

SPRING-FORD AREA SD

857 South Lewis Road

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

Public School District
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Catherine Gardy	Director of Curriculum, Instruction, and Educational Technology	Administrator	Administration Personnel
Jennifer Rinehimer	Secondary Curriculum Supervisor	Administrator	Administration Personnel
Brianna Angelucci	Elementary Curriculum Supervisor	Administrator	Administration Personnel
Megan McGee	Secondary Instructional Coach	Other	Teacher
Erin Hughes	MTSS Coordinator	Elementary Teacher	Teacher
Samhita	ELD teacher	Middle School	Teacher

Name	Title	Committee Role	Appointed By
Basuthakur		Teacher	
Ashley Fogarty	Special Education teacher	High School Teacher	Teacher
Tricia Weller	Intermediate Math teacher	Elementary Teacher	Teacher
Joseph Perry	Music teacher and Department Chair	Middle School Teacher	Teacher
Jason Bowers	High School House Principal	Administrator	Administration Personnel
Katie Davis	Special Education Supervisor	Administrator	Administration Personnel
Lindsey Waltermeyer	Elementary Instructional Coach	Elementary Teacher	Teacher
Kimberly Baier	Administrative Support	Other	Administration Personnel
John Hughes	Elementary School Counselor and Department Chair	Education Specialist	Education Specialist
Erin McAnallen	Science Teacher	High School Teacher	Teacher
Courtney Ojakovo	Gifted Support teacher	Elementary Teacher	Teacher
Jaclyn Pearson	Special Education teacher	High School Teacher	Teacher
Wendy Taylor	Elementary Instructional Coach	Elementary Teacher	Teacher
Stephanie Fitler	Elementary Instructional Coach	Elementary Teacher	Administration Personnel

Name	Title	Committee Role	Appointed By
Laura Camp	Special Education Instructional Coach	Elementary Teacher	Administration Personnel
Molly Smith	Special Education Instructional Coach	High School Teacher	Administration Personnel
Teresa Silverman	Secondary Instructional Coach	High School Teacher	Administration Personnel
Jaclyn Pearson	Special Education teacher	High School Teacher	Teacher
Jessica Saloky	Secondary Instructional Coach	High School Teacher	Administration Personnel
Marta Pecharo	Community Member	Community Member	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 Professional Development Task Force convenes 3 times per year. The function of the Professional Development Task Force is to provide input on professional developments sessions, plan for future sessions, and to discuss the survey results related to Title II stakeholder engagement. Spring-Ford also has an Educational Technology Advisory committee that provides input on topics related to the needs of teachers/staff members with regards to educational technology. Additionally, Spring-Ford gathers input from stakeholders through feedback surveys. Spring-Ford School District also solicits feedback from local businesses through the Chamber of Commerce.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

HIGH IMPACT INSTRUCTIONAL STRATEGIES & HIGH QUALITY ASSESSMENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop a professional development plan to provide continual instruction on high impact instructional strategies that most impact student achievement. Conduct collaborative walkthroughs to look for evidence of implementation and provide feedback.	K-12 Teachers	Effective instructional strategies that yield the highest impact on student achievement Utilizing data to select and implement instructional strategies intentionally Designing assessments aligned with learning standards Interpreting assessment data to inform instruction	Feedback on Surveys, Evidence of Implementation on Walkthroughs, Improved student performance data
Lead Person/Position		Anticipated Timeline	
Curriculum Supervisors		07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Inservice day	TBD	3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in Instruction 3c: Engaging Students in Learning	
Professional Learning Community (PLC)	Monthly	3d: Using Assessment in Instruction 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 1f: Designing Student Assessments	

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)	3x/year	3d: Using Assessment in Instruction 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 1f: Designing Student Assessments	
Learning walk	4x/year	1f: Designing Student Assessments 3d: Using Assessment in Instruction 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 3c: Engaging Students in Learning	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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MTSS

Action Step	Audience	Topics to be Included	Evidence of Learning
In K-8 ensure implementation of MTSS Intervention Plans, Tier 1 checklist and differentiation strategies within the classroom for academic, SEL and Behavioral Needs. Strengthen with professional development.	K-8 Teachers	Tier 1 Checklist Request for Assistance Tier 1 Differentiation Strategies Tier 1 Differentiation Strategies	Survey Observations of Practice
Lead Person/Position	Anticipated Timeline		
Assistant Superintendent MTSS Coordinators Building Principals	07/01/2025 - 06/30/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	TBD	3c: Engaging Students in Learning	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3e: Demonstrating Flexibility and Responsiveness	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Several times throughout the year	3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness	

