

LEHIGHTON AREA SD

1000 Union 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

121135503

1000 Union St, Lehighton, PA 18235

Mrs. Gretchen Laviolette

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Mr Jason Moser

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Gretchen Laviolette	Director of Curriculum	Administrator	Administration Personnel
Mary Figura	Assistant to the Superintendent	Administrator	Administration Personnel
Joy Beers	Board Member	Other	School Board of Directors
Kelli Costenbader	High School Counselor	Education Specialist	Education Specialist
David Krause	LCCC Representative	Local Business	School Board of

Name	Title	Committee Role	Appointed By
		Representative	Directors
Ashley Lichtenwalner	Reading Specialist/Elementary Reading Department Head	Elementary Teacher	Teacher
Erica Pagatto	Middle School History Teacher	Middle School Teacher	Teacher
June Potts	Librarian/LAVA Cyber Coordinator	High School Teacher	Teacher
Lauren Cortright	Elementary MTSS Coordinator	Education Specialist	Teacher
Mark Martin	Parent	Parent of Child Attending	School Board of Directors
Carrie Vail	Parent	Community Member	School Board of Directors

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 typically meets sporadically, though the exact frequency can vary depending on the specific needs of the school year or the scope of the initiatives being discussed. Meetings are scheduled at the start of the academic year and may be adjusted to accommodate pressing issues or specific deadlines. The committee met five times while discussing the Comprehensive Plan. The committee serves as a collaborative body where educators, administrators, and key stakeholders meet to discuss important initiatives, review policies, and make decisions that impact student achievement, curriculum standards, and school improvement efforts. The committee plays a critical role in

identifying the professional learning needs of educators and creating or supporting professional development initiatives that help teachers stay informed about best practices, instructional strategies, and educational technologies. Through collaboration, data analysis, and ongoing professional growth, the committee works to ensure that our educational practices are continually improving and aligned with state and national standards.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

SUBJECT AREA/DEPARTMENT AREA TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Focused Professional Development and Training	All professional staff	Curricular resources, structured literacy, instructional strategies, coaching, interventions, differentiation, retention	Professional staff will be expected to take strategies from professional development trainings and integrate them into their teaching.
Lead Person/Position			Anticipated Timeline
Director of Curriculum and Technology			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
Collaborative curriculum development	Quarterly		Teaching Diverse Learners in Inclusive Settings
Workshop(s)	Ongoing throughout the		Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	year		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed		Teaching Diverse Learners in Inclusive Settings

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

DATA REVIEW

Audience	Topics to be Included	Evidence of Learning
K-12 Teachers and Paraprofessionals	Data (local and state assessments) review, implementation of strategies	Improved student success as evident through norm and criterion referenced assessments
Lead Person/Position	Anticipated Timeline	
District and building administrators	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	Quarterly	3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction	

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?

2024-
2025

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)?

All educational staff will receive structured literacy training over the next 3 years.

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.

Our committee's plan is to review and revise the Act 48 Plan annually to ensure its ongoing relevance and effectiveness in supporting the professional growth of educators and enhancing student outcomes. The review process involves multiple stakeholders, including administrators, teachers, and community stakeholders. The ultimate goal of professional development is to enhance student achievement. The committee will review end of the year data on student performance, including test scores, and other assessments, to determine if there has been a measurable improvement following professional development activities. This helps assess whether the skills and knowledge gained by educators have translated into improved student outcomes. The committee will review the extent to which the organization district implemented the plan. This includes evaluating the availability of resources, administrative support, and alignment of the plan with the overall goals of the school or district. The results of the evaluation and any revisions to the plan are shared with relevant stakeholders, including district leadership, the school board, teachers, and other educational staff. This ensures transparency and allows for collaborative input in the refinement of the plan.

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.

Gretchen L. Laviolette03/25/2025

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.

Jason G. Moser03/25/2025

Superintendent or Chief Administrative Officer:Date