

TYRONE AREA SD

701 Clay Avenue

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

Tyrone Area School District
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Ashton Shultz	Elementary Principal	Administrator	Administration Personnel
Jennifer Grieco	ES SPED Teacher	Education Specialist	Education Specialist
Suzanne Burket	HS Teacher	High School Teacher	Teacher
Jess Hetrick	Cyber Coordinator	K-12 Teacher	Teacher
Kermit Foor	MS/HS Tech Ed Teacher	Education Specialist	Education Specialist
Curtis Neff	MS Teacher	Middle School Teacher	Teacher

Name	Title	Committee Role	Appointed By
Jill Dale	SPED Teacher	Education Specialist	Education Specialist
Dawn Whited	MS Teacher	Middle School Teacher	Teacher
Kristen Scheel	SPED Teacher	Elementary Teacher	Education Specialist
Cathy Harlow	Board member	Community Member	School Board of Directors
Heidi Howard	Board member	Community Member	School Board of Directors
Lyndsay Marshall	parent	Parent of Child Attending	Administration Personnel
Corinne Creppage	parent	Parent of Child Attending	Administration Personnel
Kristen Pinter	Director of Curriculum and Instruction	Administrator	Administration Personnel
Shane Cowher	Middle School Principal	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.

This committee meets once per year. At the end of last year, a comprehensive Needs Assessment was conducted about PD in our district, including a survey, data collection, and interviews.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

DATA ANALYSIS

Action Step	Audience	Topics to be Included	Evidence of Learning
Deep data analysis looking at root causes and specific skill deficits to provide targeted Tier 1 instruction and enrichment and Tier 2 and 3 interventions at all grade levels	K-12 Teachers	Root Cause analysis	Teachers will be able to identify skills for targeted instruction and intervention
Lead Person/Position	Anticipated Timeline		
Director of C&I, Principals	08/18/2025 - 05/30/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Three times per year	1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy	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
		3d: Using Assessment in Instruction	
Professional Learning Community (PLC)	Three times per year	1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	

DIFFERENTIATION TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
All K-12 teachers will be trained in how to plan and practice differentiating instruction, content, and assessment.	K-12 Teachers	Differentiating content, instruction, and assessment using instructional outcomes to differentiate practical application of differentiation using differentiation to meet students' needs	Differentiation written into lesson plans Reduction of dependence on SPED teachers to work with students on assignments
Lead Person/Position		Anticipated Timeline	

Lead Person/Position

Director of Curriculum, Principals

Anticipated Timeline

08/18/2025 - 05/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly	1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings

IMPLEMENTATION AND DATA ANALYSIS OF INTERVENTIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
K-6 Common diagnostic and benchmark assessment schedule with progress monitoring to track skill deficits	Teacher and	Tracking interventions Data analysis of intervention outcomes Training on programs	Interventions implemented

Action Step	Audience	Topics to be Included	Evidence of Learning
and instructional gaps Development of a continuum of interventions for all grade and Tier levels	Paras	Rate of Improvement analysis	with fidelity
Lead Person/Position	Anticipated Timeline		
Kristen Pinter/Director of Curriculum and Instruction	08/18/2025 - 05/30/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Initial training and follow up sessions with data three times per year	3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 4b: Maintaining Accurate Records	Structured Literacy

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA-INFORMED APPROACHES

Audience	Topics to be Included	Evidence of Learning
All educators, administration, and paraprofessionals	Behavioral Health Awareness, Trauma's impact on learning and behavior, Trauma-Skilled Schools model - Resilience factors: Belonging, Connection, Achievement, Autonomy, Fulfillment (National Drop-out Prevention Center)	PASS and PAYS survey data; attendance and discipline referral data
Lead Person/Position		Anticipated Timeline
Social-Emotional Health Team - Director of Curriculum & Instruction, School Psychologist		08/18/2025 - 05/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	At least once annually	2c: Managing Classroom Procedures 4a: Reflecting on Teaching 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and	At Least 1-hour of Trauma-informed Care Training for All Staff

