

PINE-RICHLAND SD

702 Warrendale Rd

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

Pine-Richland School District

103021003

702 Warrendale Road, Gibsonia, Pennsylvania 15044

Kristen Justus

kjustus@pinerichland.org

7246257773 X 6121

Brian R Miller

brmiller@pinerichland.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Jamie Rucker	Asst. Facilities Director	Administrator	Administration Personnel
Christina Brussalis	Board Director	Other	School Board of Directors
Joseph Gironda	Athletic Director	Administrator	Administration Personnel
Heather Bianco	Intervention Specialist	Education Specialist	Education Specialist

Name	Title	Committee Role	Appointed By
Dan Carnovale	Business Representative	Local Business Representative	School Board of Directors
Tim Converse	High School Teacher	High School Teacher	Teacher
Tish Miller	PTO President at Eden Hall Upper Elementary School and Parent	Parent of Child Attending	School Board of Directors
Sara Dindak	Administrative Support	Other	Administration Personnel
Joseph Domagala	Assistant Principal at Eden Hall Upper Elementary School	Administrator	Administration Personnel
Neil English	Parent of a Child at the High School and Area Educational Administrator	Parent of Child Attending	School Board of Directors
Anna Frank	Business Representative - First Commonwealth Bank	Local Business Representative	School Board of Directors
Brian Glickman	Director of Human Resources	Administrator	Administration Personnel
Erika Graham	Family Consumer Science Teacher - Middle School	Middle School Teacher	Teacher
Erin Hasinger	Director of Communications	Administrator	Administration

Name	Title	Committee Role	Appointed By
			Personnel
Kelly Henderson	Community Representative - Chatham University Program Coordinator	Community Member	School Board of Directors
Frank Hernandez	Principal at Pine-Richland High School	Administrator	Administration Personnel
Susan Hong-Bang	Parent Representative - High School	Parent of Child Attending	School Board of Directors
Tasha Norfleet	Parent of Elementary School Child - Richland Elementary School	Parent of Child Attending	School Board of Directors
Noel Hustwit	Director of Student Services and Special Education	Administrator	Administration Personnel
Kristen Justus	Assistant Superintendent for Elementary Education	Administrator	Administration Personnel
Dana Kirk	Director of Finance	Administrator	Administration Personnel
Greta Kuzilla	Principal at Hance Elementary School (K-3)	Administrator	Administration Personnel
Philip LeDuc	Parent of a Child at the Middle School	Parent of Child Attending	School Board of Directors

Name	Title	Committee Role	Appointed By
Deb Lund	Executive Director of Pine-Richland Opportunities Fund	Community Member	School Board of Directors
Ashley Thorne	Director of Stepping Stones School-Age Child Care Program	Community Member	School Board of Directors
Joe Cassidy	Board Director	Other	School Board of Directors
Matthew Mehalik	Board Director	Other	School Board of Directors
Carla Meyer	Board Director	Other	School Board of Directors
Brian Miller	Superintendent of Schools	Administrator	Administration Personnel
Jen Miller	School Counselor at Eden Hall Upper Elementary School	Education Specialist	Education Specialist
Jacob Minsinger	Assistant Principal at Pine-Richland Middle School	Administrator	Administration Personnel
Maura Paczan	Lead School Psychologist and New Director of Student Services	Education Specialist	Education Specialist
Michael	Assistant Superintendent for Secondary Education & Curriculum	Administrator	Administration

Name	Title	Committee Role	Appointed By
Pasquinelli			Personnel
Joni Patsko	Community Representative - Parks and Recreation Director at Pine Township	Community Member	School Board of Directors
Michelle Plowey	Parent of Child at Eden Hall Upper Elementary School	Parent of Child Attending	School Board of Directors
Michelle Chiles	Parent of Child at Hance Elementary School	Parent of Child Attending	School Board of Directors
Sarah Prins	First Grade Teacher at Hance Elementary School	Elementary Teacher	Teacher
Jason Prucey	Middle School English Language Arts Teacher	Middle School Teacher	Teacher
Kathleen Ravotti	Parent of Child at Middle School	Parent of Child Attending	School Board of Directors
Tanecia Redlinger	Parent of Child at Wexford Elementary School	Parent of Child Attending	School Board of Directors
Matt Roberts	High School Social Studies Teacher	High School Teacher	Teacher
Michelle Schonbachler	School Nurse Department Chair/Leadership Council Member and High School Nurse	Education Specialist	Education Specialist

