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

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Matthew Link	Superintendent	Administrator	Administration Personnel
Tania Stoker	Assistant Superintendent	Administrator	Administration Personnel
Michele Dotta	Special Education Director	Administrator	Administration Personnel
James Schnyderite	Principal, PES	Administrator	Administration Personnel
Todd Breiner	Principal, SES	Administrator	Administration Personnel
David Hauser	Principal, NLMS	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Lori Bali	Principal, NLHS	Administrator	Administration Personnel
Daniel Williams	Assistant Principal, NLMS/NLHS	Administrator	Administration Personnel
Robert Kern	Board Member	Other	School Board of Directors
Monica Stoeckel	Parent	Parent of Child Attending	School Board of Directors
Scott Pyne	Director of Educational Technology, C&I	Administrator	Administration Personnel
Allison Chruscial	School Counselor, NLHS	Education Specialist	Education Specialist
Jamie Bigley	Teacher, PES	Elementary Teacher	Teacher
Susanne Hegedus	Teacher, PES	Elementary 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 meets annually to review the Professional Development Plan. They also provide feedback on the professional development survey for release at the end of every school year to inform professional development for the subsequent year. Updates to the plan and surveys are made as needed. Subcommittees will be developed if a need arises.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

MAXIMIZING THE IMPACT OF DATA: EFFECTIVE USE OF DISTRICT DATA PLATFORMS

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide targeted professional development for teachers on utilizing existing and new district data platforms (e.g., accessing reports, identifying trends, and applying findings) to ensure data-informed instructional practices.	Teachers, Building Principals, Department Leaders	Navigating the district's data platforms. Generating meaningful reports for grade, cohort, and individual student data. Identifying trends and key performance indicators (KPIs). Using data to inform instructional decisions and interventions. Aligning data findings to instructional goals and state benchmarks.	Teachers will generate data reports relevant to their content area or grade level. Teachers will identify and present key trends from their reports during PLCs. Application of data insights to instructional planning, as evidenced by submitted lesson plans or instructional goals.

Lead Person/Position	Anticipated Timeline
Director of Educational Technology, Curriculum and Instruction Technology Integration Specialist Principals	08/05/2025 - 06/05/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Two half-day workshops Follow-up check-ins and collaborative	1e: Designing	

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	sessions during additional PD days or departmental meetings as needed.		Coherent Instruction 4a: Reflecting on Teaching 3d: Using Assessment in Instruction	

HARNESSING AI FOR STREAMLINED DATA ANALYSIS AND INSIGHTFUL CONVERSATIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
Utilize the district's data warehousing platform to streamline data analysis and leverage AI tools, including AI bots, to facilitate conversations with teachers about their data to identify trends and instructional priorities more efficiently.	Teachers, Building Principals, Department Leaders	Revisiting the district's data warehousing platform and AI tools. Using AI bots to facilitate data discussions and generate summaries. Identifying instructional priorities through AI-driven insights. Exploring efficiency gains in data analysis through AI. Ethical considerations and best practices for AI usage in education.	Teachers will engage with AI bots to generate actionable summaries of their data. Data-informed action steps will be shared during team meetings. Teachers will demonstrate the ability to incorporate AI-driven insights into instructional plans and goals.

Lead Person/Position	Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Educational Technology, Curriculum and Instruction Technology Integration Specialist Principals	01/05/2026 - 06/05/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Two 1/2 days during 2026 Follow-up sessions during faculty meetings as necessary	4a: Reflecting on Teaching 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources	

BUILDING THE MTSS FOUNDATION: TEAM FORMATION & NEEDS ASSESSMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Form an MTSS leadership team, conduct a needs assessment to evaluate current MTSS practices, and create a comprehensive implementation plan for all tiers (I, II, III) with clear timelines and	District leadership team, Building Principals, MTSS Team,	Overview of MTSS framework Team formation and responsibilities Needs assessment process Identifying current MTSS practices and gaps Planning for Tier I, II, III implementation across the	Formation of an MTSS leadership team Completed needs assessment report Drafted comprehensive MTSS implementation plan with