MTSS- DATA TEAM DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Data tracking for intervention students. Focus on progress monitoring for students with intervention plans & Use of Data Teams. As it pertains to PVAAS, increased focus on monitoring and planning for students with interventions to be "Blue" on PVAAS.	Building Principals K-8 Teachers MTSS Coordinators	PVAAS "1's and 2's have to be blue" How are we tracking data of students who have intervention plans to ensure that we are seeing positive growth?	PVAAS Data Data Protocols
Lead Person/Position		Anticipated Timeline	
Assistant Superintended Building Principals		07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Summer Workshops with Building Principals Fall, Winter and Spring Reflection within Buildings	4b: Maintaining Accurate Records 3e: Demonstrating Flexibility and Responsiveness	

MTSS- SCHOOL WIDE POSITIVE BEHAVIOR SUPPORTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Establish a School-Wide Positive Behavior Plan in each building to support behavior, SEL and Restorative Practices.	Building Principals K-12 Teachers	Restorative Practices Fidelity Checks	Fidelity Checks Survey Participants Review of Data
Lead Person/Position	Anticipated Timeline		
Building Principals	07/01/2025 - 06/30/2028		

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	Once or twice depending on need	2b: Establishing a Culture for Learning	
Workshop(s)	Once per year for Building Administration Team	2b: Establishing a Culture for Learning	
Professional Learning	Monthly within buildings	2b: Establishing a Culture for	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Community (PLC)		Learning	

LEADERSHIP PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Conduct collaborative walkthroughs to look for evidence of implementation and provide feedback. Establish a School-Wide Positive Behavior Plan in each building to support behavior, SEL and Restorative Practices. Equip building principals with training and tools to effectively analyze various building-level data, including academic performance, attendance, behavior trends, and SEL indicators. Facilitate regular data review meetings where principals collaborate with leadership teams to identify specific needs and set measurable, annual goals aligned with district priorities. Ensure that actionable plans are developed to address identified gaps and monitor progress throughout the year.	Building Leadership	Effective Walkthroughs Data Analysis School Wide Positive Behavior	Feedback on Survey Ongoing Discussions with Building Admin.
Lead Person/Position	Anticipated Timeline		
Superintendent Assistant Superintendent	07/01/2025 - 06/30/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Monthly Leadership Meetings	2c: Managing Classroom Procedures 1f: Designing Student Assessments 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

MEETING THE NEEDS OF DIVERSE LEARNERS

Audience	Topics to be Included	Evidence of Learning
All Professional Teaching Staff	Creating an inclusive classroom for all students (this is part of Spring-Ford's Special Education Plan) Every year the Curriculum Department administers a survey to all staff to collect feedback in the Professional Development program and to gather further needs. Data is also collected through assessments such as state standardized assessments (where applicable), benchmark assessments, and curriculum-based assessments. The priority areas identified in this plan are the themes that have emerged through the various data sources. In addition, the district is looking to further develop a strategic system of instructional interventions that is data driven. The results of assessments and monitoring of interventions will also identify needs for further staff development. Finally, the district is implementing an updated teacher supervision plan where walk through data is used to identify trends within the classrooms. These trends will be used to target professional development in the greatest need areas based on the components and domains of the Charlotte Danielson Framework.	Survey feedback, walkthrough data
Lead Person/Position		Anticipated Timeline
Special Education Supervisors		07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once every 3 years	1c: Setting Instructional Outcomes 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in Inclusive Settings

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All staff	Spring-Ford is committed to providing training and resources to staff related to the Professional Ethics Program framework and guidelines. This will be conducted through faculty meetings, resources in the professional development course, and incorporated in our professional development in-service days.	The professional educator considers the impact of consuming, creating, distributing, and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place, and role are maintained when using electronic communication. (Survey and course outcomes)

Lead Person/Position	Anticipated Timeline
Building Principals and Curriculum Department	07/01/2025 - 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	Once every 3 years	4e: Growing and Developing Professionally 4f: Showing Professionalism 4c: Communicating with Families	Professional Ethics
Other	Ongoing (faculty meetings)	4f: Showing Professionalism 4e: Growing and Developing Professionally	Professional Ethics

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Professional Staff	Professional development activities that will improve language and literacy acquisition for all students. The professional development activities will be aligned to researched-based best practices in literacy instruction. This includes elements of Science of Reading, content area literacy, and small group instruction. Additionally, the professional development will assist teachers with identifying specific skill gaps that will provide them	Course summary assignment

