

## **SOUTHERN HUNTINGDON COUNTY SD**

10339 Pogue Road

Professional Development Plan (Act 48) | 2023 - 2026

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### **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
Jessica Keim	Teacher	High School Teacher	Teacher
Jenna Parks	Teacher	Middle School Teacher	Teacher
Scott Lake	Teacher	High School Teacher	Teacher
Monica Cerett	Special Education Teacher	K-12 Teacher	Teacher
Christina Cavanaugh	Teacher	Elementary Teacher	Teacher
Sarah Griest	Teacher	Elementary Teacher	Teacher
Autumn Woodward	Teacher	Middle School Teacher	Teacher
Ryan Wilt	Guidance Counselor	Education Specialist	Education Specialist
Candy Sonnenberg	Parent/Board Member	Parent of Child Attending	School Board of Directors
Todd Griest	Parent/Board Member	Parent of Child Attending	School Board of Directors
Sean Cummins	HS/MS Principal	Administrator	Administration Personnel
Dwayne Northcraft	Superintendent	Administrator	Administration Personnel
Jordan Yarwood	Curriculum Coordinator	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Kathy Cutchall	Elementary Principal	Administrator	Administration Personnel
Alisa Scott	Special Education Director	Administrator	Administration Personnel
Timothy Miller	IU Consultant	Community Member	School Board of Directors
Jamie Parsons	Parent/Community Member	Local Business Representative	School Board of Directors
Clay McMath	Parent/Community Member	Community Member	School Board of Directors
Tara Whitsel	Parent/Community Member	Community Member	School Board of Directors
Samantha Hiles	Parent/Community Member	Local Business Representative	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.**

This committee meets once a year to review the Professional Development Plan. There is a subcommittee of teachers that meet more often to discuss the process and align the priorities for the school year.

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### CURRICULUM MAPPING & DEVELOPMENT THROUGH ATLAS

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will continue to map and develop their standards-aligned curriculum within the Atlas online platform (at least 1 map per year), to ensure high emphasis focus on the most impactful state standards for learning.	All K-12 Teachers	Curriculum Mapping Backwards Design Alignment to State Standards Curriculum-Based Assessment Instructional Planning	Curriculum Maps designed in Atlas platform Delivery of standards-aligned curriculum
Lead Person/Position	Anticipated Timeline		
Curriculum Coordinator	08/21/2023 - 05/31/2026		

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Quarterly	1e: Designing Coherent Instruction  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
Collaborative curriculum development	Quarterly	4d: Participating in a Professional Community  1a: Demonstrating Knowledge of Content and Pedagogy  1e: Designing Coherent Instruction	
Classroom/school visitation	Quarterly	3c: Engaging Students in Learning	

## MATHEMATICAL RETENTION & ENGAGEMENT STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
All Math Teachers across grade levels will continue to implement high impact retention strategies (PTR, IPF) learned from Dr. Riccomini (PSU) last year.	All K-12 Math Teachers	Math Retention Strategies-- Practice Test Retrieval and Interleaving Practice Format Math Engagement Strategy-- Worked Solution Strategy	Implementation of PTR, IPF, and WSS strategies in ongoing classroom instruction PTR, IPF, and WSS activities embedded within curriculum maps
All Math Teachers across grade levels will begin to implement new explicit math instruction strategy (Worked Solution Strategy) learned from Dr. Riccomini (PSU) this year.			
Dr. Riccomini will lead the first round of observation, debriefing, and coaching with all Math Teachers. He will be shadowed by the Curriculum Coordinator, Instructional Coach,			

**Action Step****Audience****Topics to be Included****Evidence of Learning**

and Principals during this process.

Dr. Riccomini will lead the second round of observation, debriefing, and coaching with all Math Teachers. Curriculum Coordinator, Instructional Coach, and Principals will take more of the lead during debriefing and coaching.

