

ALLEGHENY-CLARION VALLEY SD

PO Box 100

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

Allegheny-Clarion Valley School District
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
David McDeavitt	Superintendent	Administrator	School Board of Directors
Kristin Thurber	Director of Education	Administrator	School Board of Directors
Bill Jordan	Jr/Sr HS Principal	Administrator	School Board of Directors
Lori Sherman	Elementary Principal	Administrator	School Board of Directors
Megan Geffel	WSTU Principal	Administrator	School Board of Directors
Warren Thomas	Local Business Owner	Local Business Representative	School Board of Directors

Name	Title	Committee Role	Appointed By
Jerry Marron	Resident (retired)	Community Member	School Board of Directors
Stefanie Best	Teacher/Resident	Elementary Teacher	School Board of Directors
Darlene Scott	Teacher/Resident	Elementary Teacher	School Board of Directors
Erin Barlett	Reading Coach	Education Specialist	School Board of Directors
Allie Atwood	Parent	Community Member	School Board of Directors
Megan Bashline	Teacher	High School Teacher	School Board of Directors
Trevor Hile	Parent	Community Member	School Board of Directors
Courtney Rice	Teacher	Education Specialist	School Board of Directors
Derek Harold	Teacher	Elementary Teacher	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 professional Development committee meets at least two times each year. This committee was formed to drive the professional development programming for our professional staff.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

MTSS IMPLEMENTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
The teachers, specialists, and interventionists will progress monitor students at least monthly to ensure that the instructional pacing is covering essential content while addressing students' needs.	The MTSS Committee, administration	Curriculum alignment, pacing guides, data meetings, intervention resources, scheduling	Benchmark assessments, progress monitoring, curriculum based assessments, lesson planning
Lead Person/Position		Anticipated Timeline	
Principals, Director of Education, MTSS coordinator		07/01/2025 - 05/31/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	monthly		Structured Literacy

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?

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)?

All teachers who teach literacy in the k-6 Elementary School Building.

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.

Annual Review and Revision Plans will be reviewed every year to ensure they remain relevant and effective. Revisions will be made based on the outcomes of the review, addressing any gaps or areas for improvement.:

- Goals: Are the objectives clear, measurable, and aligned with the intended outcomes?
- Activities: Are the activities relevant, engaging, and effective in achieving the goals?
- Delivery System: Is the method of delivery (e.g., in-person, online, hybrid) appropriate and accessible for participants?
- Competency Attainment: Are teachers and administrators achieving the skills and competencies intended by the activities?
- Student Outcomes: How have the professional development efforts impacted student learning and performance?
- Participants' Use of New Knowledge and Skills: Are participants effectively applying what they've learned in their roles?
- Participants' Learning: What knowledge and skills have participants gained through the activities?
- Participant Reaction: How do participants perceive the relevance, quality, and delivery of the professional development activities?
- Organization Support and Change: How has the organization supported the implementation of new practices, and what systemic changes have been made as a result?

By using these levels, the administration can systematically evaluate the effectiveness of their professional development efforts and make informed decisions to enhance 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.

David McDeavitt

11/25/2024

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.

David McDeavitt

11/25/2024

Superintendent or Chief Administrative Officer:

Date