Souderton Area School District

A community where character counts

Comprehensive Plan for 2022-2025:
Professional Development Plan
(Chapter 48)

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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.

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PROFILE AND PLAN ESSENTIALS

School District

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Kathleen Kennedy-Reilly	Director of Curriculum, Instruction, Assessment and Technology	Kathleen Kennedy-Reilly	School Board of Directors
John Franzen	Supervisor of Curriculum, Instruction, Assessment and Technology	John Franzen	Administration Personnel
Susan Van Saun	High School Staff Developer	Susan Van Saun	Teacher
Carolyn Rosenberger	Elementary Staff Developer	Carolyn Rosenberger	Teacher
Megan Van Wart	Middle Level Staff Developer	Megan Van Wart	Teacher

Name	Title	Committee Role	Appointed By
Carol Luciani	MTSS Teacher	Carol Luciani	Education Specialist
Todd Burns	Supervisor of Curriculum, Instruction, Assessment and Technology	Todd Burns	Administration Personnel
Tom Kwiakowski	Local Business	Tom Kwiakowski	School Board of Directors
Jeremy Miller	Assistant Principal	Jeremy Miller	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 committee meets twice a year in its entirety; however, smaller groups, consisting of staff developers and administrators meet on a regular basis to discuss teacher and student professional development needs. During these meetings, staff developers, in conjunction with building administrators and the Curriculum, Instruction and Assessment develop and plan future professional development activities.

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
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

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CULTIVATE BELONGING PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide training and professional development on fostering a welcoming and belonging environment for all, especially those impacted by identified barriers.	All staff	Responsive classroom, Inclusivity, Diverse Learners, English Language Learners, Family Connections, Translations, Data, and Demographics	Exit slip

Lead Person/Position	Anticipated Timeline
District Administration	09/01/2023 - 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	Annually	2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

MENTAL HEALTH SERVICES AND SUPPORTS PROFESSIONAL LEARNING OPPORTUNITIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop mental health and wellness learning opportunities for families and community members in response to student needs.	Families and Community Members	Topics will be in response to student and staff needs	Attendance and questionnaires

Lead Person/Position	Anticipated Timeline
District Administration	06/01/2023 - 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
Other	Annually	3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 4c: Communicating with Families	Trauma Informed Training (Act 18)

HIGH IMPACT INSTRUCTIONAL STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Identify and promote strategies that lead to increased student achievement and positive outcomes for all students.	All staff	Data, Standards, Eligible Content, High Impact Strategies vs Low Impact, Tiered Supports	Observations, Data and Exit Slip

Lead Person/Position	Anticipated Timeline
District Administration	08/24/2022 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly	3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes	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
		1e: Designing Coherent Instruction	
Inservice day	Annually	3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
		3d: Using Assessment in Instruction	
		1c: Setting Instructional Outcomes	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		1e: Designing Coherent Instruction	

ENGLISH LEARNERS DEVELOPMENT HIGH IMPACT PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Increase the effectiveness of our English Language Development program through programmatic revisions. Increase the effectiveness of English Language Development instruction by growing the capacity of all instructional staff.	All Staff	WIDA Levels, English Language Development, Universal Design, Vocabulary Development, Tiered Supports	Observation, Data, and Exit Slips

Lead Person/Position	Anticipated Timeline
District Administration	08/24/2022 - 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
Professional Learning Community (PLC)	Annually	1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally 3c: Engaging Students in Learning 1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
Workshop(s)	Annually	3c: Engaging Students in Learning 4e: Growing and Developing Professionally 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students	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
Classroom/school visitation	Annually	3e: Demonstrating Flexibility and Responsiveness 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

FULL DAY KINDERGARTEN HIGH IMPACT PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement and expand effectiveness of our Full-Day Kindergarten program focusing on the needs of the whole child.	Elementary Staff	Playful Learning and Purposeful Play, Fundations, Math, ELA Workshops, The 6 C's, Playshop	Observation, Data, and Exit Slips

Lead Person/Position	Anticipated Timeline
District Administration	08/24/2022 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students
Inservice day	Trimester	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

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OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA INFORMED TRAINING

Audience	Topics to be Included	Evidence of Learning
All Staff	Trauma Informed Instruction	Exit slips, reflections, and questionnaires

Lead Person/Position	Anticipated Timeline
District leadership	08/28/2022 - 06/10/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once a year		Trauma Informed Training (Act 18)

EVALUATION AND REVIEW

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

The district will seek feedback from all stakeholder groups to develop and evaluate the professional development program. Building program leaders, grade-level representatives and coordinators will provide feedback regarding participants' learning, reactions, and skill/knowledge implementation during regularly scheduled monthly meetings. Additional information regarding participant learning and reactions will also be a topic of monthly administration meetings to determine the impact of professional development on the building level. With assistance from the district data coach, student outcomes, including assessment data and survey data, will be examined in relation to the professional development focus(i) of the year. Annual reports of student outcomes, as well as additional curriculum council presentations, will provide outcome information to stakeholder groups. Feedback of student outcomes will help to inform building-level decisions and next steps in the professional development plan. In addition to stakeholder feedback and ongoing evaluation of student outcomes, staff developers will also work closely with teachers and administrators to maintain effective professional development at each level related to the goals of the Comprehensive Plan.

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