

## SHIPPENSBURG AREA SD

317 N Morris St

Professional Development Plan (Act 48) | 2022 - 2025

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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.

## PROFILE AND PLAN ESSENTIALS

Shippensburg Area School District

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### 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? ( <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
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

**Professional Education Plan Guidelines**

**Yes/No**

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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

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## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### UNDERSTANDING BY DESIGN FRAMEWORK

Action Step	Audience	Topics to be Included	Evidence of Learning
Design unit level learning goals and assessments utilizing the Understanding by Design Framework with particular focus on transfer goals and performance assessments to ensure critical thinking and collaboration skills.	Department heads and teacher leadership K-12	Unpacking standards, purpose of UbD Framework, Transfer Goals, Performance Assessments	UbD Curriculum Maps
Lead Person/Position		Anticipated Timeline	
Director of Curriculum, Instruction, and Assessment		07/01/2019 - 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
Collaborative curriculum development	10 per year per department	1a: Demonstrating Knowledge of Content and Pedagogy	
		1d: Demonstrating Knowledge of	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Resources  1c: Setting Instructional Outcomes  1f: Designing Student Assessments	

## TRAUMA-INFORMED PEDAGOGY

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Develop common language to guide implementation of academic, social, and behavioral student supports.</p> <p>Provide professional development on childhood trauma and trauma informed pedagogy, including de-escalation strategies and restorative practices.</p>	<p>All Administrators, Teachers, Support Staff</p>	<p>Adverse Childhood Experiences and toxic stress, Trauma defined, Guiding Principles of Trauma-Informed Care, Restorative Practices, De-escalation strategies</p>	<p>Increased student engagement, implementation of Trauma-Informed classroom practices, increased student attendance</p>
Lead Person/Position		Anticipated Timeline	
<p>Director of Curriculum, Instruction, and Assessment</p>		<p>08/16/2021 - 06/30/2023</p>	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
<p>Inservice day</p>	<p>1-2 per year</p>	<p>1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning</p>	<p>Trauma Informed Training (Act 18)</p>

## DATA ANALYSIS AND PROBLEM SOLVING

Action Step	Audience	Topics to be Included	Evidence of Learning
2022-2023 Continue to learn about and develop MTSS structures K-3, piloting WIN time for Reading and Mathematics. 2023-2024 develop MTSS structures for 4-8 for Reading and Mathematics. 2024-2025 develop MTSS structures for 9-12 Reading and Mathematics. Make adjustments to processes and structures as needed.	K-8 All Teachers 9-12 Math and ELA teachers	Utilization of TIPS Forms, Interpreting data to identify root cause(Acadience, I-Ready, PSSA, PVAAS, Keystones, IXL)	Improved student learning in mathematics and English Language Arts
Lead Person/Position		Anticipated Timeline	
Director of Curriculum, Instruction, and Assessment		08/16/2021 - 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)	1 time per month on early release Act 80 or full in-service days.	1e: Designing Coherent Instruction  3d: Using Assessment in Instruction	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
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## EVIDENCE-BASED HIGH IMPACT INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
2022-2023 Continue to learn about and develop MTSS structures K-3, piloting WIN time for Reading and Mathematics. 2023-2024 develop MTSS structures for 4-8 for Reading and Mathematics. 2024-2025 develop MTSS structures for 9-12 Reading and Mathematics. Make adjustments to processes and structures as needed.	K-5 Classroom teachers	Evidence-Based high impact instructional strategies, Evidence-based classroom interventions	Improved student learning in mathematics and English Language Arts
Lead Person/Position	Anticipated Timeline		
Director of Curriculum, Instruction, and Assessment	08/16/2021 - 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
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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)	At Least 1 time per month with job embedded learning	2b: Establishing a Culture for Learning  3b: Using Questioning and Discussion Techniques  1e: Designing Coherent Instruction  3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

## LETRS TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
2022-2023 Continue to learn about and develop MTSS structures K-3, piloting WIN time for Reading and Mathematics. 2023-2024 develop MTSS structures for 4-8 for Reading and Mathematics. 2024-2025 develop MTSS structures for 9-12 Reading and Mathematics. Make adjustments to processes and structures as needed.	K-3 Teachers	Evidence-based instructional strategies for teaching phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.	Improved student learning in English Language Arts

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

Director of Curriculum, Instruction, and Assessment

09/02/2022 - 06/01/2026

**LEARNING FORMAT**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	4 times per year	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
Independent study	1 time per month for 2 years	1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

**MENTAL HEALTH SCREENER**

Action Step	Audience	Topics to be Included	Evidence of Learning
Research and implement mental health screening to support the mental health needs of students in the district.	Building Administrators, Social Workers, School Counselors	Administration and utilization of Mental Health Screener	Decreased levels of depression and anxiety reported on biannual PAYS surveys for grades 6, 8, 10, 12 and increased student attendance
Lead Person/Position		Anticipated Timeline	
School Psychologists		08/22/2022 - 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
Seminar(s)	1 time per year	1b: Demonstrating Knowledge of Students  4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting
Classroom/school visitation	2 times per year	4e: Growing and Developing Professionally  4d: Participating in a Professional Community	

**Type of Activities**

**Frequency**

**Danielson Framework Component Met in  
this Plan**

**This Step Meets the Requirements of State Required  
Trainings**



## SOCIAL EMOTIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue to learn and plan for K-12 Social Emotional Learning integration for both students and adults. Provide staff professional learning on various components of SEL.	K-12 Administrators and Staff	Common language and definition of Social Emotional Learning, CASEL Framework and the Core Competencies, classroom application of Social Emotional Learning	Increased student engagement, integration of SEL into classroom practices
Lead Person/Position		Anticipated Timeline	
Director of Curriculum, Instruction, and Assessment		08/16/2021 - 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	1-2 times per year	2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting

## **OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

## **EVALUATION AND REVIEW**

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

Professional Development Plans are reviewed by the following: 1. Professional Development Committee: Meetings with elementary, middle, and high school teachers, department heads, and administrators to offer input regarding professional development needs. 2. Teacher surveys are utilized to solicit anonymous feedback on professional development effectiveness and needs. 3. Data Team Meetings to review student data as it pertains to growth, acquisition of skills, and correlation to pedagogical practices. 4. Grade Level/Department Meetings to discuss students and curricular strengths and needs 5. Curriculum Cycle to evaluate, review, revise, and write standards-aligned curriculum and assessment strategies 6. Student/parent group meetings with building level administration to discuss topics as it pertains to educating students 7. Adherence to all state mandates



## 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.

Sheri Woodall

06/27/2022

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