

## **GOVERNOR MIFFLIN SD**

10 South Waverly Street

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

114063003

10 South Waverly Street, Shillington, PA 19607

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## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Appointed By
Susan Wentling	Reading Specialist	Education Specialist	Education Specialist
Jen Orzechowski	Teacher	Elementary Teacher	Teacher
Rick Lapi	Teacher	High School Teacher	Teacher
Rebecca Colagreco	Teacher	Middle School Teacher	Teacher
Grace Torres	Social Worker	Education Specialist	Education Specialist
Dr. Nilson Assis	Business Owner	Local Business Representative	School Board of Directors
Rhiannon Noecker	Community Member	Community Member	School Board of Directors
Linda Sepeda	Community Member	Community Member	School Board of Directors
Lane Roscoe	Community Member	Community Member	School Board of Directors
April Prince	Parent	Parent of Child Attending	School Board of Directors
Brendan West	Parent	Parent of Child Attending	School Board of Directors
Mary-Liz Eshbach	Parent	Parent of Child Attending	School Board of Directors
Allison Shollenberger	Parent	Parent of Child Attending	School Board of Directors
Rebecca McNamara	Parent	Parent of Child Attending	School Board of Directors
Caitlin West	Parent	Parent of Child Attending	School Board of Directors
Chileen Yeager	Parent	Parent of Child Attending	School Board of Directors
Angela Lancaster	Parent	Parent of Child Attending	School Board of Directors
Kelly Kuhn	Parent	Parent of Child Attending	School Board of Directors
Cesarina Polanco	Parent	Parent of Child Attending	School Board of Directors
Jill Moczydlowski	Parent	Parent of Child Attending	School Board of Directors
Karent DeNunzio	Director of Teaching and Learning	Administrator	Administration Personnel
Dr. Jean Solecki	Director of Special Education	Administrator	Administration Personnel
Dr. Erin Anderson	Assistant Superintendent	Administrator	Administration Personnel
Brian Bell	Director of Student Services	Administrator	Administration Personnel
Liz Wechter	Elementary Supervisor of Special Education	Administrator	Administration Personnel
William Bennett	Secondary Supervisor of Special Education	Administrator	Administration Personnel
Dr. Steve Murray	High School Principal	Administrator	Administration Personnel
Dr. Nicole Pagan	Brecknock Elementary Principal	Administrator	Administration Personnel
Brian Cote	Cumru Elementary Principal	Administrator	Administration Personnel
Melissa Paparella	Mifflin Park Elementary Principal	Administrator	Administration Personnel

Cory Crider	Intermediate School Principal	Administrator	Administration Personnel
Carissa Harley	Middle School Principal	Administrator	Administration Personnel
Tanya Frederick	Middle School Associate Principal	Administrator	Administration Personnel
Thomas Miller	High School Associate Principal	Administrator	Administration Personnel
Tory Bilger	High School Associate Principal.	Administrator	Administration Personnel
Dr. Michele Roby	Board Member	Community Member	School Board of Directors
Betsy Adams	Board Member	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 Professional Education Committee will meet regularly through targeted subcommittees. To ensure that professional development is relevant, committee participants will provide feedback on the impact of professional development on student achievement, will review participant survey data collected at the conclusion of sessions, and will discuss topics that are suggested by staff members. The committee plans to meet quarterly when the plan is approved and implemented beginning in the upcoming 2026-2027 school year.

