

CONEWAGO VALLEY SD

130 Berlin Rd

Professional Development Plan (Act 48) | 2025 - 2028

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

School District

112011603

130 Berlin Rd, New Oxford, PA 17350

Dr. Brad Sterner

sternerb@cvcolonials.org

717-624-2157 X 1005

Dr Sharon A Perry

perrys@cvcolonials.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Christopher Bowman	Principal, New Oxford High School	Administrator	Administration Personnel
Dr. Alecia Kraus	Asst. Principal, New Oxford High School	Administrator	Administration Personnel
John Beeman	Asst. Principal, New Oxford High School	Administrator	Administration Personnel
Drew Little	Principal, Colonial Career and Technical Center	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Dr. Brad Sterner	Assistant Superintendent	Administrator	Administration Personnel
Dr. Charlie Trovato	Director of Curriculum	Administrator	Administration Personnel
Dr. Stephanie Corbin	Director of Special Education and Student Services	Administrator	Administration Personnel
Lorrie Hrycek	Supervisor of Special Education and Student Services	Administrator	Administration Personnel
Josh Schaffer	Principal, New Oxford Middle School	Administrator	Administration Personnel
Dr. Garry Himes	Assistant Principal, New Oxford Middle School	Administrator	Administration Personnel
Christopher Cobb	Principal, New Oxford Elementary School	Administrator	Administration Personnel
Jenna Stiner	Dean of Students, New Oxford Elementary School	Education Specialist	Administration Personnel
Christen Manari	Principal, Conewago Township Elementary School	Administrator	Administration Personnel
Darrell Crabbs	Dean of Students, Conewago Township Elementary School	Education Specialist	Administration

Name	Title	Committee Role	Appointed By
			Personnel
Christina McLaughlin	Principal, Conewago Valley Intermediate School	Administrator	Administration Personnel
Laura Hartlaub	Kindergarten Teacher, Conewago Township Elementary School	Elementary Teacher	Administration Personnel
Josh Lovejoy	Director of Human Resources	Administrator	Administration Personnel
Ashely Sprankle	Parent	Parent of Child Attending	Administration Personnel
Kara Olewiler	Science Teacher, New Oxford High School	High School Teacher	Administration Personnel
Joanna Knott	Media Specialist, Conewago Valley Intermediate School	Education Specialist	Administration Personnel
Emily Kress	Technology Coach	Education Specialist	Administration Personnel
Jennifer Shearer	Media Specialist, New Oxford Elementary School	Elementary Teacher	Administration Personnel
Eva Karkuff	ELA Teacher, New Oxford Middle School	Middle School Teacher	Administration Personnel

Name	Title	Committee Role	Appointed By
Matthew Muller	Director of Safety and Communications	Administrator	Administration Personnel
Shaun Wagner	Dean of Students, Conewago Valley Intermediate School	Education Specialist	Administration Personnel
Mark Herb	Assistant Principal, Conewago Valley Intermediate School	Administrator	Administration Personnel
Dr. Nancy Herb	Principal, New Oxford High School	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 district professional learning team meets quarterly (4x per year) to discuss and plan for the professional learning needs of administrative, professional, and support staff. The team also reviews professional learning survey data from prior in-service days to extract strengths and growth areas that will help to inform supports for staff during upcoming in-service days. The team is also responsible for informing the master professional learning matrix that is maintained by the Office of the Assistant Superintendent.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

INSTRUCTIONAL ROUNDS

Action Step	Audience	Topics to be Included	Evidence of Learning
CVSD will operate quarterly instructional rounds where teachers and administrators work together to learn and grow, maintain consistency, and build community.	Building Administration	Instructional Rounds	The implementation of Instructional Rounds at all buildings
Lead Person/Position	Anticipated Timeline		
Assistant Superintendent	07/01/2025 - 07/01/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	Quarterly		Indicator 13 Effective Practices in Transition Training

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**

When is the first year the LEA will offer Structured Literacy Training to the staff?

2025-
2026

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)?

Administrative staff

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.

The following are the procedures we will follow for evaluating and reviewing our Professional Education Plan:

Participant Reaction: Surveys will be used at the conclusion of each professional education session, participants will complete professional learning surveys to evaluate their reactions to the content, instruction quality, and overall experience. We will also use our District Professional Learning Committee to take part in focus groups or interviews to provide more in-depth reactions and suggestions for improvement of future professional learning opportunities within our district.

Participant Learning: Each year we will administer our Professional Learning Annual Survey. The data from this district-wide survey will be taken to the District Professional Learning Committee to examine. The committee will begin to develop the professional learning opportunities for the upcoming school year as a result of both professional and support staff feedback.

Observations: Supervisors, coaches, or peers may develop and present professional learning opportunities for their peers during both our inservice and Act 80 days.

Student Outcomes: Student performance data, such as test scores, assessments, and classroom performance, will be analyzed to determine any correlations between the professional education of the participants and improved student outcomes. We will use our comprehensive assessment schedule to help guide those discussions.

Organization Support and Change: Leadership and administrators will assess whether organizational support for professional education is sufficient, identifying any needs for further resources, structural changes, or leadership support. Any shifts in organizational policies or cultural practices that stem from the professional education plan will be documented and evaluated. We will also assess whether changes in support systems (technology, collaboration structures, etc.) have been effective in promoting the implementation of new knowledge and skills. We will use the work during our Technology Visioning to guide our next steps in instructional technology practices.

Annual Plan Review Meetings: A committee of administrators, teachers, and stakeholders (District Professional Learning Committee) will meet quarterly to review the outcomes of the professional education plan. These meetings will involve an analysis of participant feedback, learning, implementation, student outcomes, and organizational change.

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. Brad Sterner

Professional Education Committee Chairperson:

11/26/2024

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