Audience	Topics to be Included	Evidence of Learning
	with the tools to provide targeted instruction for students. By providing professional development related to differentiation, small group instruction, and levels of intervention, teachers will develop the knowledge to better support student achievement. Lastly, teachers will also receive professional development to understand and interpret data that is obtained through benchmark, formative, summative, and standardized assessments. Teachers will continue the work of improving language and literacy acquisition for all students through various offerings including workshops, PLCs, instructional coaching, and microcredential courses.	
Lead Person/Position	Anticipated Timeline	
Curriculum Department	07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Once every 3 years	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 4a: Reflecting on Teaching	Language and Literacy Acquisition for All Students

TRAUMA INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
All staff	Annually, all staff participate in professional development focused on school safety and situational awareness. Spring-Ford staff members receive yearly training in the armed intruder preparedness program ALICE. This program teaches staff how to appropriately respond during a violent critical incident to dramatically increase their risk of survival. Training covers: recognizing and acting on an alert of danger, evacuation procedures, hands-on lockdown and barricading techniques, and how and when to inform others and countering strategies. ALICE training for staff is a two part instruction model, one hour of classroom training and one hour of hands-on tutorials to practice these concepts in scenario drills. Staff members also receive yearly training in Stop The Bleed (STB). STB is a national program in which participants learn to recognize and stop life threatening bleeding. This training empowers a staff member to act prior to the arrival of first responders utilizing the equipment in district provided STB kits. Staff learn how and when to apply a tourniquet, how to pack a wound, and how to stop bleeding using other items if a kit is not available. In addition, staff participate in Safe School training annually through Vector Solutions. Vector Solutions is the District's training site in which all staff members receive training on an annual basis. These modules include: Sexual Harassment: Staff-to-Staff; Sexual Misconduct: Staff-to-Student; Discrimination/Title IX Sexual Harassment Affecting Students; Youth Suicide: Awareness, Prevention, and Postvention (Pennsylvania Act 71); Civil Rights in Food Service; Students Experiencing Homelessness: Awareness and Understanding; Health Emergencies: Life Threatening Allergies; and Medication Administration: Epinephrine Auto-Injectors. Professional staff also receive Trauma Awareness and Trauma Informed-Practices training on an annual basis. On a cyclical basis, training PA Act 126 – Part 1: Child Abuse and Mandated Reporting and PA Act 126 – Part 2: Educator Discipline Act, Sexual Misconduct and Maintaining Professional Boundaries trainings. Additional modules can be watched by staff members at their convenience. Lastly, staff participate in 1-hour live trauma-informed training with one or more of the Spring-Ford Area School District's School Police Officers. Each year the training will focus on topics required by Act 55.	Course completion

Lead Person/Position**Anticipated Timeline**

Assistant Superintendent of Pupil Services and Human Resources

07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	1 hour annually	2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 1d: Demonstrating Knowledge of Resources	At Least 1-hour of Trauma-informed Care Training for All Staff

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
All professional staff with professional employees who hold instructional certificates in early childhood education, elementary-middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist.	Spring-Ford is committed to providing training and resources to staff related to Structured Literacy Program framework and guidelines. This will be conducted through professional learning communities, resources in the professional development course, an asynchronous course in the learning management system, and during professional development in-service days.	Course completion, survey outcomes
Lead Person/Position	Anticipated Timeline	
Curriculum Department	07/01/2025 - 06/30/0008	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	One time every 3 years (due during 2026-2027 school year)	1e: Designing Coherent Instruction 4b: Maintaining Accurate Records 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Professionally	
Professional Learning Community (PLC)	Ongoing	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 1c: Setting Instructional Outcomes 4b: Maintaining Accurate Records	Structured Literacy

COMMON GROUND

Audience	Topics to be Included	Evidence of Learning
All professional staff	Common Ground framework	Survey outcomes
Lead Person/Position	Anticipated Timeline	
Building principals	07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Ongoing faculty meetings	4c: Communicating with Families 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 4e: Growing and Developing Professionally	Common Ground: Culturally Relevant Sustaining Education

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?

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)?

All K-8 professional 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.

Spring-Ford Area School District review student achievement data (state and local assessments), sends professional development surveys to participants following sessions and at the end of the year for a needs assessment, and stakeholder input (including teachers, administrators, parents/caretakers, board members, and community members) during the Professional Development Task Force meetings (3 times annually and survey input).

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.

Catherine Gardy
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.

Superintendent or Chief Administrative Officer:

Date