

COLONIAL SD

230 Flouertown 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

Colonial SD

123461602

230 Flouertown Rd, Plymouth Meeting, PA 19462

Rosemarie Gregitis

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Dr. Michael Christian

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Michael Christian	Superintendent	Administrator	School Board of Directors
Maria Wileczek	K-12 Curriculum Supervisor	Administrator	Administration Personnel
Ed Merk	K-12 Curriculum Supervisor	Administrator	Administration Personnel
Joseph Pacitti	K-12 Curriculum Supervisor	Administrator	Administration Personnel
Melissa Figueroa-Douglas	Equity and Advancement Officer	Administrator	Administration Personnel
Erin McMahan	Teacher	Elementary Teacher	Teacher

Name	Title	Committee Role	Appointed By
Lisa Watkins	Teacher	Elementary Teacher	Teacher
Jessica Lauer	Teacher	Elementary Teacher	Teacher
Amy Campbell	Teacher	Elementary Teacher	Teacher
Thomas Ortlieb	Teacher	Parent of Child Attending	Teacher
William Blubaugh	Teacher	High School Teacher	Administration Personnel
Lauren Shinton	Speech Therapist	Education Specialist	Education Specialist
Devon Corosi	Teacher	High School Teacher	Teacher
Kristin Hartel	Teacher	Elementary Teacher	Administration Personnel
Elizabeth Morris	Reading Specialist	Education Specialist	Administration Personnel
Tracy Blannett	Library Media Specialist	Education Specialist	Education Specialist
Sarah Guckavan	Teacher	Elementary Teacher	Teacher
Lori McTamney	Teacher	Elementary Teacher	Teacher
Megan Pavlik	Teacher	Elementary Teacher	Teacher
Sarah Tanen	Special Education Teacher	Elementary Teacher	Teacher
Christy Liszewski	SEL Teacher	Education Specialist	Education Specialist

Name	Title	Committee Role	Appointed By
Lisa Swartwood	Teacher	Elementary Teacher	Teacher
Kristin Turner	Teacher	Elementary Teacher	Teacher
Erin Secker	Teacher	Elementary Teacher	Teacher
Jane Server	Teacher	Elementary Teacher	Teacher
Catherine Campbell	Library Media Specialist	Education Specialist	Education Specialist
Catherine Kennedy	Teacher	Middle School Teacher	Teacher
Jared Kubanoff	Teacher	Elementary Teacher	Teacher
Dana Coia	Teacher	Elementary Teacher	Teacher
Ann Nitka-Johnson	Teacher	Middle School Teacher	Administration Personnel
Amanda Thorton	Teacher	Middle School Teacher	Administration Personnel
David Caruso	Assistant Principal	Administrator	Administration Personnel
Denise Marks	Principal	Administrator	Administration Personnel
Kylene Phillips	Principal	Administrator	Administration Personnel
Kelly Udovich	Assistant Principal	Administrator	Administration Personnel
Shawn Kaplan	Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Marla Spivey	Assistant Principal	Administrator	Administration Personnel
Heather King	Assistant Principal	Administrator	Administration Personnel
Jason Bacani	Principal	Administrator	Administration Personnel
Donelle Brotz	Teacher	Elementary Teacher	Teacher
Eileen Carr	Principal	Administrator	Administration Personnel
Suzonne Mattiola	Teacher	Elementary Teacher	Teacher
Naomi Hurburt	Teacher	Middle School Teacher	Teacher
Joanna Levin	Special Education Teacher	Elementary Teacher	Teacher
Laura Rodenbaugh	Teacher	Elementary Teacher	Teacher
Katie Harpel	Teacher	Elementary Teacher	Teacher
Jen Ramsden	Reading Specialist	Parent of Child Attending	School Board of Directors
Ashley Nackers	Teacher	Elementary Teacher	Education Specialist
Jennifer Tabassum	Teacher	Elementary Teacher	Teacher
Josh Pearlman	Principal	Administrator	Teacher
Rose Rock	Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Mike Tauber	Principal	Administrator	Administration Personnel
Caitlin Gilmartin	K-5 Special Education Supervisor	Administrator	Administration Personnel
Rosemarie Gregitis	Assistant Superintendent	Administrator	School Board of Directors
Nancy Aiken	Executive Assistant	Community Member	School Board of Directors
Beth Patruno	Board Member	Local Business Representative	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 (PD) Committee meets three times a year - once at each point in the fall, winter, and spring. Subcommittees, including the Induction Planning and Best Practices Fair Subcommittees, are established each year with a subset of members of the whole group. The PD Committee serves primarily as a consultative body, offering feedback and guidance on the district's longitudinal professional development and strategic plans. At the beginning of the year, the committee previews and refines the planned activities for both PD and PLT days designated in the LEA calendar; the Curriculum Team works alongside the committee to ensure that those designated days are fully staffed and resourced. In subsequent meetings, the committee examines feedback elicited from each PD and PLT day from surveys and anecdotal input, adjusting future professional learning opportunities as needed based on participant response. This same procedure applies to any designated subcommittees throughout the year. The model of the PD Committee is based on continuous improvement rooted in instructional best practices.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