Action Step	Audience	Topics to be Included	Evidence of Learning
benchmarks.	and selected teachers	district	identified timelines and benchmarks

Lead Person/Position	Anticipated Timeline
Assistant Superintendent MTSS Leadership Team	08/05/2025 - 10/05/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One-time event to kick off the MTSS implementation plan	1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 4b: Maintaining Accurate Records	

DEVELOPING A CENTRALIZED REPOSITORY FOR MTSS SUPPORTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Build a centralized	District	Overview of MTSS and evidence-based practices	Participants will demonstrate the ability to:

Action Step	Audience	Topics to be Included	Evidence of Learning
repository of resources, interventions, protocols, and progress-monitoring tools for Tier I, II, and III supports, ensuring all resources are aligned with evidence-based practices.	leadership team MTSS teams (building level) Special Education staff Intervention specialists Classroom teachers Data teams	Designing and organizing a centralized repository for Tier I, II, III resources Protocols for selecting interventions aligned with evidence-based practices Tools for monitoring student progress Collaborative planning for integrating the repository across settings and teams Practical application for teachers and support staff on how to use the repository in daily practice	Utilize the centralized repository to identify appropriate Tier II and III interventions Implement selected interventions with fidelity in their classrooms Use progress-monitoring tools effectively for data-driven decisions Evidence will include implementation plans, usage logs, and progress data from ongoing student interventions.

Lead Person/Position	Anticipated Timeline
Assistant Superintendent School Psychologists Director of Special Education Director of Ed Tech, C&I Intervention Specialists External Consultant (possibly)	02/05/2026 - 04/05/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Initial training: 2 sessions in Spring of 2026 Follow-up: Monthly	4a: Reflecting on	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	check-ins throughout the second half of the 2025-2026 school year	Teaching 4b: Maintaining Accurate Records 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources	

EVALUATING THE MTSS SYSTEM AND ENSURING EQUITY

Action Step	Audience	Topics to be Included	Evidence of Learning
Evaluate the	District	Overview of the MTSS framework and continuous	Participants will demonstrate the ability to:

Action Step	Audience	Topics to be Included	Evidence of Learning
effectiveness of the MTSS framework using student outcome data, and refine interventions and processes across all tiers to ensure that they are meeting the academic, behavioral, and social-emotional needs of all students.	leadership team MTSS teams (building level) Classroom teachers Data teams Intervention specialists School counselors and social workers Special education staff	improvement Analyzing data to assess the effectiveness of Tier I, II, and III interventions Understanding the role of equity in the MTSS process Methods for refining interventions based on data and stakeholder feedback Using evidence-based practices to support diverse learners Evaluating progress for behavioral, academic, and social-emotional outcomes Actionable strategies for making system-wide adjustments for continuous improvement	analyze and interpret data to assess the effectiveness of Tier I, II, and III supports, use feedback to refine and improve interventions, apply strategies for ensuring equitable access to resources for all students, and modify or adjust interventions based on real-time data analysis Evidence will include updated intervention plans, analysis of data reports, and feedback from student progress data

Lead Person/Position	Anticipated Timeline
Assistant Superintendent School Psychologists Director of Special Education Director of Ed Tech, C&I Intervention Specialists External Consultant	01/06/2027 - 06/06/2027

LEARNING FORMAT

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

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	2 Spring trainings Monthly evaluations/check-ins	3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 4a: Reflecting on Teaching 2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 3b: Using Questioning and Discussion Techniques 2d: Managing Student Behavior	Common Ground: Culturally Relevant Sustaining Education

