

LAKE-LEHMAN SD

PO Box 38

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
Tracey Liparela	Assistant to the Superintendent	Administrator	Administration Personnel
Donna Richards	Teacher	Elementary Teacher	Teacher
Tina Woronko	Teacher	Middle School Teacher	Teacher
Tina Woronko	Teacher	High School Teacher	Teacher
Erica O'Rock	School Psychologist	Education Specialist	Education Specialist
Nancy Edkins	Principal	Administrator	Administration Personnel
Matthew Nonnenberg	Principal	Administrator	Administration Personnel

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 will meet once prior to the submission of this plan, and as needed throughout the life of the plan. An annual meeting will be scheduled at the end of the school year, to review the professional development survey feedback from staff.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

UNIVERSAL SCREENER TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Schedule Data Analysis Meetings with Math Coach at Elementary Schools	teachers, principals, math coach, dept chair	Training on administration of Universal Math Screener Training on Data Analysis of Math Screener Instructional Implications based on data	Use of math screener, instructional changes based on performance data
Lead Person/Position			Anticipated Timeline
Math Dept Chair, Math Coach, Asst Super			10/02/2023 - 10/31/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	2-3 times	1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction	

INTRO TO STEELS

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development- All Content Area Teachers K-6	K-6 teachers	Transition to new STEELS standards: How standards impact content areas outside of Science	Implementation of STEELS standards in lesson plans Project based activities for students implementing STEELS
Lead Person/Position		Anticipated Timeline	
Science Dept Chair		01/12/2024 - 06/07/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	1-2 times	1a: Demonstrating Knowledge of Content and Pedagogy	

GO MATH

Action Step	Audience	Topics to be Included	Evidence of Learning
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Action Step	Audience	Topics to be Included	Evidence of Learning
Go Math Professional Development	elementary math teachers K-6	Go Math Curriculum Use of Assessments and Assessment Data Revisions of Existing Scope and Sequence	Lesson Plans Assessment Data
Lead Person/Position		Anticipated Timeline	
Math Dept Chair		08/31/2023 - 03/22/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1-2 times	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly	1f: Designing Student Assessments 3c: Engaging Students in Learning	

STEELS FOR TEACHERS OF SCIENCE

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development- Science Teachers	Science Teachers K- 12	STEELS standards and the impact on existing curriculum Curriculum evaluation and revision	Implementation of STEELS standards in lessons
Lead Person/Position			Anticipated Timeline
Science Dept Chairs, Asst Super, Principals			10/01/2023 - 06/07/2024

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)	quarterly	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

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)	No
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?

2024-
2025

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)?

unknown at this time

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 development plan will be evaluated annually at the end of the school year. This review will take place after the professional development survey is completed by staff to determine the following: How have the professional activities of the current school year impacted student performance? (positive/negative/not at all) What new skills have been gained after participating in the current school year's professional development activities? Which professional development activity was most meaningful, and why? Identify three topics/concepts that were learned this year. Identify three questions you still have. Provide feedback regarding the professional development topics covered in the current school year with respect to your professional growth, student impact and possible need for further exploration. Please identify areas of professional development you would like to see added to next school year's plan, in addition to topics that are required. Survey data will be reviewed to evaluate the overall success of the professional development plan. The data will also steer professional development topic selection for the following school year.