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

Wayne Highlands School District
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Timothy Morgan
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Gregory Frigoletto
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Steering Committee

Name	Title	Committee Role	Appointed By
Julia Cheripko	Teacher	Julia Cheripko	Teacher
Ryan Chulada	Teacher	Ryan Chulada	Teacher
Stacey Diehl	Teacher	Stacey Diehl	Teacher
Ryan Dressler	Teacher	Ryan Dressler	Teacher
Kim Gumble	Teacher	Kim Gumble	Teacher
Gretchen Israel	Teacher	Gretchen Israel	Teacher
Heather Kretschmer	Teacher	Heather Kretschmer	Teacher
Gina Motzko	Speech Therapist	Gina Motzko	Education Specialist
Alicia Moyer	Teacher	Alicia Moyer	Teacher
Susan Roberts	Teacher	Susan Roberts	Teacher
Kelley Roma	Title I - Reading Specialist	Kelley Roma	Education Specialist
Rebecca Senft	Teacher	Rebecca Senft	Teacher
Lori Sheldon	Technology Intergrator	Lori Sheldon	Education Specialist
Michelle Tonkin	Teacher	Michelle Tonkin	Teacher

Name	Title	Committee Role	Appointed By
Erica Uhrin	Teacher	Erica Uhrin	Teacher
Renee Van Sickle	Teacher	Renee Van Sickle	Teacher
Peter Jordan	Admin.	Peter Jordan	Administration Personnel
John Kreschmer	Admin.	John Kreschmer	Administration Personnel
Timothy Morgan	Admin.	Timothy Morgan	School Board of Directors
Sandra Rickard	Admin.	Sandra Rickard	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.

The Professional Education Committee meets four (4) times each year. It is typical they it meets one time per academic quarter. Out of the Professional Education Committee, a subcommittee is formed to serve on the Professional Education Subcommittee involved with the creation of the District's Comprehensive Plan.

Professional Education Plan (PEP) (22 Pa Code, 49.17)

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 Danielson Framework for Teaching? (22 Pa Code, Chapter 19)	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

Action Plans Steps from Comprehensive Plan

Great Minds PD: LAUNCH, LESSON PLANNING & MODIFICATION and WRITING

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers and Administrators will participate in the professional development sessions provided by Great Minds, work collaboratively via workshops, study groups and through grade levels/departments to achieve success in this area.	K-2 Faculty (regular education, special education, Title I teachers and administration.	Wit & Wisdom and Geodes as the reading and writing portions in the overall literacy program.	Student growth and proficiency will increase by 9% over a three year period

Lead Person/Position	Anticipated Timeline
Tim Morgan - Asst. Superintendent and building principals	06/15/2020 - 05/31/2023

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Three times over	3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 2c: Managing Classroom Procedures 2e: Organizing Physical Space 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 4a: Reflecting on Teaching 4d: Participating in a	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	3 years	Professional Community 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness	

Wilson Reading: Fundations PD

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers and Administrators will participate in the professional development sessions provided by Wilson Reading Company, work collaboratively via workshops, study groups and through grade levels/departments to achieve success in this area.	All K-2 Teachers, IST teachers, Title I teachers, K-2 Administrators	Fundations curriculum	9% growth over a three year period

Lead Person/Position	Anticipated Timeline
Tim Morgan and building principals	06/15/2020 - 05/31/2023

Learning Format

	Danielson	This Step Meets the

Type of Activities	Frequency	Framework Component Met in this Plan	Requirements of State Required Trainings
Other	Multiple times (minimum 2X) annually over the three year course of the comprehensive plan.	3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 3e: Demonstrating	Language and Literacy Acquistion for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Flexibility and Responsiveness 4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	

EnVision Mathematics

Action Step	Audience	Topics to be Included	Evidence of Learning
Professionally Develop faculty and administration in best instructional practices and the EnVision Mathematics curriculum, Additionally, faculty/staff will work collaboratively via workshops, study groups and through grade levels/departments to achieve success in this area.	All teachers (Regular and Special education) who teach students in grade 7, 8 and Algebra math courses. All mid-level and high school administrators.	Best practices and implementation of the EnVision Math curriculum	Academic growth and proficiency of 2% each year and totaling 6% over three years.