USING BACKWARDS DESIGN TO CREATE CURRICULUM AND EVALUATION OF EXISTING CURRICULUM

Action Step	Audience	Topics to be Included	Evidence of Learning
Conduct curriculum review and	Teachers Department Leaders Curriculum	Introduction to the principles of Backwards Design (starting with desired outcomes and assessments). Process for evaluating existing curriculum to ensure alignment with standards, course descriptions, and student needs. Strategies to integrate equity, accessibility, and	Revised curriculum documents aligned with standards and incorporating backwards design principles. Evaluations of existing

Action Step	Audience	Topics to be Included	Evidence of Learning
revision meetings for content areas on a cycle	Writing Teams.	supports for historically underperforming subgroups. Using evidence-based practices to refine curriculum and align with district and state priorities. Practical application of the backwards design model for future curriculum development and updates.	curriculum reflecting alignment with course descriptions and equity considerations. Team-generated lesson/unit plans demonstrating application of backwards design.

Lead Person/Position	Anticipated Timeline
Director of Ed Tech, C&I Principals Department Leaders	07/06/2025 - 12/06/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Session annually for content areas on the cycle Monthly collaborative work sessions	1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community	

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

ENHANCING ASSESSMENT VALIDITY: EVALUATING AND REVISING ASSESSMENTS FOR ACCURATE STUDENT EVALUATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Evaluate assessments for validity.	Teachers Assessment Coordinators Department Leaders. Data Leaders School Psychologists	Understanding the concept of assessment validity and the types of validity (content, criterion-related, construct). How to evaluate existing assessments for alignment with curriculum and accuracy in measuring learning outcomes. Methods for ensuring assessments measure both student understanding and desired skills accurately. Developing or revising assessments to be valid and reliable in tracking student progress. Strategies for analyzing assessment data to inform future instructional practices and interventions. Consideration of equity in assessments: ensuring assessments are fair and accessible for all student subgroups, particularly historically underperforming groups.	Revised assessments aligned with curriculum and demonstrating valid measurement of learning objectives. Teachers able to analyze assessment data and make instructional adjustments based on that data. Teams present assessments with clear connections to learning outcomes and equity considerations. Ongoing collection of student performance data to identify areas of improvement.

Lead Person/Position	Anticipated Timeline
Director of Ed Tech, C&I	07/06/2026 - 06/06/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually for content areas on the cycle Monthly check-ins	1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally 3d: Using Assessment in Instruction	

DATA-DRIVEN DECISION MAKING: ANALYZING ASSESSMENT DATA FOR EQUITABLE OUTCOMES

Action Step	Audience	Topics to be Included	Evidence of Learning
Utilize protocols and tools for analyzing assessment	Teachers Department Leaders Principals Director of Special	Understanding protocols and tools for analyzing assessment data (both traditional and AI tools) Interpreting assessment data to identify trends, gaps, and inequities Best practices for analyzing data to ensure equitable outcomes across all student groups Actionable steps for using data to inform instruction and improve student achievement, especially for	Teachers will use data analysis tools and protocols to identify achievement gaps and inequities in assessment data. Teachers will revise their instructional practices or intervention strategies based on findings from the data analysis. Teachers will present a plan

Action Step	Audience	Topics to be Included	Evidence of Learning
data. Determine if outcomes are equitable.	Education Federal Programs Coordinator	historically underperforming subgroups Equity in assessment design and data analysis	for addressing inequities in student outcomes during follow-up meetings.

Lead Person/Position	Anticipated Timeline
Director of Ed Tech, C&I Principals Other Administrators	07/01/2027 - 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
Learning walk	One time at beginning of the year, annually	4a: Reflecting on Teaching 4b: Maintaining Accurate Records 1f: Designing Student Assessments 3d: Using Assessment in Instruction	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LITERACY EXCELLENCE: EMPOWERING ALL LEARNERS

Audience	Topics to be Included	Evidence of Learning
K-12 Educators, Special Education Teachers	Strategies for language development and literacy acquisition, integrating diverse learners, ELL strategies, reading comprehension, and vocabulary development	Pre- and post-assessment, classroom application of strategies, improvement in literacy skills of diverse learners

