

HAVERFORD TOWNSHIP SD

50 East Eagle Road

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 of Haverford Township

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Heather Pinero	PDC Co-chair and HS Asst Princ	Administrator	Administration Personnel
Hailey Pechin	4th grade teacher	Elementary Teacher	Teacher
Ashley Gavio	MS Assistant Principal	Administrator	Administration Personnel
Maryann Hooper Capuzzi	MS Nurse	Education Specialist	Education Specialist
Jennifer Sheridan	Elementary Music Teacher	Education Specialist	Education Specialist
Jennifer Saksa	Assistant Superintendent	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Jill Vandevere	Executive Assistant	Community Member	Administration Personnel
Gina Brocklesby	MS Teacher	Middle School Teacher	Teacher
Ellen Monahan	HS teacher	High School Teacher	Teacher
Ro Edminston	HS AP	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.

This team meets every 4-6 weeks. Two subcommittees were formed this year: induction planning, and Flex Professional Development planning. The committee collects and analyzes PD feedback in order to design PD opportunities aligned to staff needs.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

MATH INTERVENTION TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Research and implement effective interventions for growth, including executive functioning, utilizing a more robust system for targeted instruction and progress monitoring	Teachers of Math Interventions	How to use identified math interventions	Implementation of identified math interventions
Lead Person/Position		Anticipated Timeline	
Math supervisor and coaches		09/01/2025 - 03/31/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least 2 training sessions followed by coaching		Teaching Diverse Learners in Inclusive Settings

CORE INSTRUCTION FOR GROWTH

Action Step	Audience	Topics to be Included	Evidence of Learning
Research and implement effective interventions for growth, including executive functioning, utilizing a more robust system for targeted instruction and progress monitoring	All teachers who are required to complete structured literacy training according to their certification	Structured Literacy	Completed training activities
Lead Person/Position	Anticipated Timeline		
Humanities Curriculum Supervisor	06/19/2025 - 06/22/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	2 part series		Structured Literacy

TRAUMA INFORMED CARE

Action Step	Audience	Topics to be Included	Evidence of Learning
Research and implement effective interventions for growth, including executive functioning, utilizing a more robust system for targeted instruction and progress monitoring	All staff	Trauma Informed Care	Completion of training activities
Lead Person/Position	Anticipated Timeline		
Director of Security	07/08/2027 - 06/23/2028		

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 time		At Least 1-hour of Trauma-informed Care Training for All Staff

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

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

Professional Education Plan Guidelines**Yes/No**

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

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)?

Those who are required to receive the training will.

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.

An annual professional development feedback and needs assessment survey is administered in June. This surveys staff on their use of new knowledge and skills, their new learning resulting from the various types of professional development from the year, their satisfaction with the professional development, and their recommendations for the next school year. Also, annually, district leaders review student performance and well-being data to determine areas of strength and need. Based on these data, specific goals are set, and professional development based on these goals occurs at the building level.

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