

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
Dr. Greg Taranto	Superintendent	Administrator	Administration Personnel
Dr. Scott Chambers	Deputy Superintendent	Administrator	Administration Personnel
Mr. Ken Crowley	Assistant to the Superintendent 7-12	Administrator	Administration Personnel
Dr. Mark Abbondanza	Assistant to the Superintendent K-6	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Mrs. Rebecca Lieb	Director of Special Education	Administrator	Administration Personnel
Ms. Brittany Taylor	Canon-McMillan High School Principal	Administrator	Administration Personnel
Mr. Ken Schrag	Canon-McMillan Middle School Principal	Administrator	Administration Personnel
Ms. Sheila Mitchell	Canon-McMillan Cyber Academy	Administrator	Administration Personnel
Mrs. Shannon Balch	Wylandville Elementary School Principal	Administrator	Administration Personnel
Mr. Rob Miele	South Central Elementary School Priincipal	Administrator	Administration Personnel
Mr. Jason Gillespie	Canon-McMillan Middle School, School Counselor	Education Specialist	Education Specialist
Mr. Rob Montini	Canon-McMillan High School Teacher	High School Teacher	Teacher
Mr. Paul Wolf	Canon-McMillan Middle School Teacher	Middle School Teacher	Teacher
Mr. Michael Zimmerman	North Strabane Intermediate School Teacher	Elementary Teacher	Teacher
Ms. Mollie Huffman	Wylandville Elementary School Teacher	Elementary Teacher	Teacher

Name	Title	Committee Role	Appointed By
Dr. Allison Dagen	Parent	Parent of Child Attending	School Board of Directors
Mrs. Kristen Flanagan	Parent	Parent of Child Attending	School Board of Directors
Mrs. Amy Harding	Parent	Parent of Child Attending	School Board of Directors
Mr. John Dziak	Printscape/Fresh Start/Canonsburg Educational and Cultural Institute	Local Business Representative	School Board of Directors
Ms. Kristy Budavich	Canon-McMillan Horizon Foundation	Community Member	School Board of Directors
Mr. Eric Chandler	Canonsburg Boro Council	Community Member	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 full committee reviewed and provided input on the professional development plan. Subcommittees, comprised of these members, meet throughout the year to discuss district professional development needs. Ex: Administrators and Teachers; Administrators, teachers, business representatives, and community members.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

DIFFERENTIATION AND REMEDIATION

Action Step	Audience	Topics to be Included	Evidence of Learning
The school district will conduct a systematic, data-driven review of textbooks to ensure they meet educational standards, align with our goal of increasing mathematical growth, and improve students outcomes. A rigorous evaluation process will result in piloting programs to determine the effectiveness of each program. The school district will also ensure all K-12 instructional staff have received professional development on grade and content specific enrichment and remediation strategies.	All K-12 classroom teachers	Differentiation and remediation by grade level and content area	Successful observation and implementation of differentiation and remediation in all K-12 classrooms
Lead Person/Position	Anticipated Timeline		
Assistant to the Superintendent K-6 and 7-12	08/25/2025 - 06/01/2028		

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 three years	2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 1c: Setting Instructional Outcomes 3a: Communicating with Students 4b: Maintaining Accurate Records 1d: Demonstrating Knowledge of Resources 3b: Using Questioning and Discussion Techniques 4c: Communicating with Families 1f: Designing Student Assessments 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 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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4e: Growing and Developing Professionally

ENHANCED LITERACY AND NUMERACY INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Establishing a full day kindergarten program in our school district.	Kindergarten teachers	Professional development on CKLA Amplify, Amplify Science, and new math and science programming.	Successful implementation of a full day model of Kindergarten. Successful implementation of all four academic content area in Kindergarten.
Lead Person/Position		Anticipated Timeline	
Deputy Superintendent Assistant to the Superintendent K-6		08/23/2027 - 06/02/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One time	1f: Designing Student Assessments 4a: Reflecting on Teaching	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2b: Establishing a Culture for Learning	
		4e: Growing and Developing Professionally	
		3a: Communicating with Students	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		3b: Using Questioning and Discussion Techniques	
		1d: Demonstrating Knowledge of Resources	
		3c: Engaging Students in Learning	
		1e: Designing Coherent Instruction	
		3d: Using Assessment in Instruction	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PCCD TRAINING

