

CENTRAL BUCKS SD

20 Welden Dr

Professional Development Plan (Act 48) | 2026 - 2029

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:

1. 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.
2. 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.
3. 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.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

5. 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.
6. 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.
7. 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

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Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Suzanne Dailey	Elementary Staff Developer	Education Specialist	Administration Personnel
Victoria Ehlinger	Secondary Staff Developer	Education Specialist	Administration Personnel
Matthew Palmer	Secondary Staff Developer	Education Specialist	Administration Personnel
Sarah Rotella	K-12 Technology Staff Developer	Education Specialist	Administration Personnel
Helen Sclama Zaleski	Asst. Superintendent for Elementary	Administrator	School Board of Directors
Charles Malone	Asst. Superintendent for Secondary	Administrator	School Board of Directors
Richard Kratz	Director of Teaching and Learning	Administrator	Administration Personnel
Joseph Kirshe	Elementary Teacher	Elementary Teacher	Administration Personnel
Maura Guinan	Special Education Teacher	Other	Administration Personnel
Jennifer Horan	School Counselor	Other	Administration Personnel
Dave Filson	Parent	Parent of Child Attending	Administration Personnel
Anthony Paglione	Teacher	High School Teacher	Administration Personnel
Heather Reynolds	School Board Member	Community Member	Administration Personnel
Chad Evans	Parent	Parent of Child Attending	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.

Our teaching and learning committee meets monthly and is comprised of the people on this list, curriculum supervisors/coordinators, staff developers, and special education program specialists. In addition, the information is presented to the parent advisory council, as well as our Act 48 committee of teachers, board educational committee meetings. Informal meetings may also be held in small breakout groups to discuss and update the plan as needed.

Action Plans Steps from Comprehensive Plan

Artificial Intelligence

2 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Establish district guidelines and instructional resources for Artificial Intelligence ethics and responsible use to support teaching and learning. 	K-12 Educators	AI Literacy, Appropriate use of AI	Teachers will complete...

3 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Technology and Innovation	08/24/2026 - 06/18/2027

Learning Format

4 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly	<ul style="list-style-type: none"> 3c: Engaging Students in Learning 2b: Establishing a Culture for Learning 	Common Ground

Other Professional Development Activities

Academic Excellence: MTSS

5 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-8	- Overview and implementation of MTSS framework - MTSS is CBSD - Universal Assessment - Data-informed intervention and enrichment - Use of technology tools: Infinite Campus, Spotlight - School wide positive behavior intervention systems (SWPBIS) - Implementation of 6th grade MTSS block	- Completed work of course in canvas course - Administering and interpreting universal assessment - Implementing I&E and WIN - Participation in building-level MTSS data meetings - Participating in SWPBIS

6 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
- Cassandra Oshinsky, Supervisor of MTSS, Data, Assessment, and Federal Programs - MTSS Leadership Team	08/24/2026 - 06/15/2030

Learning Format

7 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	5-7 times per year	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3a: Communicating with Students • 3b: Using Questioning and Discussion 	Language and Literacy Acquisition for All Students

		<p>Techniques</p> <ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism 	
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Educational Technology

8 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12	- Accessibility - Course Design and Personalization - Microsoft 365 - Technology Best Practices - AI Literacy - Data systems that guide student learning outcomes	- Mandatory and choice offerings in PD workshops - Personalized coaching - Participating in pilot programs - Participating in data meetings at the building-level - Technology tips at faculty meetings

9 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Jason Jaffe, Director of Technology and Innovation	08/24/2026 - 06/15/2030

Learning Format

10 Action Plans Steps - Learning Format

Type of	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State
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Activities			Required Trainings
Workshop(s)	5-7 times per year	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 3a: Communicating with Students • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4e: Growing and Developing Professionally 	Teaching Diverse Learners in Inclusive Settings

Structured Literacy

11 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12	- Sentence-level activities - The Writing Revolution - SRSD (Self-Regulated Strategy Development) - Units of Study	- Participation in in-person and online workshops - Reading The Writing Revolution - Implementing strategies and resources on revised curriculum maps - Understanding the components of the Reading and Writing rope - Implementation of Reading Horizons V9 (K-2)

12 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Michele Myers, Supervisor of English Language Arts Ashley Christie, Supervisor of Elementary Reading	08/24/2026 - 06/15/2030

Learning Format

13 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3-5 times per year	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 3e: Demonstrating Flexibility and Responsiveness • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally 	Structured Literacy

