	Teacher	K-12 Teacher	Teacher
Lora Nickel	Reading Specialist	Education Specialist	Education Specialist
Kenneth Macek	Teacher	High School Teacher	Teacher
Aaron Shafer	Teacher	High School Teacher	Teacher
Michele Russo	Teacher	High School Teacher	Teacher
Kara Andres	Teacher	High School Teacher	Teacher
Tammie Limmer	School Counselor	Education Specialist	Education Specialist
Todd Schoeffel	Teacher	High School Teacher	Teacher
Daniel Dickey	Teacher	Middle School Teacher	Teacher
Kurt McNaught	Teacher	Middle School Teacher	Teacher

Name	Title	Committee Role	Appointed ☐☐
Elizabeth Williams	School Nurse	Education Specialist	Teacher
Jenifer McMurray	Teacher	High School Teacher	Teacher
Jennifer Cenna	Teacher	Middle School Teacher	Teacher
Eva Herman	Teacher	High School Teacher	Teacher
Stephen Wolfe	Teacher	High School Teacher	Teacher
Christina Hollowood	Teacher	High School Teacher	Teacher
Dr. Joel Roth	Curriculum Director for Hopewell School District	Parent of Child Attending	School Board of Directors
Mary Hess	Zelienople Council	Local Business Representative	School Board of Directors
Millie Rodriguez	Director of Online Education, CCAC	Parent of Child Attending	School Board of Directors
Lisa Sperry	Parent	Parent of Child Attending	School Board of Directors
Georgie Smigel	Coldwell Banker	Local Business Representative	School Board of Directors
Steve Green	President of Glade Run Lutheran Services	Local Business Representative	School Board of Directors
Jim Boltz	President of Pittsburgh North Regional Chamber	Local Business Representative	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-at-Large convenes during the Comprehensive Planning process to provide input and recommend topics for professional development to better support students and families. The curriculum committees (subcommittees) are comprised of central office administrators, teachers and Seneca Valley Education Association (SVEA) leaders who meet regularly to discuss and evaluate the effectiveness of professional development. The schoolwide planning committees (subcommittees) in Title I designated schools meet at least annually to provide input in multiple areas including professional development. Annual Title I Meetings in Title I designated schools allow for stakeholder feedback in the area of professional development.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

DATA-INFORMED DECISION-MAKING

Action Step	Audience	Topics to be Included	Evidence of Learning
The District will develop a framework to identify trends in student learning outcomes as measured by academic achievement, growth and behavior data that will be disaggregated by student groups at the building level.	Administrators and Professional Staff	Improved Student Achievement, Targeted Interventions, Reduction in Achievement Gaps, Increased Educator Collaboration	By addressing these topics, professional development will contribute to improved student achievement, attendance, behavior and parental involvement.
Lead Person/Position		Anticipated Timeline	
Central Office Administrators		07/01/2025 - 07/01/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Training will occur throughout the 2024-2025 school year.	4b: Maintaining Accurate Records 1c: Setting Instructional	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
		Outcomes	
		3d: Using Assessment in Instruction	

PROFILE OF A LEARNER

Action Step	Audience	Topics to be Included	Evidence of Learning
The District will define districtwide expectations to specific the progressive development of personal and interpersonal competencies that students should develop and demonstrate as they advance through the grade levels.	Administrators and Professional Staff	Understanding Dispositions, Reflective Practices, Resilience and Problem Solving, Student-Centered Approaches, Application in the Classroom	By addressing these topics, professional development will contribute to the development of positive teacher and student dispositions that are essential for creating a supportive and effective learning environment.
Lead Person/Position		Anticipated Timeline	
Central Office Administrators		07/01/2024 - 07/01/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Curriculum Committees will continue to meet three times per year per grade level/subject.	2d: Managing Student Behavior 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Administrators and Professional Staff	Essential Principals and Practices (Why reading Instruction is a priority, oral language and literacy connection, areas of the brain involved in reading, essential components of reading instruction, reading difficulties)	By addressing these topics, teachers will be able to better understand how language proficiency, reading, spelling and writing achievement are strongly related to one another.
Lead Person/Position		Anticipated Timeline
Literacy Committee		10/02/2023 - 06/02/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	Annual	Ic: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTING

Audience	Topics to be Included	Evidence of Learning
Administrators and Professional Staff	Training to ensure that teachers understand how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.	By addressing these topics, teachers will be able to utilize a variety of instructional strategies to engage students and gauge students' understanding and progress.
Lead Person/Position	Anticipated Timeline	
Assistant Superintendents	07/01/2024 - 07/01/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Ongoing	2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings

TRAUMA-INFORMED CARE TRAINING FOR ALL STAFF

Audience	Topics to be Included	Evidence of Learning
Administrators and Professional Staff	Training to ensure that teachers understand how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.	By addressing these topics, teachers will be able to foster achievement of diverse learners by creating a welcoming classroom environment and a positive culture for learning.
Lead Person/Position	Anticipated Timeline	
Student Services	07/01/2024 - 07/01/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	Annual	2b: Establishing a Culture for Learning	At Least One-hour of Trauma-informed Care Training for All Staff

STRUCTURED LITERACY PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
Administrators and Professional Staff	Evidence-based intervention practices on structured literacy, explicit and systematic instruction in phonological and phonemic awareness, the alphabetic principle, decoding and encoding, fluency and vocabulary and reading comprehension and building content knowledge.	By addressing these topics, teachers will be able to better understand how language proficiency, reading, spelling and writing achievement are strongly related to one another.
Lead Person/Position		Anticipated Timeline
Assistant Superintendent		07/01/2024 - 07/01/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	Ongoing	4a: Reflecting on Teaching	Structured Literacy

EQUITABLE PRACTICES

Audience	Topics to be Included	Evidence of Learning
Administrators and Professional Staff	Equity for all students, eliminating barriers that inhibit the success of all students, approaches to mental wellness, trauma-informed approaches to instruction, understanding factors that inhibit equitable access for all students.	By addressing these topics, teachers will be able to foster achievement of diverse learners by creating a welcoming classroom environment and a positive culture for learning.
Lead Person/Position		Anticipated Timeline
Supervisor of Equity		07/01/2024 - 07/01/2027

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)	Ongoing	Ib: Demonstrating Knowledge of Students	Common Ground: Culturally Relevant Sustaining Education

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
Administrators and Professional Staff	Standards of behavior, values and principles that inform and guide professional decision-making	By addressing these topics, administrators and teachers will know and understand the standards of behavior, values and principles detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.
Lead Person/Position		Anticipated Timeline
Human Resources Department		07/01/2024 - 07/01/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	Annual	4f: Showing Professionalism 4d: Participating in a Professional Community	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 one 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, ELL and reading specialist)?

Additional staff participation is at the discretion of the building administration.

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.

Knowledge and skills acquired during training will be applied within the school environment to improve the overall learning culture in classrooms and throughout district buildings. Participants will have the ability to provide feedback upon completion of each training session to evaluate the validity and utility of topics and resources presented. Results will be reviewed and used to inform future training opportunities.

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.

Dr. Marie Palano
Professional Education Committee Chairperson:

01/27/2024
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