Audience	Topics to be Included	Evidence of Learning
All professional staff	Safety and security, ALICE, emergency drills, school district and police agency response/protocols, state provided modules: situational awareness, trauma informed approaches, behavioral health, suicide and bullying awareness, and substance abuse awareness	Agenda, sign in sheet; certificate of completion from online modules
Lead Person/Position		Anticipated Timeline
Dr. Scott Chambers/Safety and Security Coordinator		08/22/2025 - 06/01/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3 hours of annual training	2c: Managing Classroom Procedures 2a: Creating an Environment of Respect and Rapport 4f: Showing Professionalism 1d: Demonstrating Knowledge of Resources	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4c: Communicating with Families	
		3a: Communicating with Students	
		3e: Demonstrating Flexibility and Responsiveness	
		2d: Managing Student Behavior	

ACT 71 YOUTH SUICIDE AND PREVENTION TRAINING

Audience	Topics to be Included	Evidence of Learning
K-12 Professional Staff	Youth suicide awareness and prevention informaiton	Certificate of completion

Lead Person/Position	Anticipated Timeline
Dr. Mark Abbondanza and Mr. Ken Crowley/Assistant to the Superintendent K-6 and Assistant to the Superintendent 7-12	08/18/2025 - 06/01/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	4 hours of training every 5 years	1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 4f: Showing Professionalism 4c: Communicating with Families 3e: Demonstrating Flexibility and Responsiveness 3a: Communicating with Students	

TRAUMA-INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
All professional staff	Trauma-informed care	Agenda and sign-in sheet
Lead Person/Position	Anticipated Timeline	
Mrs. Becky Lieb/Director of Special Education	08/21/2025 - 06/01/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 hour total over the next three years	1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 3a: Communicating with Students 1d: Demonstrating Knowledge of Resources 4a: Reflecting on Teaching 2d: Managing Student Behavior 4f: Showing Professionalism 2c: Managing Classroom Procedures 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families	At Least 1-hour of Trauma-informed Care Training for All Staff

TEACHING DIVERSE LEARNERS

Audience	Topics to be Included	Evidence of Learning
K-12 Professional Staff	Instructional Strategies for Inclusive Classrooms	Agenda and sign-in sheet
Lead Person/Position	Anticipated Timeline	
Mrs. Becky Lieb/Director of Special Education	08/21/2025 - 06/01/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 hour total over the next three years	1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 4c: Communicating with Families 1f: Designing Student Assessments 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques	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
		4d: Participating in a Professional Community	
		1e: Designing Coherent Instruction	
		3e: Demonstrating Flexibility and Responsiveness	
		1d: Demonstrating Knowledge of Resources	
		3d: Using Assessment in Instruction	
		1c: Setting Instructional Outcomes	
		3c: Engaging Students in Learning	
		4e: Growing and Developing Professionally	

LANGUAGE AND LITERACY ACQUISITION

Audience	Topics to be Included	Evidence of Learning
Elementary/Middle school teachers, Special Education PK—12, Reading Specialists; K-6 principals	A general overview of reading assessment, data interpretation, and intervention strategies.	The staff will complete an online module with assessment questions at the end.

Lead Person/Position**Anticipated Timeline**

Dr. Mark Abbondanza/Assistant to the Superintendent K-6

08/21/2025 - 06/01/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	1 hour over the next 3 years	1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1f: Designing Student Assessments 4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 1e: Designing Coherent Instruction 4a: Reflecting on Teaching 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
		3b: Using Questioning and Discussion Techniques	
		4e: Growing and Developing Professionally	

STRUCTURED LITERACY REFRESHER COURSE

Audience	Topics to be Included	Evidence of Learning
Elementary/Middle school teachers, Special Education PK—12, Reading Specialists; K-6 principals	Refresher training on phonological and phonemic awareness; phonics and word recognition; automatic, fluent reading of text; vocabulary; listening and reading comprehension; written expression; essential principles and practices;	Agenda and sign-in sheet
Lead Person/Position	Anticipated Timeline	
Dr. Mark Abbondanza/Assistant to the Superintendent K-6	08/20/2026 - 06/01/2027	

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 three years	1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 4c: Communicating with Families 1f: Designing Student Assessments 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 4d: Participating in a Professional Community 1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction	Structured Literacy