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Responsiveness 2e: Organizing Physical Space 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 2b: Establishing a Culture for Learning 2d: Managing Student Behavior	
Professional Learning Community (PLC)	Annually	4d: Participating in a Professional Community	

ETHICS - PSPC UNIT 3

Audience	Topics to be Included	Evidence of Learning
Educators, administrators, paraprofessionals	MCEE Ethics Competences: Review of Principles 1 - 3 and focus on Principles 4) The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries. 5) 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	Assessments on Competencies; evidence in practice

Audience	Topics to be Included	Evidence of Learning
	maintained when using electronic communication.	
Lead Person/Position	Anticipated Timeline	
Director of Curriculum & Instruction	08/18/2025 - 05/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Annually	2a: Creating an Environment of Respect and Rapport 3a: Communicating with Students 1a: Demonstrating Knowledge of Content and Pedagogy 4f: Showing Professionalism 4c: Communicating with Families 4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students	Professional Ethics

SUICIDE AWARENESS AND PREVENTION

Audience	Topics to be Included	Evidence of Learning
Educators, administrators, paraprofessionals	Creating a school climate and culture that has protective factors	PASS and PAYS surveys; counseling data; SAP referrals
Lead Person/Position		Anticipated Timeline
School Psychologist		08/18/2025 - 05/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Annually	1b: Demonstrating Knowledge of Students 3a: Communicating with Students 4c: Communicating with Families 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education

COMMON GROUND

Audience	Topics to be Included	Evidence of Learning
Educators, Administration, paraprofessionals	Change from CR-SE Competencies to "Common Ground" Cultural Awareness - Recognizing the cultures within the school system, Understanding and addressing bias Mental Health and Wellness - Building protective factors Technological & Virtual Engagement - Professional engagement	PASS and PAYS surveys
Lead Person/Position	Anticipated Timeline	
Director of Curriculum and School Counseling teams	08/18/2025 - 05/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Lesson studies	Annually	1e: Designing Coherent Instruction 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students	Common Ground: Culturally Relevant Sustaining Education

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 2a: Creating an Environment of Respect and Rapport 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 2b: Establishing a Culture for Learning	

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?

2026-
2027

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)?

No other areas

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

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

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

Student Outcomes - Throughout the year, the building principals will track student data on district assessments and interventions to note areas of improvement or stagnancy. We will also use student reporting surveys: PASS and PAYS data. Using our Comprehensive Plan goals, Action Steps, and Professional Development Activities as variables, the admin team will continually draw correlations to monitor effectiveness. Use of Knowledge and Skills - The Director of Curriculum & Instruction and the applicable building principals will observe classrooms to determine if new materials and resources are being used with fidelity. At that point, more PD may be assigned to ensure the materials' effectiveness are being fairly assessed. This will also be an opportunity to observe differentiation being used to meet ALL students' needs. Participants' Learning - Staff will be held accountable for applying the learning from mandated trainings by ensuring protocols and procedures are followed. Scaffolding and instructional coaching will support staff implementation of all PD. Participant Reaction - Members of the Professional Development committee will look at evaluations of PD as well as feedback from participants to gauge reactions and further needs. A Survey of the overall PD program will be given annually. Organization Support & Change - Looking at Kotter's Change Process, we have already established a sense of urgency by analyzing our data and feedback and noting our priority areas. We have also created a Guiding Coalition by putting a PD committee together. Our first step in the next year will be to develop a vision and strategy for implementing the changes in curriculum, materials, and protocols. We will communicate the change vision to all stakeholders during board meetings, publicized on our website, letters to parents, and collaborative workshops with staff. Empowering board-based action will be very difficult, as the barriers already identified in the Comprehensive Plan (namely staff and time) are systemic. As we move through the three years of the plan, we will celebrate short-term wins by making cognizant efforts to recognize faithful implementation of materials, application of learning, and improved student outcomes. In the next Comprehensive Plan, we should be ready to consolidate gains and produce more change and anchor new approaches in the culture of our district.

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.

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