Lead Person/Position	Anticipated Timeline
Tim Morgan - Asst. Superintendent and building principals	06/15/2020 - 05/31/2023

Learning Format

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

Workshop(s)	1X/annually at a minimum over the course of the comprehensive plan.	3c: Engaging Students in Learning 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3e: Demonstrating Flexibility and Responsiveness 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	Teaching Diverse Learners in an Inclusive Setting

Everyday Math

Action Step	Audience	Topics to be Included	Evidence of Learning
Everyday Mathematics Collaboration: Faculty and Staff will complete study groups to plan, prepare and focus on best instructional practices/ Specific attention will be placed on Domain 3 of the Danielson Tool: Instruction. Additionally, faculty/staff will work collaboratively via workshops and through grade levels/departments to achieve success in this area.	All k-6 Math teachers and administration	Everyday Math implementation with fidelity and best instructional practices	2% gain in growth and proficiency yearly and 6% growth over three years

Lead Person/Position	Anticipated Timeline
Tim Morgan - Asst. Superintendent and building principals	08/25/2020 - 05/31/2023

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3c: Engaging Students in Learning 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating	

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)	1-2x annually over the course of the comprehensive plan	Knowledge of Resources 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	Teaching Diverse Learners in an Inclusive Setting

Other Professional Development Activities

Socratic Seminar

Audience	Topics to be Included	Evidence of Learning
Strategically selected Faculty K-12	"The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others." (Read, Write, Think)	Faculty will implement the strategy as an effective tool to engage students in student-centered learning. In doing so, the rigor and depth of student learning will increase. Outside of anecdotal evidence that the strategy is effective, student performance on standardized tests administered by the district will see growth.

Lead Person/Position	Anticipated Timeline
Tim Morgan and Building Principals	10/05/2020 - 06/02/2023

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1X per targeted group of faculty members	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 2e: Organizing Physical Space 3a: Communicating with Students	Language and Literacy Acquistion for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 4e: Growing and Developing Professionally	

Formative Assessment

Audience	Topics to be Included	Evidence of Learning
9-12 Faculty	Formative assessment includes to a wide variety of methods that teachers use to conduct evaluations of student comprehension, learning needs, and academic progress while instructing in the moment. This enables faculty to more accurately know if their students have fully or partially grasped the content and concepts presented.	Faculty will more effectively employ formative assessment within their lessons and as a result students will learn more successfully. Outside of anecdotal evidence that the strategy is effective, student performance on standardized tests administered by the district will see growth.

Lead Person/Position	Anticipated Timeline
Tim Morgan and Building Principals	10/05/2020 - 04/28/2023

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	1X year targeting strategically selected faculty at various times	Content and Pedagogy 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

Tiered Support

Audience	Topics to be Included	Evidence of Learning
K-8 Faculty	Tiered is a comprehensive framework used to provide strategically targeted support for all learners. It considers the "whole child", considering all learners, through academic, behavioral, social and emotional services. It also considers chronic absenteeism as a barrier to learning and creates plans to remove that obstacle.	Outside of anecdotal evidence that the strategy is effective, student performance on standardized tests administered by the district will see growth. Additionally, student attendance, under the tiered support plan, would improve.

Lead Person/Position	Anticipated Timeline
Tim Morgan and Building Principals	08/31/2020 - 06/30/2023

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	1X/year over three years	1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 3a: Communicating with Students 4a: Reflecting on Teaching 4c: Communicating with Families 4b: Maintaining Accurate Records 4e: Growing and Developing Professionally 4f: Showing Professionalism	

Intergrating Technology

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty & Administration	Faculty and administration would explore and learn new/effective ways to integrate technology into instruction and assessment. Additionally, the exploration of effectively delivering instruction/assessment in the online format will be considered.	Integrating technology into instruction and assessment will dovetail nicely with other professional development initiatives and allow for more effectiveness in formatively assessing students, engaging them in learning and preparing them for their academic and vocational futures.

Lead Person/Position	Anticipated Timeline
Tim Morgan and Building Principals	10/05/2020 - 06/30/2023

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	1-2 Courses offered annually	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

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

Evaluation and Review

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

The professional education plan will be evaluated and reviewed 4X/year through and by the Professional Education Committee. This committee is comprised of diverse District stakeholders as required by the Pennsylvania Department of education. The Committee will review quality and progress of the professional development plan and take into consideration each action step proposed in the plan. Suggestions may be made in order to most effectively meet the need of all professional learners, and in turn, most effectively meeting the needs of students.

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**