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

Audience	Topics to be Included	Evidence of Learning
K-12 Professional Staff	Act 126/Code of Conduct; Recognition of the signs of sexual misconduct, as defined in Act 126; Reporting requirements for suspected sexual misconduct set forth in the Educator Discipline Act; Provisions of the Educator Discipline Act, including mandatory reporting requirements; and Maintenance of Professional and Appropriate Relationships with Students.	Certificate of Completion
Lead Person/Position		Anticipated Timeline
Dr. Mark Abbondanza and Mr. Ken Crowley/Assistant to the Superintendent K-6 and Assistant to the Superintendent 7-12		08/20/2026 - 06/01/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent	Once every 3	1b: Demonstrating Knowledge of Students	Professional Ethics

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
study	years	4d: Participating in a Professional Community 3a: Communicating with Students 2c: Managing Classroom Procedures 4e: Growing and Developing Professionally 4c: Communicating with Families 2d: Managing Student Behavior 4f: Showing Professionalism 4b: Maintaining Accurate Records	

EPI-PEN TRAINING

Audience	Topics to be Included	Evidence of Learning
All Professional Staff	Epi-Pen Training conducted through FARE	Certification of completion; demonstration on how to use the Epi-Pen
Lead Person/Position	Anticipated Timeline	
Building school nurses	08/21/2025 - 06/01/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annually	1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records 4c: Communicating with Families 4f: Showing Professionalism 4e: Growing and Developing Professionally 3a: Communicating with Students	

DIABETIC TRAINING

Audience	Topics to be Included	Evidence of Learning
Required staff	Training on an as-needed basis for staff involved with teaching and working with diabetic students	Completion of in-person training
Lead Person/Position		Anticipated Timeline
School Nurses		08/21/2025 - 06/01/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually	4b: Maintaining Accurate Records 3a: Communicating with Students 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally 4c: Communicating with Families 4f: Showing Professionalism	

DIGITAL LITERACY AND ESL

Audience	Topics to be Included	Evidence of Learning
K-12 teachers	Digital Literacy; ESL instructional strategies	Completion of in-person training; sign in sheet
Lead Person/Position	Anticipated Timeline	
Director of Technology ESL Teachers	08/21/2025 - 06/01/2028	

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 three years	2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 1d: Demonstrating Knowledge of Resources 3b: Using Questioning and Discussion Techniques 4e: Growing and Developing Professionally 1e: Designing Coherent Instruction 3c: Engaging Students in Learning	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
		4d: Participating in a Professional Community	
		1f: Designing Student Assessments	
		3d: Using Assessment in Instruction	
		1b: Demonstrating Knowledge of Students	
		3a: Communicating with Students	
		4c: Communicating with Families	
		2a: Creating an Environment of Respect and Rapport	
		3e: Demonstrating Flexibility and Responsiveness	

CPR

Audience	Topics to be Included	Evidence of Learning
K-12 teachers	CPR training	Completion of in-person training; certification being awarded.
Lead Person/Position		Anticipated Timeline
Building Administrators Local Fire Departments		08/01/2025 - 06/01/2028

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 three years	4e: Growing and Developing Professionally 4d: Participating in a Professional Community 4f: Showing Professionalism 3e: Demonstrating Flexibility and Responsiveness	

CPR TRAINING

Audience	Topics to be Included	Evidence of Learning
All K-12 staff	CPR training and instruction	Certificate of completion
Lead Person/Position	Anticipated Timeline	
School Nurses/Local Fire Departments	08/20/2025 - 06/01/2028	

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 three years	4e: Growing and Developing Professionally 4f: Showing Professionalism 4d: Participating in a Professional Community	

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)?

K-6 elementary and intermediate school principals

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.

To ensure the Professional Development Plan remains effective and aligned with district goals, an annual review and evaluation process is implemented. This review evaluates the goals, activities, delivery system, and attainment of competencies for each activity. The procedures incorporate the five levels of professional development evaluation to ensure that the professional development program meets educators' needs and improves student outcomes. Analysis of Goals: The specific goals outlined in the plan are evaluated for their alignment with the district's current educational objectives and strategic initiatives. The review ensures that goals remain relevant and aligned with district-wide priorities, such as improving instructional practices or addressing student achievement gaps. Activity Review: The activities and professional development opportunities provided to staff are analyzed to determine whether they are effectively helping participants meet the identified goals and competencies. This is done through a professional development survey administered to all staff after each day of professional development. The survey incorporates facets of the five levels of professional development. Data-Driven Adjustments/Analysis: Administrators and teachers analyze quantitative student assessment data to review the success of professional development initiatives and to develop future target goals and initiatives.

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