

## GETTYSBURG AREA SD

900 Biglerville Rd

Professional Development Plan (Act 48) | 2025 - 2028

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### 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

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Jeffrey Matzner	Assistant Superintendent	Administrator	Administration Personnel
Ann Baum	Director of Education Technology	Education Specialist	Education Specialist
Kristy Caywood	Middle School Principal	Administrator	Administration Personnel
Shelly Lappi	Elementary Principal	Administrator	Administration Personnel
Al Moyer	School Board Member	Community Member	School Board of Directors
Carrie Soliday	Community Member	Local Business Representative	School Board of Directors

Name	Title	Committee Role	Appointed By
Dave Harnish	Parent	Parent of Child Attending	School Board of Directors
Rachel Wenk	Elementary Teacher	Elementary Teacher	Teacher
Linnia Johnson	Middle School Teacher	Middle School Teacher	Teacher
Michelle Sokol	High School Teacher	High School Teacher	Teacher

**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 will meet four times per school year - quarterly. Other staff not serving on the FRCCP Steering Committee are involved in planning the professional development activities for the professional and classified staff.

# ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

## EDUCLIMBER

Action Step	Audience	Topics to be Included	Evidence of Learning
Empower instructional teams to use data and take action that drives student learning forward and shares key information with stakeholders	Building level data teams	Analyze student data and use insights to guide instruction, apply targeted interventions, and create personalized learning plans.	Targeted interventions and personalized learning plans
Lead Person/Position		Anticipated Timeline	
Instructional Technology Director/Assistant Superintendent		08/14/2025 - 05/29/2026	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	1b: Demonstrating Knowledge of Students	Common Ground: Culturally Relevant Sustaining Education

## ELA GROWTH

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop/improve placement protocols and targets supports to support ELA growth	K-8 ELA Professional Staff	Data analysis from ELA benchmark assessments and interventions	Student growth on benchmark assessments and Future Ready Index Data
Lead Person/Position			Anticipated Timeline
Instructional Coaches/Building Principals/Reading Specialists			08/14/2025 - 05/29/2028

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Three times/year	1c: Setting Instructional Outcomes  1b: Demonstrating Knowledge of Students  1e: Designing Coherent Instruction	Structured Literacy
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	1b: Demonstrating Knowledge of Students	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
		1c: Setting Instructional Outcomes	

# ATTENDANCE AND ENGAGEMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Fully integrate attendance and engagement strategies into district policies and practices by celebrating student and school successes.	K-12 Professional Staff	Engagement strategies and student interventions	Decline in chronic absenteeism and increased student engagement
Lead Person/Position	Anticipated Timeline		
Building Principals/Assistant Superintendent	08/14/2025 - 05/26/2028		

# LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Monthly	1e: Designing Coherent Instruction  3c: Engaging Students in Learning  1b: Demonstrating Knowledge of Students	Indicator 13 Effective Practices in Transition Training

# EDUCLIMBER YEARS 2-3

Action Step	Audience	Topics to be Included	Evidence of Learning
Empower instructional teams to use data and take action that drives student learning forward and shares key information with stakeholders	K-12 Professional Staff	MTSS	Decrease in number of students in tiers 2 and 3
Lead Person/Position		Anticipated Timeline	
Instructional Coaches/Building Principals/Assistant Superintendent		08/12/2026 - 05/26/2028	

# LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	1c: Setting Instructional Outcomes  1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

# OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

## TRAUMA INFORMED

Audience	Topics to be Included	Evidence of Learning
All K-12 Staff	Trauma informed approaches	Certificate of Completion
Lead Person/Position	Anticipated Timeline	
Human Resources Coordinator	08/14/2025 - 05/26/2028	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Yearly	1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	At Least 1-hour of Trauma-informed Care Training for All Staff

# PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All K-12 Staff	Professional Ethics Competencies	Certificate of Completion
Lead Person/Position	Anticipated Timeline	
Human Resources Coordinator	08/14/2025 - 05/26/2028	

# LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Yearly	4f: Showing Professionalism	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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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**

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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)?

Only required certifications

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

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## **EVALUATION AND REVIEW**

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

The FRCP Committee will convene annually to review the PD activities in the Comprehensive Plan, the annual needs-assessment completed by the professional staff, student achievement data, survey results, Educator Effectiveness data, and other relevant information.

**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. Jeffrey S. Matzner

Professional Education Committee Chairperson:

01/15/2025

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.

Jason Perrin

Superintendent or Chief Administrative Officer:

01/16/2025

Date