## Action Plans Steps from Comprehensive Plan

### Structured Literacy Professional Development

#### 2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> <li>K-12 Staff, Teacher, and Leader Professional Development Focused on Research-Based Best Instructional Practices</li> </ul>	All K-12 Educators and Leaders	Phonological & Phonemic Awareness: Identifying/manipulating sounds (phonemes, syllables). Sound-Symbol Association (Phonics): Connecting speech sounds to letters (graphemes) for reading and spelling. Syllable Instruction: Teaching the 6 basic syllable types (closed, VCe, open, etc.). Morphology: Studying word parts like roots, prefixes, and suffixes. Syntax: Understanding sentence structure and grammar. Semantics: Developing vocabulary and meaning. Encoding/Decoding: Explicit instruction in spelling (encoding) and word recognition (decoding). Fluent Text Reading: Techniques to improve automaticity.	Implementation of Best Practices in the Classroom

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

Lead Person/Position	Anticipated Timeline
Director of Teaching and Learning	07/01/2026 - 06/30/2029

### Learning Format

#### 4Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Multiple Times Per Year Through 3 Years		

## Math Research-Based Best Practices Professional Development

### 5 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> <li>K-12 Staff, Teacher, and Leader Professional Development Focused on Research-Based Best Instructional Practices</li> </ul>	All K-12 Educators and Leaders	The Six Steps of the Math Routine Make Sense of the Problem Solve and Support Their Thinking Discuss Compare Connect & reflect Apply Utilizing Data to Plan Instruction Reflecting on Data Making Mathematics Accessible for All Learners Through Purposeful Questioning Resources: Visible Learning for Mathematics by John Hattie, Douglas Fisher, and Nancy Frey Teaching Mathematics in the Visible Learning Classroom by John Almarode, Douglas Fisher, Joseph Assof, Sara Delano Moore, John Hattie, and Nancy Frey Practices for Orchestrating Productive Mathematics Discussions by Margaret S. Smith and Mary Kay Stein Principles to Actions: Ensuring Mathematical Success for All by NCTM Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence by NCTM Taking Action: Implementing Effective Mathematics Teaching Practices for Grades 6-8 by NCTM Instructional Walk Rubric of Best Instructional Practices (based on the 8 Effective Mathematics Teaching Practices developed by NCTM)	Implementation of Best Practices in the Classroom Data

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

Lead Person/Position	Anticipated Timeline
Director of Teaching and Learning	07/01/2026 - 06/30/2029

### 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
Inservice day	Multiple Times Per Year Through 3 Years	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	Teaching Diverse Learners in Inclusive Settings

### Utilizing Data to Make Instructional Decisions for Whole Group, Small Group, and Individual Students, Improving Student Attendance, and Meeting Student Behavior Needs

#### 8 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> <li>K-12 Staff, Teacher, and Leader Professional Development Focused on Utilizing Data to Make Instructional Decisions for Whole Group, Small Group, and Individual Students, Improving Student Attendance, and Meeting Student Behavior Needs</li> </ul>	All K-12 Educators and Leaders	GMDS Data Resources and Data Points GMDS MTSS Procedure and Process	Consistent Use and Implementation of Data

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

Lead Person/Position	Anticipated Timeline
Assistant Superintendent Director of Teaching and Learning Building Principals	07/01/2026 - 06/30/2029

### Learning Format

#### 10 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
Inservice day	Multiple Times Per Year Through 3 Years	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1f: Designing Student Assessments</li> <li>3d: Using Assessment in Instruction</li> </ul>	

## Supporting Staff Strengths and Areas of Growth through Quality Actionable Feedback and Individualized Growth Plans

### 11 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> <li>Professional Development for Leaders on How to Support Staff Strengths and Areas of Growth through Quality Actionable Feedback and Individualized Growth Plans</li> </ul>	GMSD Administration	Using talent management to identify professional staff strengths and needs for growth, then create opportunity specific interests for growth.	Creation and Development of Individualized Growth Plans

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

Lead Person/Position	Anticipated Timeline
Director of Human Resources	07/01/2026 - 06/30/2029

## 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)	Twice Annually		Professional Ethics

**Using Technology to Solve Authentic Problems, Create Original Work, Evaluate Information Critically, and Adapt to New Digital Tools as Measured by Performance-Based Assessments and Portfolio Evidence, Consistent Integration of Technology to Connect Students with Global Audiences and Expert Resources, Utilize AI Tools to Enhance Instruction, and Design Relevant, Engaging Learning Experiences**

