

PETERS TOWNSHIP SD

631 E McMurray Rd

Professional Development Plan (Act 48) | 2021 - 2024

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

Peters Township School District

101636503

631 East McMurray Drive, McMurray, PA 15317

Dr. Jennifer Murphy

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724-941-6251 X 7208

Dr. Jeannine French

frenchj@pt-sd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Jennifer Murphy	Deputy Superintendent	Dr. Jennifer Murphy	Administration Personnel
Dr. Michael Fisher	Assistant Superintendent	Dr. Michael Fisher	Administration Personnel
April Ragland	Assistant Director of Pupil Services	April Ragland	Administration Personnel
Minna Allison	Board Member/Parent	Minna Allison	School Board of Directors
Lisa Anderson	Board Member	Lisa Anderson	School Board of Directors
Julie Collins	Parent	Julie Collins	School Board of Directors

Name	Title	Committee Role	Appointed By
Samantha McVicker	Parent	Samantha McVicker	School Board of Directors
Caroline Abele	Teacher/PTFT President	Caroline Abele	Teacher
Harry Bushmire	Teacher/PTFT Vice President	Harry Bushmire	Teacher
Jeff Sudol	Counselor	Jeff Sudol	Education Specialist
Adam Sikorski	Principal	Adam Sikorski	Administration Personnel
Greg Marquis	Principal	Greg Marquis	Administration Personnel
Amy Petro	PT Chamber of Commerce/Parent	Amy Petro	School Board of Directors
Brian Schill	Executive Director of PT Chamber of Commerce	Brian Schill	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.

In a given school year, a needs assessment occurs after every professional development session. This data is shared as needed to plan for future sessions. Information is shared quarterly through the Education Committee where updates on sessions are provided.

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

ENGAGING STUDENTS IN A BLENDED LEARNING ENVIRONMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development Sessions 2021-22	Teachers	Introduction to blended learning, Use of Technology to Deepen Understanding, Hands-on Takeaway	Observation data demonstrates teachers are utilizing strategies

Lead Person/Position	Anticipated Timeline
Dr. Jennifer Murphy	08/17/2021 - 08/19/2021

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Half-day	4a: Reflecting on Teaching 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 4d: Participating in a Professional Community	Teaching Diverse Learners in an Inclusive Setting

FOLLOW-UP FROM AUGUST 2021 TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development Sessions 2021-22	Teachers	Reflection on lessons developed	Increase in use of blended learning strategies during classroom instruction
Lead Person/Position		Anticipated Timeline	
Dr. Jennifer Murphy		10/29/2021 - 10/29/2021	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Half-day	3c: Engaging Students in Learning 4a: Reflecting on Teaching 1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting

TRAUMA INFORMED PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
District faculty and staff will continue to support students during and post-Covid 19 pandemic.	Teachers	Identifying trauma triggers, supporting students experiencing trauma, the impacts of the pandemic on children	Teachers demonstrate an understanding of trauma triggers, supporting students experiencing trauma, and the impacts of the pandemic on children.
Lead Person/Position		Anticipated Timeline	
Dr. Jennifer Murphy		02/18/2022 - 02/18/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day		1b: Demonstrating Knowledge of Students 4c: Communicating with Families	Trauma Informed Training (Act 18)

TIER I AND TIER II INTERVENTION STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will be trained on Tier I and Tier II Reading Interventions.	K-5 Teachers	Read Naturally, Haggerty, Just Words, and Corrective Reading	All teachers use effective practices to deliver intervention and curriculum lessons.
Lead Person/Position		Anticipated Timeline	
Dr. Michael Fisher		08/17/2021 - 06/14/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Quarterly over the next three years	1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments	Language and Literacy Acquisition for All Students

NEW NOVEL SELECTION FOR GRADES K - 12

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will review K-12 novel placement to ensure appropriate sequence based on Lexile level, student interest, and rigor.	K - 12 Teachers	Selecting novels for rigor and use in classroom instruction.	Teachers may select new novels for reading instruction.
Lead Person/Position	Anticipated Timeline		
Dr. Jennifer Murphy	08/15/2022 - 06/09/2023		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Quarterly	4d: Participating in a Professional Community 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

EVALUATION AND REVIEW

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

The Professional Education Plan is guided by student outcomes on standardized assessments, data collected from observation records, needs assessments conducted following each professional development activity, and other needs identified by administration such as curriculum review. The Plan is reviewed annually to ensure that the needs of educators are met as well as ensuring that qualitative and quantitative data sources support the components of the 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.

Dr. Jennifer Murphy

11/16/2021

Professional Education Committee Chairperson:

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.

Jeannine French

11/17/2021

Superintendent or Chief Administrative Officer:

Date