

MONTGOMERY AREA SD

120 Penn 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
Daphne Bowers	Superintendent	Administrator	Administration Personnel
Karen Snyder	Principal	Administrator	Administration Personnel
Joseph Stoudt	Principal	Administrator	Administration Personnel
Kelly Concini	Supervisor of Instructional Technology & Curriculum	Administrator	Administration Personnel
Kyle Brown	Director of Student Services	Administrator	Administration Personnel
Tara Bozella	Dean of Students	Administrator	Administration Personnel
Chris Ulrich	Regular EducationTeacher	High School Teacher	Teacher
Kim Delullo	Regular Education Teacher	Elementary Teacher	Teacher
Randi Jo Preston	Special Education Teacher	Elementary Teacher	Teacher
Katie Nichols	Special Education Teacher	High School Teacher	Teacher
Cari McNear	Regular Education Teacher	High School Teacher	Teacher
Joi Sullivan	Regular Education Teacher	Elementary Teacher	Teacher
Jamie Bohner	Parent	Parent of Child Attending	School Board of Directors

Name	Title	Committee Role	Appointed By
Jason Ottman	Local Business Representative	Local Business Representative	School Board of Directors
Zierra Dean	School Psychologist	Education Specialist	Education Specialist
April Burchell	Special Education Teacher	Middle School Teacher	Teacher
Jesse Newcomer	Regular Education Teacher	Middle School Teacher	Teacher
Daniel Hugar	Community Member	Community Member	School Board of Directors
Danielle Hack	Teacher	Middle School Teacher	Teacher

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 Development plan is reviewed yearly to determine the plan's impact on building and district-wide goals. Teacher's portfolios are reviewed to examine the impact on student learning from our Personalized Professional Development.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ALICE / ACTIVE INTRUDER

Audience	Topics to be Included	Evidence of Learning
All teachers, administrators, paraprofessionals, and secretarial staff.	Active Intruder procedures & policies.	Teachers will demonstrate appropriate strategies (i.e. keeping doors locked) daily.
Lead Person/Position	Anticipated Timeline	
School Police Officer(s)	08/22/2023 - 06/22/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Every three years, teachers will receive the full ALICE training to include intruder drills.		At Least 1-hour of Trauma-informed Care Training for All Staff

YMFHA

Audience	Topics to be Included	Evidence of Learning
All teachers, building administrators, and paraprofessionals.	Youth Mental Health First Aid, Suicide Awareness	Teachers will demonstrate appropriate strategies as needed to support student mental health.
Lead Person/Position	Anticipated Timeline	
School Counselors and Social Worker certified in YMHFA training	08/20/2023 - 06/22/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Staff will re-certify in YMHFA every three years.		At Least 1-hour of Trauma-informed Care Training for All Staff

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All teachers, building administrators, and paraprofessionals.	Professional Ethics Competencies, Model Code of Ethics for Educators, and the PA Code of Professional Practice and Conduct for Educators. Staff will utilize the Professional Ethics and the Educator Discipline Act trainings in the track appropriate to their position that can be found in the SAS portal.	Staff will be required to submit proof of completion to Comply.
Lead Person/Position		Anticipated Timeline
Daphne Bowers, Superintendent		08/21/2023 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Every three years for current staff members. New teachers will participate as part of their induction plan.		Professional Ethics

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
All Special Education and ESL Teachers K-12, Reading Specialists, K-6 classroom teachers.	Science of Reading (Heggerty, Foundations)	Teachers will implement as part of classroom instruction and/or intervention as appropriate.
Lead Person/Position	Anticipated Timeline	
Mandy Stoudt, Reading Specialist	08/21/2023 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Full training every three years with yearly refresher mini sessions in between.		Language and Literacy Acquisition for All Students

CULTURALLY RELEVANT AND SUSTAINING EDUCATION

Audience	Topics to be Included	Evidence of Learning
All certified teachers and administrators	CR-SE Framework and Competencies	Teachers will reflect on new understandings as presented in the training.
Lead Person/Position		Anticipated Timeline
Monica McCarty, IU17 School Outreach Specialist		08/21/2023 - 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	Every three years for current staff members. New teachers will participate as part of their induction plan either via a training held by the IU or via the PDE course provided in SAS.		Common Ground: Culturally Relevant Sustaining Education

LANGUAGE & LITERACY ACQUISITION FOR ALL LEARNERS

Audience	Topics to be Included	Evidence of Learning
Teachers	Professional development activities that will improve language and literacy acquisition for all students.	Teachers will implement as part of classroom instruction and/or intervention as appropriate.
Lead Person/Position		Anticipated Timeline
Amanda Stoudt / Reading Specialist; Karen Snyder, Principal		08/21/2023 - 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	Yearly.		Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
All teachers & paraprofessionals	Adapting instruction & assessments to support the needs of learners. 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.	Participants will implement as part of classroom instruction and/or intervention as appropriate.
Lead Person/Position		Anticipated Timeline
Kyle Brown / Director of Special Education		08/21/2023 - 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	Yearly		Teaching Diverse Learners in Inclusive Settings

CHILD ABUSE REPORTING & RECOGNITION

Audience	Topics to be Included	Evidence of Learning
All faculty & staff	Child abuse recognition and reporting.	Participants will submit certification of course completion.
Lead Person/Position		Anticipated Timeline
Online course developed from the PA Child Welfare Resource Center		08/21/2023 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Teachers will complete the training module every three years. New teachers will complete in their first year as part of induction.		At Least 1-hour of Trauma-informed Care Training for All Staff

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?

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)?

None. Required certifications only.

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

Yes, full implementation.

EVALUATION AND REVIEW

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

The Professional Development plan is reviewed yearly to determine the plan's impact on building and district-wide goals. Teacher's portfolios are reviewed to examine the impact on student learning from our Personalized Professional Development.

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

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