

PENN CAMBRIA SD

201 6th St

Professional Development Plan (Act 48) | 2023 - 2026

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.

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Kim Baker	Elementary Teacher	Elementary Teacher	Teacher
Kerry Nileski	Elementary Teacher	Elementary Teacher	Teacher
Dylan Link	Middle School Teacher	Middle School Teacher	Teacher
Beth Mento	Middle School Teacher	Middle School Teacher	Teacher
Stephanie Rossman	High School Teacher	High School Teacher	Teacher
Lauren Kudlawiec	High School Teacher	High School Teacher	Teacher
Nancy Fochler	School Counselor	Education Specialist	Education Specialist
Jeanette Black	Assistant to the Superintendent	Administrator	Administration Personnel
Lisa Miller	Parent	Parent of Child Attending	School Board of Directors
Stacey Eckenrode	Parent	Parent of Child Attending	School Board of Directors
Michael Sheehan	Business Owner	Local Business Representative	School Board of Directors
Jessica Mento	Parent	Parent of Child Attending	School Board of Directors
Mickie Eberhart	Community 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 committee meets at least one time annually each year in the fall. A spring meeting is planned and held as needed. In addition, email communication and surveys are used to provide information to the committee and to solicit committee input. The committee also serves to review the teacher induction plans and effectiveness of these plans for our new faculty members. Parents and community members provide valuable input regarding priority areas related to academics, working with families, topics of critical importance to our community, and overall school climate.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

THREAT ASSESSMENT TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Ongoing implementation of the Threat Assessment process, including required CSTAG training for team members and general awareness training for all staff.	All staff	Identification or recognition of student behaviors that may indicate a threat, how to report, and role of threat assessment teams (Act 55)	Surveys-submitted reports of threats
Lead Person/Position		Anticipated Timeline	
School Safety Coordinator - Assistant to the Superintendent		07/03/2023 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annual	4f: Showing Professionalism 1b: Demonstrating Knowledge of Students	

EMERGENCY TRAINING DRILLS

Action Step	Audience	Topics to be Included	Evidence of Learning
Face-to-Face annual training for school staff focused on emergency training drills, and the emergency operations plan (Act 55)	All staff	Emergency training drills (including fire, natural disaster, active shooter, hostage situation, and bomb threat)- emergency operations plan procedures- incident command- reunification procedures	Surveys - role play - participant responses
Lead Person/Position	Anticipated Timeline		
Building Principals - School Safety Coordinator	07/03/2023 - 06/30/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annual	4f: Showing Professionalism	

TRAUMA SKILLED SCHOOLS

Action Step	Audience	Topics to be Included	Evidence of Learning
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A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)	All school staff	Trauma Skilled Schools model- trauma informed plan - development of resiliency factors	implementation of trauma skilled schools practices - surveys
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Lead Person/Position

Anticipated Timeline

Assistant to the Superintendent and Trauma CAT team along with building principals and SAP teams

07/03/2022 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Initial training from National Dropout Prevention Center and follow up microcourses from IU8 + Annual building action planning and follow up sessions	1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally	At Least 1-hour of Trauma-informed Care Training for All Staff

SUICIDE AWARENESS AND PREVENTION

Action Step	Audience	Topics to be Included	Evidence of Learning
A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)	All school staff (required for professional educators in buildings serving grades 6-12)	Act 71 outlines topics to be included such as risk factors, warning signs and resources for educators and school staff	Surveys
Lead Person/Position		Anticipated Timeline	
Assistant to the Superintendent/District Suicide Prevention Coordinator		07/03/2023 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	A minimum of four hours every five years	1b: Demonstrating Knowledge of Students	

BULLYING AWARENESS AND PREVENTION

Action Step	Audience	Topics to be Included	Evidence of Learning
A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)	All school staff	Bullying Awareness and Prevention -local bullying policies and procedures	Surveys - Response to bullying
Lead Person/Position	Anticipated Timeline		
Building Principals - Assistant to the Superintendent	07/03/2023 - 06/30/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Ongoing	2a: Creating an Environment of Respect and Rapport	

SITUATIONAL AWARENESS

Action Step	Audience	Topics to be Included	Evidence of Learning
A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)	All staff	Situational awareness, response and connection to emergency operations plan	Surveys
Lead Person/Position	Anticipated Timeline		
School Safety Coordinator	07/03/2023 - 06/30/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing - Offered on rotating basis		

BEHAVIORAL / MENTAL HEALTH TOPICS

Action Step	Audience	Topics to be Included	Evidence of Learning
A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)	School Staff- Professional Staff	Behavioral and mental health specific topics such as depression, anxiety, strategies for self-care, responding to behavioral or mental health concerns, social-emotional learning strategies, etc.	Participant surveys
Lead Person/Position	Anticipated Timeline		
Assistant to the Superintendent	07/03/2023 - 06/30/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing	1b: Demonstrating Knowledge of Students	

