

PORTAGE AREA SD

84 Mountain Ave

Professional Development Plan (Act 48) | 2022 - 2025

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

Portage Area School District

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Jen	Pisarski	Jen	Administration Personnel
Krystal	Smith	Krystal	Administration Personnel
Jeremy	Burkett	Jeremy	Administration Personnel
Todd	Dishong	Todd	Administration Personnel
Valerie	Gentile	Valerie	Administration Personnel
Kathy	Hough	Kathy	School Board of Directors

Name	Title	Committee Role	Appointed By
Pete	Noel	Pete	Administration Personnel
Elysia	Myher	Elysia	Administration Personnel
Sara	Erzal	Sara	Administration Personnel
Aileen	Miller	Aileen	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.

Up to three times per year

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

MOVE THIS WORLD TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Establish an MTSS team to research MTSS through other school plans (and resources such as the IU/professional learning) to establish a framework for implementation at PASD.</p> <p>Establish procedures, processes, and targeted interventions at each of the three tiers in the MTSS process. (Move This World K-12 tier one, check-in/check-out, social groups, one on one interventions, etc.)</p>	K-12 Faculty and Administration	Move This World Resources, Technology and implementation	Scheduled weekly implementation
Lead Person/Position	Anticipated Timeline		
Building Principals/Assistant Principals/Guidance Counselor and Social Worker	09/12/2022 - 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
Inservice	2-3 times per year (and weekly check-	2b: Establishing a Culture for	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
day	ins/supervision as needed)	Learning 4e: Growing and Developing Professionally 3a: Communicating with Students 2d: Managing Student Behavior	

VISIBLE LEARNING, STUDENT ENGAGEMENT/INSTRUCTIONAL PRACTICES AND FEEDBACK

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional learning on student engagement, implement strategies, and provide feedback on practices implemented in classrooms.	K-12 Faculty and Administration	Visible Learning, Student Engagement practices	Implementation of practices via observations from building administration classroom visitation
Lead Person/Position	Anticipated Timeline		
Building Principals	09/12/2022 - 09/19/2025		

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)	Weekly/Monthly	1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 3c: Engaging Students in Learning 2b: Establishing a Culture for Learning	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

EVALUATION AND REVIEW

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

ACt 48 Professional Development committee will meet bi-annually to assess and review professional development plan and activities. Staff will be surveyed periodically to determine professional development needs. Staff will be surveyed at the conclusion of each professional development activity to evaluate effectiveness.