

FRAZIER SD

142 Constitution St

Professional Development Plan (Act 48) | 2025 - 2028

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:

1. 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.
2. 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.
3. 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.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
5. 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.
6. 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.
7. 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

School District

101262903

142 Constitution St, Perryopolis, PA 15473

Amanda R. Law

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Mr. Michael V Turek

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Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Mrs. Amanda Law	Middle School Principal	Administrator	Administration Personnel
Dr. Anne Stillwagon	Elementary School Principal	Administrator	Administration Personnel
Mr. Nick Damico	Director of Special Education	Administrator	Administration Personnel
Mrs. Andrea Allen	Autistic Support Teacher/ Parent	Elementary Teacher	Teacher
Mrs. Romanee Yondura	PreK Teacher/ Parent	Elementary Teacher	Teacher
Ms. Rebecca Day	HS Biology Teacher	High School Teacher	Teacher
Mrs. Janet Reed	Middle School ELA Teacher	Middle School Teacher	Teacher
Mrs. Yolanda Pato	Elementary Learning Support Teacher	Middle School Teacher	Teacher
Ms. Heather McManus	Community Member	Community Member	School Board of Directors
Mrs. Katie Victor	Middle School Mathematics Teacher/Parent	Middle School Teacher	Teacher
Mrs. Rachel Petyk	High School ELA Teacher	High School Teacher	Teacher
Mrs. Kristin Blair	Elementary Teacher/Parent	Elementary Teacher	Teacher
Mrs. Ashley Zocco	Parent	Parent of Child Attending	School Board of Directors
Mrs. Melissa Patitucci	Business Owner	Local Business Representative	School Board of Directors

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.

Monthly meetings will be held with the Professional Education Committee. The Committee is responsible for overseeing required professional development, as well as ensuring alignment with our objectives for curriculum development and data-driven instruction. Additionally, the Committee reviews evaluations of professional development programs and teachers' feedback to effectively plan future professional development initiatives.

Action Plans Steps from Comprehensive Plan

ELA curriculum writing grades 6 - 12.

2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none">Intermediate Unit One - ELA curriculum writing grades 6 - 12.	English-Language Arts teachers in grades six through twelve.	ELA curriculum writing and alignment.	Completion of course and ability to deliver curriculum effectively.

3Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
HS Principal/MS Principal	08/18/2025 - 06/30/2026

Learning Format

4Action Plans Steps - 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	Each ELA teacher will spend four days at the intermediate unit one writing and aligning curriculum.	<ul style="list-style-type: none">1a: Demonstrating Knowledge of Content and Pedagogy1c: Setting Instructional Outcomes1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

ELA curriculum writing grades K-5

5Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
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<ul style="list-style-type: none"> Intermediate Unit One - ELA curriculum writing grades K-5. 	English-Language Arts teachers in grades kindergarten through five.	ELA curriculum writing and alignment.	Completion of course and ability to deliver curriculum effectively.
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6Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
ES Principal	08/17/2026 - 06/30/2027

Learning Format

7Action Plans Steps - 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	Each ELA teacher will spend four days at the intermediate unit one writing and aligning curriculum.	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 	Language and Literacy Acquisition for All Students

STEELS STANDARDS ALLIGNMENT - Professional Development provided by Point Park University Collaboration along with Professional Development provided by Intermediate Unit One.

8Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> STEELS STANDARDS ALLIGNMENT - Professional Development provided by Point Park University Collaboration along with Professional Development provided by Intermediate Unit One. 	Science Teachers - Grades Kindergarten through twelve.	STEELS Standards and Curriculum Alignment	Completion of course and ability to deliver curriculum effectively.

9Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
ES/MS/HS Principals	08/18/2025 - 06/30/2026

Learning Format

10Action Plans Steps - 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	Science teachers will meet throughout the school year during in-service days as well as during the four two hour delay days built into the 2025/2026 school calendar this school year.	<ul style="list-style-type: none">• 1a: Demonstrating Knowledge of Content and Pedagogy• 1c: Setting Instructional Outcomes• 1e: Designing Coherent Instruction	

Other Professional Development Activities

Professional Ethics

11Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Frazier School District Faculty and Staff	- behavior - values - principles that inform and guide professional decision-making.	Evaluation, Completion of Online Course with pass rate of 80%

12Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Amanda Law / MS Principal Davis & Davis / Solicitor	08/01/2025 - 06/30/2026

Learning Format

13Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	1x	<ul style="list-style-type: none"> 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4a: Reflecting on Teaching 4c: Communicating with Families 4f: Showing Professionalism 4b: Maintaining Accurate Records 	Professional Ethics
Course(s)	1x online course	<ul style="list-style-type: none"> 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism 	Professional Ethics

Teaching Diverse Learners in Inclusive Settings

14Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Regular and Special Education Teachers	- inclusion models - effectiveness of inclusion	Evaluation

15Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
PaTTAN Representative Trainer Nick Damico / Director of Special Education	08/01/2025 - 06/30/2026

Learning Format

16Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	1x during opening in-service	<ul style="list-style-type: none">• 1b: Demonstrating Knowledge of Students• 1e: Designing Coherent Instruction• 2c: Managing Classroom Procedures• 3e: Demonstrating Flexibility and Responsiveness• 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

Trauma-Informed Approaches

17Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Frazier School District Faculty and Staff	- best practices in trauma-informed care - signs of trauma - supports for students with signs of trauma	Evaluation

18Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
IU 1 TAC Nick Damico / Director of Special Education	08/01/2025 - 06/30/2025

Learning Format

19Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	1 hour; 1x during opening in-service	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 	At Least 1-hour of Trauma-informed Care Training for All Staff

Student Assistance Program Refresher

20Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Frazier School District Faculty and Staff	Supports for students experiencing Trauma among other factors impacting their education and/or well-being	Evaluation

21Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Fayette County Drug & Alcohol Amanda Law / MS Principal Nick Damico / Director of Special Education	08/01/2025 - 06/30/2026

Learning Format

22Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	1 hour; 1 x during opening in service	<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 3c: Engaging Students in Learning 	At Least 1-hour of Trauma-informed Care Training for All Staff

Introduction to Structured Literacy

23Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Early Childhood Education, Elementary-middle Level, PK-12 Special Education, English as a Second Language, Reading Specialist	Introduction to Structured Literacy	Successful completion of the PD SAS 9114 online course

24Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building Principals	05/01/2023 - 05/01/2026

Learning Format

25Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	10 hours; asynchronous online course	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 	Structured Literacy

PASA Administration

26Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Teachers and staff responsible for administering and overseeing the PASA	PASA Administration and Compliance	Certification of complete of online course

27Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Nick Damico / Director of Special Education	08/01/2025 - 06/30/2026

Learning Format

28Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	DLM online course	• 2e: Organizing Physical Space	PASA Administration Training

Common Ground SAS Online Course

29Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Frazier School District Faculty	Required topics per Chapter 49	Completion of Common Ground Module on SAS Portal

30Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Amanda Law / MS Principal	08/01/2025 - 06/30/2026

Learning Format

31Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	5 hours; asynchronous online course	<ul style="list-style-type: none">• 1b: Demonstrating Knowledge of Students• 2a: Creating an Environment of Respect and Rapport	Common Ground

Professional Development Plan Assurances

32Professional 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
Is 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
When is the first year the LEA will offer Structured Literacy Training to the staff?	2023-2024
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)? K-12 Teachers with the following certifications: early childhood, elementary-middle level, special education, ESL, and reading specialist.	
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 Education Committee will conduct an annual evaluation of the plan, making revisions as necessary. The effectiveness of the plan will be assessed based on student outcomes from state and local assessments, graduation rates, attendance rates, and other factors related to student needs, including behavioral and mental health. The Committee will actively seek and incorporate feedback from participants to inform any necessary adjustments to the plan. Furthermore, during the monthly meetings, the Committee will review all relevant data and information to determine if revisions are needed to enhance the plan's effectiveness.

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.

Amanda Law

Professional Education Committee Chairperson:

07/02/2025

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.

Michael V. Turek

Superintendent or Chief Administrative Officer:

07/02/2025

Date