

BERLIN BROTHERSVALLEY SD

1025 Main St

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:

- 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

108561003

1025 Main St, Berlin, PA 15530

Eric J. Lauer

elauer@bbsd.com

814-267-6931 X 2031

Mr Eric J Lauer

elauer@bbsd.com

Steering Committee

Name	Title	Committee Role	Appointed By
Amanda Dowdy	Teacher	High School Teacher	Teacher
Jill Shubik	Teacher	High School Teacher	Teacher
Amanda Stiffler	Teacher	Middle School Teacher	Teacher
Susan Straight	Teacher	Middle School Teacher	Teacher
Beth Anderson	Teacher	Elementary Teacher	Teacher
Heather Kush	Teacher	Elementary Teacher	Teacher
Danielle Hay	Parent	Parent of Child Attending	Administration Personnel
Jenna Hankinson	Parent	Parent of Child Attending	Administration Personnel
Jenna	Ogburn	Other	School Board of Directors
Leanne	Mankamyer	Parent of Child Attending	School Board of Directors
Melissa	Webreck	Parent of Child Attending	School Board of Directors
Marilyn	Cornell	Education Specialist	Education Specialist
Eric	Lauer	Administrator	Administration Personnel
Maria	Craig	Local Business Representative	School Board of Directors
Craig	Stiffler	Community Member	School Board of Directors

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 Act 48 Professional Development Committee meets 3x/ throughout the school year to plan, review, and evaluate professional learning opportunities for staff.

Action Plans Steps from Comprehensive Plan

Grade Level Specific Curriculum and Instructional Strategies

Action Step	Audience	Topics to be Included	Evidence of Learning
BBSD will ensure that consistent implementation of effective instructional practices across all classrooms.	K- 8 math teachers and support staff	Data - driven decision making, analysis of specific grade level/unit specific assessments, and strategic instructional planning.	PLCs/ Data Days/ Observations

2 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Eric Lauer	07/01/2026 - 06/30/2029

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)	1-2x/ per school year		

4 Action Plans Steps - Learning Format

Other Professional Development Activities

Language and Literacy Acquisition

Audience	Topics to be Included	Evidence of Learning
k-8 teachers	Science of Reading Stages of Language Acquisition Five Pillars of Reading Supporting Diverse Learners	Staff participation in training activities. Reflection responses and action plans. Classroom observations demonstrating evidence-based literacy practices. PLC discussions focused on literacy instruction and student outcomes. Review of student assessment data to monitor instructional impact.

5 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Beth Anderson	01/12/2026 - 03/06/2026

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
Inservice day	2 day training	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

7 Action Plans Steps - Learning Format

Trauma Informed Care

Audience	Topics to be Included	Evidence of Learning
K- 12 staff	What is Trauma? Effects of Trauma Types of Trauma Case Studies Trauma Informed Strategies	Active Participation in Case study discussions Participation on collaborative discussions regarding learner support Follow up- PLCs

8 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Milton Hershey	08/28/2025 - 10/12/2026

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
Inservice day	two days	2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior	At Least 1-hour of Trauma-informed Care Training for All Staff

		• 3a: Communicating with Students • 4a: Reflecting on Teaching	
--	--	---	--

10 Action Plans Steps - Learning Format

Common Ground

Audience	Topics to be Included	Evidence of Learning
K- 12	Understand the importance of finding common ground when working with learners, families, colleagues, and community members. Develop communication strategies that foster trust, respect, and collaboration. Recognize barriers that can prevent productive conversations and relationships. Apply active listening and perspective-taking skills in challenging situations. Strengthen a positive school culture through relationship-centered practices.	Participation in collaborative activities and discussions. Completion of scenario-based problem-solving exercises. Reflection on communication practices and relationship-building strategies. Development of a personal action plan for strengthening relationships. Application of common-ground strategies during interactions with learners, families, and colleagues.

11 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
IU	10/12/2026 - 10/12/2026

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
Inservice day	1	• 2a: Creating an Environment of Respect and Rapport • 1b: Demonstrating Knowledge of Students • 3a: Communicating with Students • 3c: Engaging Students in Learning • 4a: Reflecting on Teaching • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	Common Ground

13 Action Plans Steps - Learning Format

Teaching Diverse Learners in an Inclusive Setting

Audience	Topics to be Included	Evidence of Learning
K- 12	Understand the principles and benefits of inclusive education. Identify the diverse academic, behavioral, social-emotional, cultural, and linguistic needs of learners. Apply instructional strategies that support all learners	Active participation in discussions and case studies. Completion of an inclusive classroom reflection activity. Identification of accommodations and instructional supports for diverse learners. Development of a

	within the general education setting. Utilize accommodations, modifications, and differentiated instruction effectively. Strengthen collaboration among general education teachers, special education teachers, specialists, and support staff.	classroom action plan focused on inclusive practices. Participation in collaborative planning with colleagues
--	---	---

14 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
IU	08/26/2027 - 08/26/2027

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
Workshop(s)	1 day	1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 3a: Communicating with Students 3d: Using Assessment in Instruction 3c: Engaging Students in Learning 4a: Reflecting on Teaching 4d: Participating in a Professional Community	Teaching Diverse Learners in Inclusive Settings

16 Action Plans Steps - Learning Format

Suicide Awareness (Act 71)

Audience	Topics to be Included	Evidence of Learning
K-12	Prevalence of youth suicide Risk factors and protective factors Warning signs of suicide Connections to bullying, substance abuse, and mental health concerns School referral procedures and crisis response protocols Communication with families Available school and community resources Postvention and re-entry procedures following a suicide attempt or death	Completion of a pre- and post-assessment showing increased understanding of: Suicide warning signs Risk and protective factors Appropriate staff responses District referral procedures Successful completion of an Act 71 training quiz with a predetermined proficiency score.

17 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
----------------------	----------------------

PDE	01/01/2026 - 12/31/2028
-----	-------------------------

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
Course(s)	1x every 5 years	2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 3a: Communicating with Students 4a: Reflecting on Teaching 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	

19 Action Plans Steps - Learning Format

Professional Ethics Program Framework

Audience	Topics to be Included	Evidence of Learning
All Professional Staff	Pennsylvania Code of Professional Practice and Conduct for Educators; ethical decision-making; professional boundaries with students; confidentiality and appropriate handling of student information; professional communication with students, families, and colleagues; appropriate use of social media and electronic communication; conflicts of interest; mandated professional responsibilities; maintaining professional integrity; and procedures for reporting suspected ethical violations. Scenario-based discussions will be used to examine common ethical dilemmas encountered in the school setting.	Staff attendance/sign-in documentation; completion of scenario-based ethical decision-making activities; discussion/reflection responses; completion of a brief knowledge check or exit ticket; and staff acknowledgment of professional expectations and applicable district policies.

20 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Administration	10/12/2026 - 05/28/2027

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
Inservice day	ongoing		Professional Ethics

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?	2025-2026
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)? Specific Administration	
Is the LEA using or planning to implement Structured Literacy (Select One)? Yes, full implementation.	

23 Professional Development Plan Assurances

Evaluation and Review

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

The district will review the Professional Education Plan on an annual basis to ensure that professional learning opportunities remain aligned with district goals, state requirements, and student achievement needs. The Act 48 Professional Development Committee, which includes representatives from administration, professional staff, and other stakeholders, will oversee the evaluation and review process.

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.

Eric J. Lauer

Professional Education Committee Chairperson:

03/16/2026

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.

Eric J. Lauer

Superintendent or Chief Administrative Officer:

03/16/2026

Date