**14 Action Plans Steps from Comprehensive Plan**

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> <li>• Educator Professional Development on the Following Topics: use of Technology to Solve Authentic Problems, Create Original Work, Evaluate Information Critically, and Adapt to New Digital Tools as Measured by Performance-Based Assessments and Portfolio Evidence, Consistent Integration of Technology to Connect Students with Global Audiences and Expert Resources, Utilize AI Tools to Enhance Instruction, and Design Relevant, Engaging Learning Experiences.</li> </ul>	All K-12 Educators and Leaders	Performance-Based Assessments Portfolio Evidence Consistent Integration of Technology Global Connections and Audiences AI Tools to Enhance Instruction	Implementation of Learning in Instruction

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

Lead Person/Position	Anticipated Timeline
Assistant Superintendent Director of Teaching and Learning	07/01/2027 - 06/30/2029

**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
Inservice day	Multiple Times Annually	<ul style="list-style-type: none"> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 3c: Engaging Students in Learning</li> </ul>	Teaching Diverse Learners in Inclusive Settings

## Building, Establishing and Sustaining Relationships with Students

### 17 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> <li>K-12 Professional Development Around Building, Establishing and Sustaining Relationships with Students</li> </ul>	All K-12 Educators and Leaders	Establishing the foundation - why relationships matter and what gets in the way. Building the skills of knowing students deeply Adapting your teaching and support to fit different students Sustainability and Scale: How do educators maintain these relationships as their student load changes? How do they bring new colleagues into this way of working? How does the school create systems and structures that support relationship-building rather than undermine it?	Building and sustaining relationships with students

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

Lead Person/Position	Anticipated Timeline
Director of Teaching and Learning Assistant Superintendent Building Principals	07/01/2026 - 06/30/2029

## Learning Format

### 19 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
Inservice day	Multiple Times Annually	<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>1b: Demonstrating Knowledge of Students</li> </ul>	Teaching Diverse Learners in Inclusive Settings



## Other Professional Development Activities

### K-8 Mathematics Professional Learning

#### 20 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-8 Math Teachers and Principals	Data informed instruction with Alignment to Pennsylvania Academic Standards Effective Teaching Practices for Mathematics Numeracy Learning Progressions	Student growth and achievement on IReady assessments and Pathways Walkthrough observations

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

Lead Person/Position	Anticipated Timeline
Building Principals K-8 Instructional Coaches	07/01/2026 - 06/30/2029

### Learning Format

#### 22 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)	At least 2 times per year	<ul style="list-style-type: none"> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1f: Designing Student Assessments</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> </ul>	

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4e: Growing and Developing Professionally

## Structured Literacy

### 23 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-8 Teachers Principals	Overview of Structured Literacy and the Competencies Language systems of English: phonology, orthography, morphology, syntax, semantics, discourse Evidence-based structured literacy instructional practices Integration of listening, speaking, reading, spelling, and writing Alignment to Pennsylvania Early Learning and Academic Standards	Lesson plans demonstrating explicit and systematic instruction Classroom implementation of structured literacy routines Teacher reflections documenting changes in instructional practice

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

Lead Person/Position	Anticipated Timeline
Director of Teaching & Learning Reading Specialists	07/01/2026 - 06/30/2029

## 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
Inservice day	1-2 times	<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 4d: Participating in a Professional Community</li> <li>• 4e: Growing and Developing Professionally</li> </ul>	Structured Literacy

## Explicit and Systematic Instruction in Phonological and Phonemic Awareness

### 26 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-3 Teachers, inclusive of Special Education	Phonological awareness progression (word, syllable, onset-rime, phoneme) Phonemic awareness skills: blending, segmenting, manipulating sounds Explicit instructional routines and corrective feedback Use of data to identify student needs	Observation of phonological/phonemic awareness routines Student work samples and formative assessment data

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

Lead Person/Position	Anticipated Timeline
Director of Teaching & Learning Reading Specialists	07/01/2026 - 06/29/2029