Name	Title	Committee Role	Appointed By
Beth Shenefiel	Librarian at Eden Hall Upper Elementary School and Library Academic Leadership Council Member	Education Specialist	Education Specialist
Darrell Smalley	Parent of Child at Eden Hall Upper Elementary School	Parent of Child Attending	School Board of Directors
Shawn Stuebener	Director of Technology	Administrator	Administration Personnel
Susan Duffy	Support Professional and President of the Bargaining Unit and School Counseling Secretary at Pine-Richland High School	Other	Administration Personnel
Chris Vins	Third Grade Teacher at Wexford Elementary School and President of the Pine-Richland Education Association	Elementary Teacher	Teacher
Jason Watkins	A.W. Beattie Career Center Administrator - Community Representative	Community Member	School Board of Directors
Carolyn Will	Administrative Assistant - Administrative Support Team	Other	Administration Personnel
Barbara Williams	Administrative Assistant and School Board Secretary - Administrative Support	Other	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 committee has met twice annually. While the committee met in person in the past, we have increased participation and engagement by holding the committees virtually through the pandemic and continued this practice going forward. In addition to the committee meetings, we provide updated metrics to the committees based on the ratings given by staff members taking part in the professional development experiences across three key measures. Teacher and educational support leaders, in the form of Academic Leadership Council Members, our school principals, and our senior leadership team collaborate on the professional development activities by specific work group prior to each professional development opportunity throughout the year, based on the feedback from this oversight committee and in alignment with the strategic plan and other in-depth program review recommendations for implementation.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

PROFESSIONAL DEVELOPMENT PLAN IN-SERVICE SESSIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
Review relevant state and/or national standards to ensure PRSD curriculum meets or exceeds requirements.	All teachers and administrators	PRSD unit-based curriculum framework (i.e., unit, pacing, big ideas, learning goals, learning activities, standards-alignment, materials/resources, and assessments), lesson study and differentiated instructional approach, assessment analysis using the PRSD 3 Big Ideas of Assessment to drive curricular and instructional improvements.	Horizontally and vertically aligned curriculum that meets or exceeds PDE Academic Standards, national standards (where appropriate) or local standards; common assessment data in aggregated reports with identified areas of relative strength and opportunity; revisions to curriculum, instructional approach including evidence of differentiation in weekly lesson plans, and revisions to common assessments to strengthen utility of data gleaned.
Develop a systematic process for relevant teacher teams to analyze results from STAR 360 (if applicable) and local, common assessments to drive decisions related to instruction (at grade level, enrichment, and/or remediation)			
Develop a systematic process to identify best practices for differentiation across grade levels and			

Action Step	Audience	Topics to be Included	Evidence of Learning
content areas and provide professional development in horizontal and vertical teams using the lesson study process.			
Lead Person/Position	Anticipated Timeline		
Assistant Superintendents for Secondary and Elementary Education and Curriculum	07/01/2023 - 06/30/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Fall Semester and Spring Semester	1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	After the quarterly common assessments (4) and after each of the 3 STAR 360 universal screening benchmarks for ELA/Math as applicable	1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
		3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4b: Maintaining Accurate Records 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching	
Lesson studies	2 Departmental/Grade Level Team Meetings Each Quarter (total of 8)	1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness 1e: Designing Coherent	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Instruction 3a: Communicating with Students 4b: Maintaining Accurate Records 2e: Organizing Physical Space 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

EVALUATION AND REVIEW

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

Professional development plans are reviewed twice annually with our Professional Development Oversight Committee, once at the end of each semester, with a preview of the activities planned for the coming semester. During the summer months, a calendar for all in-service day designations is put together. Required professional development training sessions are embedded throughout the calendar in a prioritized manner. Much of the short term actions in our strategic plan, specifically including those under our category of Teaching and Learning and reflected within the In-Depth Program Reviews and recommendations, lay out the professional development required to help each program improve. Those recommendations are formed over a year-long study with input from staff, students, and community and in consultation with external partners, including other K-12 exemplar organizations, buildings, programs, or individuals, as well as businesses and potential employers connected to the program/department being reviewed. In designing each professional development session, a template is completed collaboratively by grade level/departmental Academic Leadership Council members (e.g. teachers), building principals, and district administrators. This template cites the specific audience for whom this professional development is most relevant, given that we differentiate our sessions routinely. Learning goals and measurable outcomes must be defined within this template, as we recognize and reflect the Kirkpatrick Framework for development. Staff members have to go beyond "knowing" the information to "doing" a specific action with the information to benefit the students. Ongoing opportunities for scaffolding and threading of the training topic are provided through the template as well, reviewed by the relevant district administrator. Intentionally, the Act 48 form is specifically aligned to these areas of measurement and ask staff to reflect whether or not they will be able to make changes in the classroom and with the students as a result of the training. Our Act 48 scale is consistently reflected on a 4-point scale. The ratings across each category are consistently in the 3.8-4.0 range for each question asked. Open-ended feedback is gathered as well to inform next steps with those planning and delivering the professional development sessions. These metrics are shared with the oversight committee twice annually as well for transparency and accountability sake.

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.

Kristen M. Justus

04/13/2023

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.

Brian Miller

03/01/2023

Superintendent or Chief Administrative Officer:

Date