INCLUSIVE, EQUITABLE STUDENT-CENTERED SUPPORTS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Engage Colonial School District (CSD) staff in research-based professional learning that empowers students, affirms diverse cultures and backgrounds, and fosters belonging.</p> <p>Engage Colonial School District (CSD) leadership teams in ongoing research-based standards and best practices in professional learning to systematize school- and district-based staff development.</p> <p>Utilize internal and external personnel (School Improvement Teams) to continue to assess and improve our district-wide and building structures, protocols, and outcomes to support growth and achievement.</p>	All K-12 teachers and support staff; administrative teams	Comprehensive data protocols, research-based interventions and enrichment strategies, best practices in instruction and assessment, and trainings/strategies to support belonging for students and staff.	Professional learning opportunities, evaluations, feedback; student growth and achievement data.
Lead Person/Position		Anticipated Timeline	
Rosemarie Gregitis, Assistant Superintendent		08/01/2025 - 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	Based on the district PL Calendar; Ongoing (each year)	1c: Setting Instructional Outcomes 3e: Demonstrating Flexibility and Responsiveness 3a: Communicating with Students 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1f: Designing Student	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)	Ongoing - monthly meetings per CSD calendar	Assessments 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally	Teaching Diverse Learners in Inclusive Settings
		1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 2a: Creating an Environment of Respect and Rapport 3d: Using Assessment in Instruction	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1c: Setting Instructional Outcomes	
		2e: Organizing Physical Space	
		4d: Participating in a Professional Community	
		1e: Designing Coherent Instruction	
		3a: Communicating with Students	
		1f: Designing Student Assessments	
		3e: Demonstrating Flexibility and Responsiveness	
		1b: Demonstrating Knowledge of Students	
		4a: Reflecting on	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Teaching	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Per scheduled district and building EIB Leadership Team meetings and turnaround trainings on Professional Learning Days	2e: Organizing Physical Space 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 4c: Communicating with Families 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 4e: Growing and Developing	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
		Professionally	
		2d: Managing Student Behavior	
		3e: Demonstrating Flexibility and Responsiveness	
		2c: Managing Classroom Procedures	
		3d: Using Assessment in Instruction	
		2a: Creating an Environment of Respect and Rapport	
		3b: Using Questioning and Discussion Techniques	
		4d: Participating in a Professional Community	

BUILDING CAPACITY: SYSTEMIC PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Engage Colonial School District (CSD) leadership teams in ongoing research-based standards and best practices in professional learning to systematize school- and district-based staff development.	All K-12 teachers and support staff; administrative teams	Professional Learning Standards, action planning, evaluation of research-based professional learning models and strategies, andragogy	Professional learning opportunities, evaluations, feedback; school and district level action plans addressing longitudinal learning needs relative to strategic goals
Lead Person/Position		Anticipated Timeline	
Rosemarie Gregitis, Assistant Superintendent		08/01/2025 - 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
Coaching (peer-to-peer; school leader-to-teacher; other	K-12 Administrative Leadership Team meetings (quarterly); Professional Development Committee Meetings (three meetings per year); Master Teacher Meetings (ongoing, monthly); Professional Learning Days (per CSD calendar);	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
coaching models)	New Teacher Induction (ongoing, monthly)	Learning 1c: Setting Instructional Outcomes 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4b: Maintaining Accurate Records	
		1d: Demonstrating Knowledge of Resources	
		4d: Participating in a Professional Community	
		1e: Designing Coherent Instruction	

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?

2022-
2023

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)?

Administrators and paraprofessionals (i.e. Instructional aides)

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.

Evaluation and review of professional development is undertaken primarily by the Professional Development Committee (K-12) three times a year in coordination with ongoing evaluation and review undertaken by the Director and Supervisors of Curriculum, Instruction, and Assessment. Participant surveys, student outcomes as measures by various assessment categories, faculty and staff integration of new tools/pedagogical techniques directly connected to professional learning sessions, walkthroughs, observations, and anecdotal feedback are leveraged to evaluate programming on an ongoing basis. Student Outcomes: Evaluation of goals for student outcomes are measured by correlating student performance measures (PSSA, Keystone, Benchmarks, summative and formative assessments, social-emotional learning indicators, report card intervals) with professional learning opportunities. Participants' use of new knowledge and skills/learning/reaction: Participants in sessions are, as a core principle of our professional development trainings, required to implement components of trainings as appropriate. Lesson planning and delivery, resource creation and warehousing, and checks for implementation of targeted professional learning skills and knowledge conducted through anecdotal notes, walkthroughs, observations, and follow-up professional development sessions are probes for new knowledge and skills for participants. For short- and long-term valences on sessions, participants are surveyed after each professional learning day; follow-up for these surveys and evaluation of responses takes place both at the district and building level in coordination with site-based administrators, department chairpersons, and K-5 liaisons. Organization support and change: Learning Forward Professional Learning Standards and evaluation tools will be implemented to ensure individual learner (teacher) needs are being addressed to best support professional growth. District Administrators will receive training to rely on these tools to best support their staff. Resources, delivery, and sessions are refined and adjusted based on evaluation instruments described in the other levels of evaluation above.

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.

Rosemarie Gregitis

01/27/2025

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.

Michael L Christian

01/29/2025

Superintendent or Chief Administrative Officer:

Date