MORRISVILLE BOROUGH SD

550 W Palmer 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

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Steering Committee

Name	Title	Committee Role	Appointed By
Sara Stern	School Board Member	Community Member	School Board of Directors
Kevin Smith	School Board Member	Community Member	School Board of Directors
David May	School Board Member	Community Member	School Board of Directors
Julieann Cappucino	Principal	Administrator	Administration Personnel
Brian Oberdick	Principal	Administrator	Administration Personnel
Amanda Klein	District Administrator	Administrator	Administration Personnel
Andrew Doster	Superintendent	Administrator	Administration Personnel
Gina Leary	Teacher	Elementary Teacher	Teacher
Summer Branche	Teacher	Elementary Teacher	Teacher
Debra Phelan	Teacher	Elementary Teacher	Teacher
Meredith Wiley	Teacher	Elementary Teacher	Teacher
Traci Ryan	Teacher	High School Teacher	Teacher
Kevin Jones	Teacher	High School Teacher	Teacher
Nicole Culnan	Teacher	High School Teacher	Teacher
Heather Sherlock	Teacher	High School Teacher	Teacher
Darletta Berry-Johnson	Community Partner	Local Business Representative	School Board of Directors
Gary Wallace	Mayor / Community Partner	Community Member	School Board of Directors
Chad Evans	Supervisor of Educational Planning	Parent of Child Attending	Administration Personnel
Luz Waters	Parent	Parent of Child Attending	School Board of Directors
Wendy Gordon	Reading Specialist	Education Specialist	Education Specialist

1 Steering Committee

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 learning committee meets once a year towards the end of the year to review a variety of data including survey feedback from professional learning as well as a review of principal perception based on observations aligned to Educator Effectiveness.

Action Plans Steps from Comprehensive Plan

Trauma Informed Care in Each Classroom

Action Step	Audience	Topics to be Included	Evidence of Learning
• Implement a professional development plan to support differentiated instruction and skill-based assessment.	K-12 Educators	Students who have experienced trauma often struggle with learning, emotional regulation, and social interactions, which can sometimes present as disruptive behavior. A trauma-informed approach encourages educators to reframe their perspective, moving from blame to curiosity about a student's experiences and needs. By fostering a classroom environment built on consistency, strong relationships, and emotional support, teachers can create a sense of safety that empowers all students—especially those affected by trauma—to engage, learn, and thrive.	Our teachers will provide feedback via surveys, and tickets out will help identify the next steps. Building principals will focus on trauma informed instruction during observations and walk throughs

2 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Building Principals	08/15/2025 - 12/31/2025

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

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time, follow up during faculty meetings and observations	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes	At Least 1-hour of Trauma-informed Care Training for All Staff

4 Action Plans Steps - Learning Format

Executive Function and Its Impact on Learning for All Learners

Action Step	Audience	Topics to be Included	Evidence of Learning
• Implement a professional development plan	K-12 Educators	Executive function skills—such as planning, organization, impulse control, and working memory—are	Our teachers will provide feedback via surveys, and tickets out

to support differentiated instruction and skill-based assessment.		essential for learning but can vary widely among students. When these skills are underdeveloped, students may struggle with tasks like following directions, managing time, or completing assignments independently. A supportive classroom that incorporates explicit instruction in executive functioning, structured routines, and scaffolding strategies can help all learners develop the skills they need to succeed. By understanding the role of executive function in learning, educators can implement strategies that foster independence, reduce frustration, and create a more equitable learning environment for all students.	will help identify the next steps. We will look for scaffolded supports in lesson plans and during observations.

5 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Building Principals	01/01/2026 - 06/30/2026

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

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time; follow up during faculty meetings and individual feedback during observation	• 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings

7 Action Plans Steps - Learning Format

Focusing on Non-Fiction Reading Strategies

Action Step	Audience	Topics to be Included	Evidence of Learning
• Implement a professional development plan to support differentiated instruction and	K-12 Educators in Content Specific grouping	Reading nonfiction is essential across all content areas, yet many students struggle with skills like identifying main ideas, analyzing text structure, and synthesizing information. Explicit instruction in nonfiction reading	Our teachers will provide feedback via surveys, and tickets out will help identify the next steps. We will look for nonfiction reading strategies to be

skill-based assessment.		strategies—such as annotation, questioning, and summarizing—helps students engage deeply with complex texts and build critical thinking skills. By integrating these strategies into daily instruction, educators can support comprehension, promote disciplinary literacy, and empower students to navigate and make meaning from real-world texts across subjects.	implemented via lesson plans and during observations.