## 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
Inservice day	1 time per year	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> <li>3c: Engaging Students in Learning</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> </ul>	Structured Literacy

		• 4e: Growing and Developing Professionally	
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## Structured Literacy: Decoding, Encoding, Fluency, and Vocabulary

### 29 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-3 Teachers	Alphabetic principle and sound–symbol correspondence Explicit decoding and encoding instruction Structured fluency practice Vocabulary development within structured literacy instruction	Lesson plans aligned to structured literacy scope and sequence Administrator Classroom observation data Student benchmark and progress monitoring data

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

Lead Person/Position	Anticipated Timeline
Director of Teaching & Learning Reading Specialists	07/01/2026 - 06/29/2029

## 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)	1-2 times per year	<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1f: Designing Student Assessments</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 3c: Engaging Students in Learning</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 3e: Demonstrating Flexibility and</li> </ul>	Structured Literacy

		Responsiveness <ul style="list-style-type: none"> <li>• 4a: Reflecting on Teaching</li> <li>• 4b: Maintaining Accurate Records</li> </ul>	
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### Structured Literacy: Decoding, Encoding, Fluency, and Vocabulary

#### 32Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Grade 4-8 Teachers Principals	Understand and apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction Define and apply the principles of multimodal and multisensory instruction for decoding, spelling, reading comprehension and written expression; State the rationale for multisensory and multimodal techniques, with reference to brain science, cognitive science, and long-standing clinical practice using these methods; and Indicate how multimodal instruction can be leveraged for word building and comprehension skills (retell with pictures, timeline dots, syllable and phoneme counting). Understand rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.	Evaluation of instruction by administrators Student growth in benchmark and diagnostic data

#### 33Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Teaching & Learning Reading Specialists	07/01/2026 - 06/29/2029

### Learning Format

#### 34Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Inservice day	1 time per year	<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1f: Designing Student Assessments</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3c: Engaging Students in Learning</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 4a: Reflecting on Teaching</li> <li>• 4e: Growing and Developing Professionally</li> </ul>	Structured Literacy
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**Content Literacy and Language Acquisition**

**35Action Plans Steps from Comprehensive Plan**

Audience	Topics to be Included	Evidence of Learning
7-12 teachers	Evidence based literacy instruction Literacy across the content areas Student discourse and academic language	Instructional plans demonstrating explicit and systematic literacy instruction Observation data showing implementation of evidence-based practices Content-area lesson plans incorporating disciplinary literacy strategies Student writing samples from math, science, and social studies Student work samples reflecting growth in literacy skills Observation notes documenting structured academic discussions Student discourse artifacts (discussion rubrics) Teacher reflections on student language growth

**36Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline**

Lead Person/Position	Anticipated Timeline
Director of Teaching & Learning	07/01/2026 - 06/29/2029

## Learning Format

### 37 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
Inservice day	1-2 times per year	<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1f: Designing Student Assessments</li> <li>• 3c: Engaging Students in Learning</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 4e: Growing and Developing Professionally</li> </ul>	Language and Literacy Acquisition for All Students

## Trauma Informed Care

### 38 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All GMSD Professional Staff	<p>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</p> <p>Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma The school entity's policies regarding trauma-informed approaches The school entity's policies regarding</p>	Successful completion of online assessment

	connecting students with appropriate services. Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students.	
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**39Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline**

Lead Person/Position	Anticipated Timeline
Director of Teaching & Learning	07/01/2026 - 06/29/2029

**Learning Format**

**40Action 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)	At least 1 time	<ul style="list-style-type: none"> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 2d: Managing Student Behavior</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> </ul>	At Least 1-hour of Trauma-informed Care Training for All Staff

**Teaching Diverse Learners in Inclusive Settings**

**41Action Plans Steps from Comprehensive Plan**

Audience	Topics to be Included	Evidence of Learning
K-12 teachers Principals	Effective opportunities to foster achievement in an inclusive classroom	Instructional plans that include inclusive success criteria for all students