Lead Person/Position	Anticipated Timeline
Principals Consultant	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
Workshop(s)	Annual as curriculum updates	1b: Demonstrating Knowledge of Students 3a: Communicating with Students 4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students

INCLUSIVE CLASSROOMS: EMBRACING EVERY LEARNER

Audience	Topics to be Included	Evidence of Learning
K-12 Educators, Special Education Teachers, Paraprofessionals	Differentiation strategies, Universal Design for Learning (UDL), cultural competence, fostering inclusive classroom environments, supporting students with diverse needs	Pre- and post-assessment, lesson plans incorporating UDL and differentiation, increased student engagement and participation in inclusive settings

Lead Person/Position	Anticipated Timeline
Special Education Coordinator, ToSA	12/07/2025 - 06/07/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Annual as curriculum updates occur	1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources	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

TRAUMA-SENSITIVE SCHOOLS: SUPPORTING THE WHOLE CHILD

Audience	Topics to be Included	Evidence of Learning
All staff	Understanding trauma, trauma's impact on learning and behavior, trauma-sensitive classroom strategies, building resilience in students, creating safe and supportive environments	Certificate

Lead Person/Position	Anticipated Timeline
Vector or outside presenter	07/07/2025 - 06/07/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Offered annually	3c: Engaging Students in Learning 4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport	At Least 1-hour of Trauma-informed Care Training for All Staff

FOUNDATIONS OF READING: STRUCTURED LITERACY FOR ALL

Audience	Topics to be Included	Evidence of Learning
K-12 Educators, Special Education Teachers, Reading Specialists	Explicit phonics instruction, decoding strategies, reading comprehension, building fluency, the science of reading	Pre- and post-assessment, classroom implementation of structured literacy practices, improvement in student reading skills

Lead Person/Position	Anticipated Timeline
Literacy Specialist, Reading Coach, Structured Literacy Trainer	08/07/2025 - 06/07/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annual and as needed	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 4e: Growing and Developing Professionally	Structured Literacy

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)? Principals, school counselors	
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.

Participant Reaction * Exit tickets will be administered at the end of professional development sessions. These will be used to gauge participant's initial satisfaction with the experience and gain insight into how the professional development will be used to further student outcomes, as well as, to determine additional trainings that may need to occur. Participant Learning * At the beginning of each professional development session, objectives will be communicated to participants. At the end, facilitators will use a variety of methods to determine if participants acquired the intended knowledge or skills. These may include a quiz, demonstration, written reflection, artifact, or other culminating task. Organization Support and Change * The district will elicit feedback through questionnaires, focus groups, and other means, as well as, review minutes from meetings, to document and improve organizational support and to inform change efforts. Participants' Use of New Knowledge and Skills * To determine the degree and quality of implementation of new knowledge and skills, the district will use the supervision and evaluation process. A walkthrough tool has been designed to focus on targeted areas tied to professional development. Each building principal is paired together with a district office administrator and conducts walk-throughs of each faculty member quarterly which are meant for supervisory purposes and to help teachers grow in the profession. This pairing of administrators also allows for interrater reliability. The clinical observation and differentiated supervision plan will also be utilized in this process for purposes of evaluation. Lastly, all of our faculty members are welcome to visit other teacher's classrooms or have others visit theirs to acquire new knowledge and skills. Student Outcomes To demonstrate the overall impact of professional learning, we will examine student outcomes. Our district is using EdInsight, a student performance suite. When it comes to academic outcomes, this platform makes it easier to monitor progress and determine if our efforts are successful. When it comes to social, emotional or mental health of students, we use Renaissance Fundamentals (formerly PASS) universal assessment to observe trends over time. We can also use other tools like the ARTIC scale, PAYS survey, Benchmarks of Quality and others to measure student outcomes in a variety of areas. We will also be able to see change over time in the personal goals our students set as part of our essential skills curriculum.

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

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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.

Superintendent or Chief Administrative Officer: Date