District-Wide Realignment

14 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12	- Implementation of Full-Day Kindergarten - Transition of 6th	- Participation in workshops related to realignment -

	grade to Middle School - Transition of 9th grade to High School - Revision and creation of curricular resources	Monthly updates from the realignment committee - Participation in surveys - Shadowing and Mentorship
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15 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Angela Hendershot, Coordinator of Health and Physical Education and Realignment Co-Coordinator Brian Novick, Supervisor of Mathematics and Realignment Co-Coordinator	08/24/2026 - 06/15/2030

Learning Format

16 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2e: Organizing Physical Space • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and 	

		Responsiveness <ul style="list-style-type: none"> • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism 	
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Language & Literacy Acquisition for all Students

17 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12 teachers	-Supporting multilingual learners -Accommodating diverse learning levels -Structured Literacy programs and training (Self-Regulating Strategy Development) -The Writing Revolution (Year of the Sentences, Year of the Paragraph, Year of the Essay,)	-Participation and trainings related to multilingual learners through in-person and virtual workshops -Participation and trainings related to structured literacy through in-person and virtual workshops. - Surveys to assess stakeholder needs (from teachers, administrators, tech, etc.) -Online bank of materials and resources to support ongoing learning and development.

18 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Michele Myers, Supervisor of K-12 English Language Arts Stacy Gray, Supervisor of World Languages and ELD Ashley Christie, Supervisor of Reading	08/24/2026 - 06/15/2030

Learning Format

19 Action Plans Steps - Learning Format

Type of	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State
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Activities			Required Trainings
Workshop(s)	3-5 times per year	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 4e: Growing and Developing Professionally 	Language and Literacy Acquisition for All Students

Teaching Diverse Learners in Inclusive Settings

20Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12 Teachers	-Universal Behavior Design Strategies -Topics provided by University of Minnesota based upon their recommendations (based upon interviews, surveys, etc.) -Crisis Prevention Institute trainings (verbal intervention, etc.) - Training on teaching Adapted Specials courses -Workshops on active engagement strategies -Training on ADA compliance	-Canvas Modules -In-person and virtual workshops -Collegial observations and trainings -Department-based training -Open teams calls for those in need of ongoing support

21Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Richard Kratz, Director of Teaching & Learning	08/26/2026 - 06/15/2030

Learning Format

22Action Plans Steps - Learning Format

Type of	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State
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Activities			Required Trainings
Workshop(s)	3-5 times per year	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4c: Communicating with Families • 4e: Growing and Developing Professionally 	Teaching Diverse Learners in Inclusive Settings

Trauma-Informed Care Training

23Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12 Professional Staff	-Recognition of the signs of trauma in students -Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support -Training on the impact of trauma and stress on the brain -Training to provide effective strategies and interventions that work for all students	Online and/or in-person training

24Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Justin Rubenstein, Supervisor of Student Services	08/26/2026 - 06/15/2030

Learning Format

25 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1-2 times per year	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 3a: Communicating with Students • 3c: Engaging Students in Learning • 2d: Managing Student Behavior • 4c: Communicating with Families • 4f: Showing Professionalism 	At Least 1-hour of Trauma-informed Care Training for All Staff

Suicide Awareness / Prevention Education

26 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12 Professional Staff	-This course covers the scope of the problem with youth suicide -Common risk factors related to youth suicide -Successful strategies for youth suicide prevention -The immediate steps a staff member should take if they encounter a student who is threatening suicide -Best practices for intervention after a suicide ("postvention")	Completion of mandatory Vector training course (67 minutes).

27 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Charles Malone, Interim Superintendent	08/26/2026 - 06/15/2030

Learning Format

28 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	One time per year	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 4c: Communicating with Families • 4f: Showing Professionalism 	

Professional Ethics Program Framework Guidelines

29 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12 Professional Staff	The standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.	-District-Wide beginning of year welcome for all staff (convocation) -Regular communications to staff from upper administration -Faculty meeting provided by building administrators -Mandatory policy course completed by all staff -Ongoing review of district policies as needed

30 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Charles Malone, Interim Superintendent	08/26/2026 - 06/15/2030

Learning Format

31 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	5-7 times per year	<ul style="list-style-type: none">• 4d: Participating in a Professional Community• 4e: Growing and Developing Professionally• 4f: Showing Professionalism	Professional Ethics

Professional Development Plan Assurances

32Professional 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
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 K-12 Teachers	
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.

We review attendance numbers and survey results quarterly. We adjust based on staff and administrative feedback. We are responsive to teachers' current level of readiness. We collaborate with multiple groups at multiple levels to determine needs. These groups include teacher leaders, central administration, building administration, and teaching and learning curriculum supervisors and coordinators.

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