SUBSTANCE USE AWARENESS

Action Step	Audience	Topics to be Included	Evidence of Learning
A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)	Secondary school staff	Trends in substance use/abuse including vaping, alcohol, opioids, other drugs	Participant surveys
Lead Person/Position	Anticipated Timeline		
SAP teams	07/03/2023 - 06/30/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing		

ENGAGEMENT AND ATTENDANCE

Action Step	Audience	Topics to be Included	Evidence of Learning
Training for staff focused on best practices in engaging students and practical strategies for improving attendance.	Professional staff K-12	Strategies to promote school engagement and best practices related to practical strategies for educators to promote the importance of attendance	Survey - artifacts related to strategies used
Lead Person/Position		Anticipated Timeline	
Building Principals - Assistant to the Superintendent		07/03/2023 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Two to three one-hour sessions	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 4c: Communicating with Families	

CURRICULUM WRITING / REVISION

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Update science curriculum K-12 to align with new PA Integrated Science Standards and to integrate STEM concepts.</p> <p>Ongoing review and updating of established written curriculum across grade levels and content areas.</p>	Professional Staff	Principles of backwards design - PA standard alignment - development of viable and guaranteed curriculum - content knowledge development -assessment	Written curriculum documents
Lead Person/Position	Anticipated Timeline		
Assistant to the Superintendent	07/03/2023 - 06/30/2026		

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	Ongoing	1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1c: Setting Instructional Outcomes	

EFFECTIVE INSTRUCTIONAL STRATEGIES AND PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Continuous refinement of classroom instructional practices, including ongoing professional development	Professional staff	Evidence based instructional strategies - response to data - valid and reliable assessments - appropriate use of resources - strategies to monitor student learning - strategies for reteaching and teaching diverse learners	Classroom observations - participant surveys
Lead Person/Position		Anticipated Timeline	
Assistant to the Superintendent - Building Principals		07/03/2023 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Ongoing using a variety of	3e: Demonstrating Flexibility and	Teaching Diverse Learners in Inclusive

Type of Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required Trainings

formats

Responsiveness

Settings

3b: Using Questioning and Discussion Techniques

3a: Communicating with Students

1a: Demonstrating Knowledge of Content and Pedagogy

3d: Using Assessment in Instruction

3c: Engaging Students in Learning

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LITERACY STRATEGIES

Audience	Topics to be Included	Evidence of Learning
All teachers K-12	literacy based instructional strategies- Collins Writing, Vocabulary, Notice and Note, BDA reading strategies	Implementation of literacy strategies in classroom
Lead Person/Position		Anticipated Timeline
Assistant to the Superintendent- Instructional Coaches - Building Principals		07/03/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	3c: Engaging Students in Learning 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

PROFESSIONAL ETHICS COMPETENCIES

Audience	Topics to be Included	Evidence of Learning
All Educators	Professional ethics competencies under Chapter 49	Participant surveys

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent	08/22/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing		Professional Ethics

CULTURALLY RELEVANT AND SUSTAINING EDUCATION

Audience	Topics to be Included	Evidence of Learning
All educators	Cultural lenses, bias, cultural relevancy, equitable and differentiated opportunities, family engagement, microaggressions, high expectations for all	Participant surveys - climate surveys
Lead Person/Position		Anticipated Timeline
Assistant to the Superintendent - Building Principals		08/22/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing	4c: Communicating with Families 4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students	Common Ground: Culturally Relevant Sustaining Education

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
Elementary/Middle Level/Special Education certificated teachers	Evidence based intervention practices on structured literacy. Explicit and systematic instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building knowledge.	Participant surveys and implementation in classroom
Lead Person/Position		Anticipated Timeline
Elementary principal, Director of Special Education, Assistant to the Superintendent		07/11/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Ongoing series of workshops, in-service activities, instructional coaching, courses and online modules, etc.	3a: Communicating with Students 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 3d: Using Assessment in	Structured Literacy

**Type of
Activities**

Frequency

**Danielson Framework
Component Met in this Plan**

**This Step Meets the Requirements
of State Required Trainings**

Instruction

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines

Yes/No

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

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)?

In addition to required certifications, structured literacy training will also be offered to paraprofessionals providing intervention and support.

Is the LEA using or planning to implement Structured Literacy (Select One)?

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

The professional education plan is reviewed annually by the established professional development committee. Data reviewed includes activities, feedback on delivery systems, student outcome information and participant reactions. Student outcome data is also used. Administrative teams review observation data to determine use of new knowledge and skills. In addition, any changes from the PA Department of Education related to training requirements is reviewed. Revisions are made as needed to improve and refine professional learning within the district for all staff.