

GREAT VALLEY SD

100 Lindenwood Dr

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

School District

124153503

100 Lindenwood Dr, Malvern, PA 19355

Stephen O'Toole

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Dr Daniel F Goffredo

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Emily Amodei	Teacher	Middle School Teacher	Teacher
Tricia Beck	Director of Teaching and Learning	Administrator	Administration Personnel
Emily Braskey	Special Education Supervisor	Administrator	Administration Personnel
Jonathan DeVirgilio	Teacher	Middle School Teacher	Teacher
Andrea Dinsmore	Director of Pupil Services	Administrator	Administration Personnel
Laura Eisemann	Immaculata University Professor	Community Member	School Board of Directors

Name	Title	Committee Role	Appointed By
Nicole Forrest	Principal	Administrator	Administration Personnel
Dan Goffredo	Superintendent	Administrator	Administration Personnel
Sarah Gorr	Literacy Specialist	Education Specialist	Education Specialist
Khristina Hunt	Instructional Technology Supervisor	Administrator	Administration Personnel
Kristen Klugh	IKEA	Local Business Representative	School Board of Directors
Susanne Knupp	Teacher	High School Teacher	Teacher
Sherri Kratzer	Teacher	Middle School Teacher	Teacher
Nicole Lombardi	Special Education Supervisor	Administrator	Administration Personnel
La'Keidra McDougal	Special Education Supervisor	Administrator	Administration Personnel
Heather McGovern	Gifted teacher	Education Specialist	Education Specialist
Paige Morabito	Gifted teacher	Education Specialist	Education Specialist
Jamie Mozzone	Teacher	High School Teacher	Teacher
Katy Oh	ESL Teacher	Education Specialist	Education Specialist
Stephen O'Toole	Assistant Superintendent	Administrator	Administration Personnel
Gloria Park	Parent	Parent of Child Attending	School Board of Directors

Name	Title	Committee Role	Appointed By
Amanda Pierce	Elementary Supervisor	Administrator	Administration Personnel
Jessica Shock	Teacher	Elementary Teacher	Teacher
James Simpkins	Intervention Teacher	Education Specialist	Education Specialist
Cuifan Tang	Teacher	High School Teacher	Teacher
Angela Van Cott	Teacher	Elementary Teacher	Teacher
Julie Wagner	Teacher	Elementary Teacher	Teacher
Joanna Wexler	Assistant Superintendent	Administrator	Administration Personnel
Erin Yeagle	Administrative Assistant	Other	Administration Personnel
Beth Zigmont	Secondary Supervisor	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.

The committee met in December 2024. In December, the committee reviewed the district's current professional development model, feedback data and comments from participants of existing workshops, and identified delivery model improvements based on staff feedback. In January 2024, the committee will review the draft plan prior to the final board approval in February or March.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

EQUITY

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement equity plan and monitor progress. Implement plan to address social and emotional well-being and monitor progress.	All staff	Topics as identified as within the plans and aligned with the short term and long-term goals.	Evaluations at the end of the session
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent		04/01/2025 - 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	Periodically throughout the year	3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

CURRICULUM DEVELOPMENT INCLUDING INSTRUCTIONAL TECHNOLOGY

Action Step	Audience	Topics to be Included	Evidence of Learning
Digital Citizenship curriculum integrated across all grade levels and all subject areas with topics, such as: Communication and relationships Digital footprint, security, and privacy Cyberbullying Media literacy An Assessment and Grading Committee will examine assessment development and grading practices. The committee will assist with the process of revising the district's grading reporting tool at the elementary, middle, and high school level to ensure alignment to the Comprehensive Plan Goals. A new grading tool will be implemented in the 2026-27 school year. Integrate a new district-wide student information system (SIS). Continue to revise K-12 curriculum and assessments, according to the GVSD curriculum review cycle, to ensure alignment to the PA Standards and instructional best practices.	All teachers and administrators	Curriculum development, curriculum implementation, digital citizenship, instructional technology integration, student expectations, parent communication.	Evaluations at the end of the sessions / Digital citizenship curriculum implemented
Lead Person/Position	Anticipated Timeline		
Supervisor of Instructional Technology / Supervisor of Technology	04/01/2025 - 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	On-going	1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching	Language and Literacy Acquisition for All Students
Collaborative curriculum development	Bi-monthly	3c: Engaging Students in Learning 2a: Creating an Environment of Respect and Rapport 1e: Designing Coherent Instruction	

SOCIAL AND EMOTIONAL WELL-BEING

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement plan to address social and emotional well-being and monitor progress.	All staff	Topics as identified as within the plan and aligned with the short term and long term goals.	Evaluations at the end of the session
Lead Person/Position	Anticipated Timeline		

Lead Person/Position

Directors of Student Services and Teaching and Learning

Anticipated Timeline

04/01/2025 - 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	Periodically	2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness 2d: Managing Student Behavior 3c: Engaging Students in Learning 4c: Communicating with Families 4a: Reflecting on Teaching 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On-going	3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 3c: Engaging Students in Learning 2d: Managing Student Behavior 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport	