**42Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline**

Lead Person/Position	Anticipated Timeline
Director of Special Education Supervisor(s) of Special Education Instructional Coach	07/01/2026 - 06/29/2029

## Learning Format

### 43Action Plans Steps - 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	1 time per year	<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 4a: Reflecting on Teaching</li> </ul>	Teaching Diverse Learners in Inclusive Settings

## Suicide Awareness/ Prevention Education

### 44Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Grade 6-12 professionals	Youth suicide awareness and prevention	Formative assessment following learning experience

### 45Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Pupil Services	07/01/2026 - 06/29/2029

## Learning Format

### 46 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
Seminar(s)	1 time every 5 years	<ul style="list-style-type: none"> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>4e: Growing and Developing Professionally</li> </ul>	

## Portrait of a Graduate | Career and College

### 47 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12 Professional Staff	Understanding the trajectory of support for college and career within the K-12 trajectory Understand and implement the GMSD Portrait of a Graduate and connection to curriculum	Grade 9-12 student survey of how GMSD Portrait of a Graduate impacts college and/or career options

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

Lead Person/Position	Anticipated Timeline
Director of Pupil Services School Counselors	07/01/2026 - 06/29/2029

## Learning Format

### 49 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 time per year	<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 3a: Communicating with Students</li> <li>• 2b: Establishing a Culture for Learning</li> </ul>	
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## Professional Ethics Program Framework Guidelines (Chapter 49)

### 50 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All 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 by the Professional Standards of Practices Commission.	Completion of Professional Ethics Program Framework Guidelines

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

Lead Person/Position	Anticipated Timeline
Director of Teaching & Learning	07/01/2026 - 06/29/2029

## Learning Format

### 52 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
Inservice day	Annually	<ul style="list-style-type: none"> <li>• 4e: Growing and Developing Professionally</li> <li>• 4f: Showing Professionalism</li> <li>• 4d: Participating in a Professional</li> </ul>	Professional Ethics

		Community <ul style="list-style-type: none"> <li>• 4a: Reflecting on Teaching</li> </ul>	
Inservice day	Annually		Professional Ethics

## Common Ground

### 53 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All professional staff	Common Ground is designed to help educators to better understand and relate to students experiencing homelessness and food insecurity, military-connected students and their families, students who have experienced trauma, students with disabilities or special needs, children of migratory seasonal farm workers, and more.	Completion of professional learning and evidence of best practices with students

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

Lead Person/Position	Anticipated Timeline
Director of Pupil Services	07/01/2026 - 06/29/2029

## Learning Format

### 55 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
Inservice day	Annually	<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 2d: Managing Student Behavior</li> <li>• 4c: Communicating with Families</li> </ul>	Common Ground

		<ul style="list-style-type: none"><li>• 3e: Demonstrating Flexibility and Responsiveness</li><li>• 4b: Maintaining Accurate Records</li></ul>	
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## Professional Development Plan Assurances

### 56Professional 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?	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 professional staff; early childhood, elementary-middle level, special education, ESL, and reading specialist	
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.

Professional Development Plans are reviewed by the following: 1. Professional Development Committee. -meetings with elementary, middle, and high school teachers and administrators to offer information regarding professional development needs 2. Teacher Surveys are used to solicit anonymous feedback on trainings and professional development needs 3. Data Team Meetings and Instructional Planning Meetings - review student data to inform instructional planning 4. Grade/Team/Department Meetings to discuss students' and curricular strengths and needs 5. Curriculum Cycle - to evaluate, review, revise, and write responsive curriculum 6. Student/Parent Group Meetings with building level administration to discuss topics as it pertains to educating students 7. Adhering to all new state mandates; informing all instructional staff; supporting implementation through curriculum collaboration. 8. Professional Development activities such as trainings, webinars, professional learning communities, workshops, seminars, etc.

### **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.

Karen Dianne DeNunzio

Professional Education Committee Chairperson:

02/23/2026

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