

PENNRIDGE SD

1200 N 5th St

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

122098103

1200 N 5th St, Perkasie, PA 18944

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Mr Angelo G Berrios III

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Mr. Angelo Berrios III	Superintendent	Administrator	Administration Personnel
Dr. Kathleen Scheid	Assistant Superintendent	Administrator	Administration Personnel
Dr. Bradley Palmer	Assistant to the Superintendent	Administrator	Administration Personnel
Mr. Earnest Johnson	Director of Student Services	Administrator	Administration Personnel
Mr. Sean Daubert	Director of Finance	Administrator	Administration Personnel
Mrs. Tara Mossman	HR Director	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Mr. Kelly Harper	Director of Facilities	Administrator	Administration Personnel
Mrs. Jessica Krause	Director of Transportation	Administrator	Administration Personnel
Mr. Tim Keddie	High School Principal	Administrator	Administration Personnel
Mr. Abe Hughes	Assistant Principal, HS	Administrator	Administration Personnel
Dr. Tara Collice	Middle School Principal	Administrator	Administration Personnel
Mrs. Mia DiPaolo	Elementary Principal	Administrator	Administration Personnel
Mr. Howard Vogel	Elementary Principal	Administrator	Administration Personnel
Mr. Mike Gurysh	Mathematics Supervisor	Administrator	Administration Personnel
Mr. Dave Thomas	Director of Communications	Administrator	Administration Personnel
Mrs. SueEllen Thomas	Gifted Teacher	Education Specialist	Education Specialist
Mrs. Andrea Plumley	Middle School Science Teacher	High School Teacher	Teacher
Mrs. Erin Reichert	Instructional Coach	Education Specialist	Education Specialist
Mrs. Sarah Baker	Elementary Principal	Administrator	Administration Personnel
Mrs. Alicia Landgraf	Parent	Parent of Child Attending	School Board of Directors
Mr. Joe Werner	Social Worker	Education Specialist	Education Specialist

Name	Title	Committee Role	Appointed By
Ms. Nicole Marchese	School Counselor	Education Specialist	Education Specialist
Mrs. Anita Whalen	Middle School Math Teacher	High School Teacher	Teacher
Mrs. Leigh Anne Gatto	Elementary Teacher	Elementary Teacher	Teacher
Mr. Michael McGrory	ServPro of Bucks County	Local Business Representative	School Board of Directors
Mr. David Devlin	Today Homescaping	Local Business Representative	School Board of Directors
Mr. Jeffrey Toner	Jefferson Institute for Biomedical Engineering	Community Member	School Board of Directors
Ms. Melissa Perrine	Penn Community Bank	Community Member	School Board of Directors
Mrs. Staci Klemmer	Secondary Math Teacher	High School Teacher	Teacher
Mrs. Diane Miller	Director of Technology	Administrator	Administration Personnel
Ms. Eilidh Lipp	Grandview Health	Community Member	School Board of Directors
Susanne Hanson	Reading Specialist	Education Specialist	Education Specialist
Mrs. Cara Gurysh	High school Principal	Administrator	Administration Personnel
Mr. Jon Kircher	Parent	Parent of Child Attending	School Board of Directors
Mrs. Alison Kircher	Parent	Parent of Child Attending	School Board of Directors
Mrs. Carrie Najarian	Parent	Parent of Child Attending	School Board of Directors

Name	Title	Committee Role	Appointed By
Mrs. Ashley Weibrecht	Parent	Parent of Child Attending	School Board of Directors
Mr. Michael Zackon	Parent	Parent of Child Attending	School Board of Directors
Mrs. Connie Smeland	Elementary Teacher/reading specialist	Elementary Teacher	Teacher
Mrs. Deana McCann	Special Education Supervisor	Administrator	Administration Personnel
Mr. Ron Wurz	Board member	Community Member	School Board of Directors
Mr. Bob Cormack	Board member	Community Member	School Board of Directors
Mr. Brad Merkle-Gump	Board member	Community Member	School Board of Directors
Mrs. Carolyn Sciarrino	Board member	Community Member	School Board of Directors
Mrs. Stacy Pakula	Upper Bucks County Technical School	Other	Administration Personnel
Mr. Chad Evans	Bucks County Intermediate Unit	Other	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 professional development committee meets at least once a year to review feedback from professional development as well as insights provided by administration focused on classroom observations to inform adjustments to professional learning in the following year.