8 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Building Principals	08/15/2026 - 12/31/2026

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

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time; focus during faculty meetings and teacher observations following	• 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	Language and Literacy Acquisition for All Students

10 Action Plans Steps - Learning Format

Structured Literacy Refreshers

Action Step	Audience	Topics to be Included	Evidence of Learning
• Implement a professional development plan to support differentiated instruction and skill-based assessment.	K-5 Educators, K-12 Special Educators, K-12 Reading Specialists, K-12 ELL Educators, and Middle Level Educators with appropriate certifications	Structured Literacy is an evidence-based approach that explicitly and systematically teaches the foundations of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. This approach benefits all	Teachers participating in the professional learning will apply their learning through lesson design; principals will engage teachers in conversations about lesson design and implementation as well

		students, especially those with dyslexia and other reading challenges, by providing direct, sequential instruction that builds strong decoding and language skills. By incorporating multisensory techniques, explicit modeling, and ample opportunities for guided practice, educators can create a literacy-rich environment that ensures all learners develop the skills necessary for reading success.	as during data team meetings

11 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Building Principals	08/15/2025 - 06/30/2025

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

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)	Professional learning refresher will occur one time but predominance of focus will be during team meetings throughout the year.	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction	Structured Literacy

13 Action Plans Steps - Learning Format

STEELS Implementation Professional Learning

Action Step	Audience	Topics to be Included	Evidence of Learning
• Implement a professional development plan to support differentiated instruction and skill-based assessment.	K-12 Science Educators	The PA STEELS Standards promote a dynamic, three-dimensional approach to science instruction that immerses students in inquiry-based learning, engineering practices, and authentic problem-solving. Instead of focusing on rote memorization, students actively develop their understanding through experimentation, data interpretation, and collaboration, mirroring the work of real scientists and engineers. By fostering curiosity, critical thinking, and interdisciplinary connections, educators can create engaging learning experiences that equip students with the skills needed to navigate an increasingly complex world.	Educators will develop revised lessons and assessment aligned to the shifts to the STEELS standards.

14 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Building Principals	08/15/2025 - 06/30/2028

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

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Several times each year, during non instructional days and collaborative meetings.	• 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	

Other Professional Development Activities

Understanding Artificial Intelligence and new literacies

Audience	Topics to be Included	Evidence of Learning
K-12 educators	The how, what, and why of Artificial Intelligence and how it will impact both our lives and the lives of our students and their families. Considerations of how we can provide digital literacy opportunities for students at appropriate age and grade bands.	Educators will complete surveys and tickets out will help identify the next steps. We will look for nonfiction reading strategies to be implemented via lesson plans and during observations.

17 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Building Principals	09/01/2025 - 06/30/2028

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

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One time; continued conversations with sub committees, etc.	• 1d: Demonstrating Knowledge of Resources • 3c: Engaging Students in Learning	Common Ground

19 Action Plans Steps - Learning Format

Professional Ethics and Responsibilities

Audience	Topics to be Included	Evidence of Learning
K-12 Educators	Teachers will be reminded of the Professional Ethics Standards here in Pennsylvania	Completion of the course

20 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Building Principals	09/01/2025 - 06/30/2026

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

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; asynchronous	• 4f: Showing Professionalism	Professional Ethics

22 Action Plans Steps - Learning Format

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
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)? N/A	
Is the LEA using or planning to implement Structured Literacy (Select One)? Hybrid, Structured Literacy components integrated into reading program.	

23 Professional Development Plan Assurances

Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

When we review our professional development planning we ensure that there is alignment with our district and building goals. We explore our standardized assessment data to look for trends with achievement, local benchmarks, and teacher perception. Additionally, we leverage our teacher evaluation model (observations and Principal perceptions), teacher perceptions and self reported satisfaction as well as opportunities for growth and change. The goal is to use as much feedback as possible to design professional learning that meets the needs of our educators by triangulating that data.

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.

Julieanne Cappuccinno

Professional Education Committee Chairperson:

03/27/2025

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.

Dr. Andrew J. Doster

Superintendent or Chief Administrative Officer:

03/27/2025

Date