METHACTON SD

1001 Kriebel Mill Rd

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

Methacton School District
123465303
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Dr. David Zerbe, Superindentent
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Tara Ricci	Supervisor of Continuous Improvement	Administrator	Administration Personnel
Melissa Gorla	Supervisor of Secondary Education	Administrator	Administration Personnel
Tara Strouse	Supervisor of Elementary Education	Administrator	Administration Personnel
Matthew Walsh	Director of Curriculum, Instruction and Assessment	Administrator	Administration Personnel
Michelle Stead	Teacher	K-12 Teacher	Teacher
Caitlin Ferenchak	Teacher	High School Teacher	Teacher

Name	Title	Committee Role	Appointed By
Heather DiPiano	Teacher	High School Teacher	Teacher
Jennifer Heusser	Teacher	High School Teacher	Teacher
Tracy Hanson	Support Staff	Other	Teacher
Stephanie Sawyer	Teacher	Education Specialist	Teacher
Deborah Wittenberg	Teacher	Elementary Teacher	Teacher
Joyce Amici	Administrator	Administrator	Administration Personnel
Shab Maffei	Teacher	Education Specialist	Teacher
Kathleen Thiel	Board Member	Parent of Child Attending	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 meets four times a year to review needs assessments, professional learning proposals and professional learning opportunities.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

STRUCTURED LITERACY TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide explicit literacy instruction in grades K-12 in the universal tier (Core instruction)	Teachers of literacy and social studies	Foundational skills of reading, vocabulary instruction, instructional strategies	Lesson plans and classroom observations

Lead Person/Position	Anticipated Timeline
Building Principal	04/01/2025 - 06/17/2027

LEARNING FORMAT

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)	At least four times per year	3c: Engaging Students in Learning 1e: Designing Coherent Instruction	Structured Literacy

DATA ANALYSIS

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement specific interventions for students based on data with clear targets for success.	All teachers	Types of assessments, quality of assessments, analysis and interpretation of data	Participation in building data meetings, changes in instruction practices identified through observations, increased student achievement.

Lead Person/Position	Anticipated Timeline
Building Principal	08/26/2025 - 06/17/2026

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)	At least four times each year	3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings

STEELS VOCABULARY

Action Step	Audience	Topics to be Included	Evidence of Learning
Teach academic vocabulary intensively across several days using a variety of instructional strategies.	Teachers of Science	Strategies for academic vocabulary instruction	Implementation of strategies, improved student achievement

Lead Person/Position	Anticipated Timeline
Building Principal	07/01/2025 - 06/17/2026

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 twice in the year	3c: Engaging Students in Learning 3a: Communicating with Students 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

STEELS VOCABULARY

Action Step	Audience	Topics to be Included	Evidence of Learning
Teach academic vocabulary intensively across several days using a variety of instructional strategies.	Teachers of Science	Strategies for academic vocabulary instruction	Implementation of strategies, improved student achievement

Lead Person/Position	Anticipated Timeline
Building Principal	07/01/2025 - 06/17/2026

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 twice in the year	1e: Designing Coherent Instruction 3a: Communicating with Students 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

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)? All professional and support staff	
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 Act 48 committee, led by our curriculum supervisors, review the plan for in-service, create and review the annual needs assessment survey, and the feedback from staff on in-service opportunities. Additionally, the curriculum department reviews staff evaluations and student data to determine needs that are brought forward to the committee for planning professional development.

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