Throughout the year, there are informal meetings held with teacher leaders and building/district administrators to be more responsive to feedback and needs for planning purposes.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

TRAUMA INFORMED TEACHING AND LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Create a welcoming and caring environment where all students feel valued and respected. Students, teachers, staff, and building principals will develop opportunities based on identified needs.	All K-12 Educators	Educators will understand that trauma can significantly impact a student's ability to learn, regulate emotions, and build relationships, often manifesting as challenging behaviors. A trauma-informed approach shifts the focus from "What's wrong with this student?" to "What happened to this student?" and emphasizes creating a safe, supportive environment that fosters trust and connection. By implementing strategies such as predictable routines, relationship-building, and emotional regulation techniques, educators can help all students—especially those impacted by trauma—feel secure and ready to learn.	Educators will provide feedback on professional learning sessions via a post-participation survey that will include checks for understanding. Building principals will look for evidence of application via instructional walkthroughs and classroom observation.
Lead Person/Position			Anticipated Timeline
Director of Teaching and Learning			08/20/2025 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Professional learning will occur once; follow up during faculty meetings and individual feedback from observation.	3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	At Least 1-hour of Trauma-informed Care Training for All Staff

STEELS IMPLEMENTATION PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement the new STEELS (Science, Technology, Engineering, Environmental Literacy and Sustainability) standards K-12 into the curriculum with focus on	K-8 Teachers of Science, specific teachers 9-12 who teach Biology,	Educators implementing the PA STEELS Standards will recognize that these standards emphasize an integrated, three-dimensional approach to science education, where students engage in scientific inquiry, engineering design, and real-world problem-solving. Rather than memorizing isolated facts, students construct knowledge through hands-on investigations, data analysis, and collaborative	Implementation via lesson planning, revised assessment design as well

Action Step	Audience	Topics to be Included	Evidence of Learning
environmental literacy and leveraging opportunities to engage in MWEE (Meaningful Watershed Educational Experience) at each grade span.	Environmental Literacy Topics	learning experiences that reflect the practices of scientists and engineers. By designing instruction that encourages curiosity, critical thinking, and application of scientific concepts across disciplines, educators can create meaningful learning experiences that prepare students for the demands of the modern world.	as observation and feedback.
Lead Person/Position		Anticipated Timeline	
Curriculum Supervisor, Building Principals, Director of Teaching and Learning		08/20/2025 - 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)	As needed, but at least during 2025-2026 school year during non-instructional days	3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of Content and Pedagogy	
		3c: Engaging Students in Learning	
		1e: Designing Coherent Instruction	
		1c: Setting Instructional Outcomes	
		3b: Using Questioning and Discussion Techniques	

ARTIFICIAL INTELLIGENCE FOR TEACHING AND LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Integrate technology into the curriculum to enhance teaching and learning and preparing students for the digital age with special attention to Artificial Intelligence.	K-12 Educators, Administrators, Paraprofessionals	Focus on digital literacy and skills necessary to integrate A.I. into classrooms and personal learning. Ethical usage, best practices, and safety will all be a part of the professional learning.	Surveys, consistent application of curriculum and practices through lesson planning and classroom observation.

Lead Person/Position**Anticipated Timeline**

Director of Technology, Director of Teaching and Learning

07/01/2025 - 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	This topic will be highlighted on professional learning days throughout the plan's length.	1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	Common Ground: Culturally Relevant Sustaining Education

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PA PROFESSIONAL ETHICS REFRESHER

Audience	Topics to be Included	Evidence of Learning
K-12 Educators	Definition and importance of ethics in education Role of ethics in fostering trust and professionalism Overview of Pennsylvania’s Code of Professional Practice and Conduct for Educators The PA Code of Professional Practice and Conduct Explanation of the PA Code and its guiding principles Responsibilities to students, colleagues, schools, and the profession Real-world scenarios illustrating ethical and unethical behavior	Educators will complete the course satisfactorily.