COLLEGE AND CAREER READINESS

Action Step	Audience	Topics to be Included	Evidence of Learning
Counselors continue to work collaboratively with administrators, department chairs, school teams, and teachers to place and schedule students in the most appropriately challenging courses/classes of their program.	High school instructional staff, school counselors, social workers, and administrators	Review of courses/programs; meeting the strengths and needs of diverse learners	Surveys; meeting notes; action plans
Implement credit requirements for the Personal Finance course (Act 35)			
Lead Person/Position	Anticipated Timeline		
High School Principal	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
Professional Learning Community (PLC)	Periodically	3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of	

Type of Activities

Frequency

**Danielson Framework Component Met in
this Plan**

**This Step Meets the Requirements of State
Required Trainings**

- Students
- 3c: Engaging Students in Learning
- 1c: Setting Instructional Outcomes
- 2b: Establishing a Culture for Learning
- 4c: Communicating with Families

EQUITY

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement equity plan and monitor progress. Implement plan to address social and emotional well-being and monitor progress.	All staff	Topics as identified as within the plans and aligned with the short term and long-term goals.	Evaluations at the end of the session
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent		04/01/2025 - 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	Periodically throughout the year	3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

CURRICULUM DEVELOPMENT INCLUDING INSTRUCTIONAL TECHNOLOGY

Action Step	Audience	Topics to be Included	Evidence of Learning
An Assessment and Grading Committee will examine assessment development and grading practices. The committee will assist with the process of revising the district's grading reporting tool at the elementary, middle, and high school level to ensure alignment to the Comprehensive Plan Goals. A new grading tool will be implemented in the 2026-27 school year. Digital Citizenship curriculum integrated across all grade levels and all subject areas with topics, such as: Communication and relationships Digital footprint, security, and privacy Cyberbullying Media literacy Continue to revise K-12 curriculum and assessments, according to the GVSD curriculum review cycle, to ensure alignment to the PA Standards and instructional best practices. Integrate a new district-wide student information system (SIS).	All teachers and administrators	Curriculum development, curriculum implementation, digital citizenship, instructional technology integration, student expectations, parent communication.	Evaluations at the end of the sessions / Digital citizenship curriculum implemented
Lead Person/Position	Anticipated Timeline		
Supervisor of Instructional Technology / Supervisor of Technology	04/01/2025 - 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	On-going	4a: Reflecting on Teaching 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students
Collaborative curriculum development	Bi-monthly	3c: Engaging Students in Learning 2a: Creating an Environment of Respect and Rapport 1e: Designing Coherent Instruction	

SOCIAL AND EMOTIONAL WELL-BEING

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement plan to address social and emotional well-being and monitor progress.	All staff	Topics as identified as within the plan and aligned with the short term and long term goals.	Evaluations at the end of the session
Lead Person/Position	Anticipated Timeline		

Lead Person/Position

Directors of Student Services and Teaching and Learning

Anticipated Timeline

04/01/2025 - 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	Periodically	3a: Communicating with Students 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness 2d: Managing Student Behavior 3c: Engaging Students in Learning 4c: Communicating with Families 4a: Reflecting on Teaching 2a: Creating an Environment of Respect and Rapport	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On-going	3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning 2d: Managing Student Behavior 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 4c: Communicating with Families	

COLLEGE AND CAREER READINESS

Action Step	Audience	Topics to be Included	Evidence of Learning
Counselors continue to work collaboratively with administrators, department chairs, school teams, and teachers to place and schedule students in the most appropriately challenging courses/classes of their program.	High school instructional staff, school counselors, social workers, and administrators	Review of courses/programs; meeting the strengths and needs of diverse learners	Surveys; meeting notes; action plans
Implement credit requirements for the Personal Finance course (Act 35)			
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LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Periodically	4c: Communicating with Families 1c: Setting Instructional Outcomes	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

DRAFT

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)?

Instructional coaches and administrators

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.

Great Valley School District uses a variety of data sources to evaluate and review the Professional Education Plan including, but not limited to, observational data gathered by administrators and collected within MyLearningPlan (MLP), session feedback collected in MLP after professional development sessions, YouthTruth survey data from staff, aggregate coaching feedback sessions, outside consultant observation and feedback, student YouthTruth survey data, and student assessment data. Prior to the pandemic, the district created and supported a Leadership Academy that also gained and led professional development. As the district emerges from the pandemic, the Leadership Academy could reemerge as a support for evaluating and reviewing professional development opportunities. Collectively, these sources enable the district to identify goals and plans that are evaluated each year, in August, by the district and school administration. In addition, school administrators identify specific action plans for professional development that will take place during faculty meetings, grade/content level meetings, and before/after school time. The review cycle of the data informs decisions as professional development sessions are conducted and the district determines if the goals are implemented. In addition, differentiated professional development may occur for staff who may need additional support or advanced learning. The cyclical process of implementing professional development, analyzing implementation through the variety of data sources mentioned, adjusting professional development options, differentiating to the audience or skill levels, and adjusting future professional development occurs frequently throughout the school year and over multiple years.

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.

Stephen O'Toole

Professional Education Committee Chairperson:

02/10/2025

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