All Math Teachers across grade levels will continue to implement new explicit math instruction strategy (Worked Solution Strategy) learned from Dr. Riccomini, with ongoing walk-throughs and coaching from Curriculum Coordinator, Instructional Coach, and Principals.

**Lead Person/Position****Anticipated Timeline**

Curriculum Coordinator Principals

08/21/2023 - 05/31/2026

**LEARNING FORMAT****Type of Activities****Frequency****Danielson Framework Component Met in this Plan****This Step Meets the Requirements of State Required Trainings**

Inservice day

Quarterly

3c: Engaging Students in Learning

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)	Quarterly	3c: Engaging Students in Learning 4a: Reflecting on Teaching	

## STRUCTURED LITERACY

Action Step	Audience	Topics to be Included	Evidence of Learning
ELA/Literacy (and all required) teachers will learn about Structured Literacy through PDE-required online professional development trainings.	ELA/Literacy (and all required) teachers	Structured Literacy	Completion certificates from PDE online SAS training modules
Lead Person/Position	Anticipated Timeline		
Curriculum Coordinator	08/21/2023 - 05/31/2024		

## 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 full 10-hour training during 3-year cycle of Comprehensive Plan	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy
Workshop(s)	One full 10-hour training during 3-year cycle of Comprehensive Plan	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

## CO-TEACHING FOR SPECIAL EDUCATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Facilitate professional development/coaching support in using co-teaching models for co-teaching pairs, with support from the IU.  Observe co-teaching pairs in action and provide ongoing coaching to support implementation of co-teaching models with fidelity.	Special Education and General Education Co-Teaching Pairs	Co-Teaching Models Implementing co-teaching with fidelity to support students with IEPs in core instruction	Implementation of co-teaching models with fidelity

Lead Person/Position

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)	Start of the year	1d: Demonstrating Knowledge of Resources  1a: Demonstrating Knowledge of Content and Pedagogy	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly	1d: Demonstrating Knowledge of Resources  1a: Demonstrating Knowledge of Content and Pedagogy	

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

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Audience	Topics to be Included	Evidence of Learning
All K-12 Teachers	Training to ensure that teachers understand how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.	Completion certificate from online training module

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Lead Person/Position	Anticipated Timeline
Curriculum Coordinator	08/21/2023 - 05/31/2026

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### LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	One full training during 3-year cycle of Comprehensive Plan	1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

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## TRAUMA-INFORMED CARE TRAINING FOR ALL STAFF

Audience	Topics to be Included	Evidence of Learning
All Staff	Recognition of the signs of trauma in students Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support 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 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.	Completion certificate from online training module
Lead Person/Position	Anticipated Timeline	
Curriculum Coordinator	08/21/2023 - 05/31/2026	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Yearly	2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources	At Least 1-hour of Trauma-informed Care Training for All Staff

# PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All Staff	The standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.	Completion certificate from online training module
Lead Person/Position	Anticipated Timeline	
Curriculum Coordinator	08/21/2023 - 05/31/2026	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Yearly		Professional Ethics

# CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

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Audience	Topics to be Included	Evidence of Learning
All Teachers	Education that ensures equity for all students and seeks to eliminate systemic institutional racial and cultural barriers that inhibit the success of all students in this Commonwealth—particularly those who have been historically underrepresented. Culturally relevant and sustaining education encompasses skills for educators including, but not limited to, approaches to mental wellness, trauma-informed approaches to instruction, technological and virtual engagement, cultural awareness and emerging factors that inhibit equitable access for all students in this Commonwealth.	Completion certificate from online training module

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Lead Person/Position	Anticipated Timeline
Curriculum Coordinator	08/21/2023 - 05/31/2026

## LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	One full training during 3-year cycle of Comprehensive Plan		Common Ground: Culturally Relevant Sustaining Education

## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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)?

ELA, Literacy, and all required certifications

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.**

Each year the Professional Development Committee will review the plan alongside student data. Adjustments will be made to the PD Plan by identifying strengths and weaknesses based upon the student 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.

Professional Education Committee Chairperson:

Date

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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