Lead Person/Position	Anticipated Timeline
Building Principals	08/15/2025 - 12/31/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Once a year; online training		Professional Ethics

VISUAL LITERACY

Audience	Topics to be Included	Evidence of Learning
K-12 Educators	These sessions will explore how teachers can help students interpret, analyze, and create meaning from visual information in an increasingly image-driven world. The session will cover foundational concepts of visual literacy, including how images, symbols, and media shape understanding and communication. Educators will engage with strategies for integrating visual literacy across subjects, such as analyzing historical photographs in social studies, decoding graphs and infographics in science and math, and using illustrations to enhance comprehension in language arts. The session will also address digital literacy, exploring the role of social media, advertising, and online misinformation in shaping students' perceptions. Hands-on activities will include deconstructing visual texts, designing lessons that incorporate multimodal learning, and leveraging tools like graphic organizers, sketchnotes, and AI-generated visuals to enhance student engagement. Throughout, the focus will be on fostering critical thinking, creativity, and deeper learning through the intentional use of visual materials in the classroom.	Educators will provide feedback on sessions via survey as well as expectations of integration into lesson planning and observations of teaching.
Lead Person/Position	Anticipated Timeline	
Director of Teaching and Learning	07/01/2025 - 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	Professional learning days will have opportunities to learn throughout the life of the plan.	<p>1d: Demonstrating Knowledge of Resources</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1e: Designing Coherent Instruction</p>	Language and Literacy Acquisition for All Students

STRUCTURED LITERACY REFRESHER

Audience	Topics to be Included	Evidence of Learning
K-5 Educators, K-12 Special Educators, K-12 ELL Teachers, K-12 Reading Specialists, Middle Level educators with appropriate certifications, and other educators who provide supports for explicit literacy instruction.	will focus on evidence-based, systematic instruction designed to support all learners, especially those with dyslexia and other reading challenges. The session will cover the key components of Structured Literacy, including phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Educators will explore explicit, sequential, and cumulative teaching strategies that build strong foundational reading skills. Hands-on activities will include analyzing phonemic awareness tasks, practicing multisensory techniques, and developing lesson plans aligned with the Science of Reading. The session will emphasize how Structured Literacy supports equitable access to literacy and empowers educators to close reading gaps effectively.	Educators will provide feedback on a survey as well as ticket out focused on the essential practices. Instructional feedback will be provided to educators by

Audience	Topics to be Included	Evidence of Learning
		principals.
Lead Person/Position	Anticipated Timeline	
Director of Teaching and Learning	09/01/2026 - 12/31/2026	

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	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 1f: Designing Student Assessments	Structured Literacy

EXECUTIVE FUNCTIONING FOR ALL LEARNERS K-12

Audience	Topics to be Included	Evidence of Learning
K-12 Educators and Paraprofessionals	will focus on strategies to help learners develop essential skills like organization, time management, task initiation, and self-regulation. Educators will explore how executive functioning impacts academic success and behavior, particularly for students with ADHD and other learning differences. The session will include practical techniques such as scaffolding assignments, using visual schedules, and teaching metacognitive strategies to improve planning and problem-solving. By integrating these supports into daily instruction, educators will help students build independence, resilience, and the ability to manage their learning effectively.	Surveys with ticket out; reduction of behavior based referrals and improved student outcomes; integration into educator planning and instruction
Lead Person/Position	Anticipated Timeline	
Director of Pupil Services	08/15/2025 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Opportunities during professional learning days	1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 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**

2b: Establishing a Culture for
Learning

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines

Yes/No

When is the first year the LEA will offer Structured Literacy Training to the staff?

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)?

There are some selected teachers who provide supportive direct literacy instruction to kids.

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.

Each year the committee reviews feedback from professional development sessions to determine shifts and priorities for the following year. The administrative team will leverage assessment data and educator effectiveness data to inform that planning as well. Adjustments are made with a focus on enhancing the effectiveness of professional and ensuring continuous improvement in teaching and learning outcomes.

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