

**PETERS TOWNSHIP SD**

631 E McMurray Rd

Professional Development Plan (Act 48) | 2024 - 2027

---

**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

murphyj@pt-sd.org

7249416251 X 7208

Dr. Jeannine French

frenchj@pt-sd.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Jeannine French	Superintendent	Administrator	Administration Personnel
Dr. Jennifer Murphy	Deputy Superintendent	Administrator	Administration Personnel
Dr. Michael Fisher	Assistant Superintendent	Administrator	Administration Personnel
Mrs. Caroline Abele	Teacher	Elementary Teacher	Teacher
Mr. Harry Bushmire	Teacher	Middle School Teacher	Teacher

Name	Title	Committee Role	Appointed By
Mr. Jeff Sudol	High School Counselor	Education Specialist	Education Specialist
Mrs. Julie Collins	Parent	Parent of Child Attending	School Board of Directors
Mrs. Samantha McVicker	Parent	Parent of Child Attending	School Board of Directors
Mrs. Amy Petro	Executive Director at Peters Township Chamber of Commerce	Local Business Representative	School Board of Directors
Mrs. Shannon Pauley	Head of Youth Services PT Library	Community Member	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.**

This committee meets with each Comprehensive Plan update and seeks feedback as needed throughout the cycle of the Comprehensive Plan.

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### MENTAL HEALTH FIRST AID

Action Step	Audience	Topics to be Included	Evidence of Learning
Mental Health First Aid Training will occur at all schools.	Teachers, Counselors, School Nurses, Paraprofessionals	How to identify, understand and respond to signs of mental illnesses. How to reach out and provide initial help and support to someone who may be developing a mental health or experiencing a crisis.	Survey Monkey Feedback
Lead Person/Position		Anticipated Timeline	
Mrs. April Ragland/Assistant Director of Pupil Services		08/12/2024 - 06/11/2027	

### 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	4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and	At Least 1-hour of Trauma-informed Care Training for All Staff

**Type of  
Activities**

**Frequency**

**Danielson Framework Component Met in this Plan**

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

---

Rapport

4e: Growing and Developing Professionally

---

## **OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

# PROFESSIONAL ETHICS TRAINING

Audience	Topics to be Included	Evidence of Learning
Teachers, Counselors, School Nurses, Administrators	The standards of behavior, values, and principles that inform and guide professional decision-making detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.	Completion of SAS Module
Lead Person/Position		Anticipated Timeline
Dr. Jennifer Murphy		06/12/2024 - 06/12/2024

# LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Initial implementation and inclusion in induction program annually	4e: Growing and Developing Professionally  4f: Showing Professionalism  4d: Participating in a Professional Community	Professional Ethics



## TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
Teachers, Counselors, School Nurses, Administrators	Inclusion, Lesson planning and design, differentiation	Survey Monkey Feedback
Lead Person/Position	Anticipated Timeline	
Mrs. Patricia Kelly/Pupil Services Director	08/12/2024 - 06/11/2027	

## 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	1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 1a: Demonstrating Knowledge of Content and	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Pedagogy 3c: Engaging Students in Learning	

## STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
Any Staff Member with certification in Early Childhood, Elementary-Middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist	Effectively teach the reading skills of phonemic awareness, phonics, fluency, vocabulary and comprehension. Use of a universal screener to identify students in need of brain based multisensory intervention using high quality instructional materials.	Analysis of screening data and classroom observations
Lead Person/Position	Anticipated Timeline	
Dr. Michael Fisher/Assistant Superintendent	09/12/2022 - 06/12/2027	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
--------------------	-----------	--	--

---

Inservice  
day

Ensuring all staff have training every  
three years.

1d: Demonstrating Knowledge of  
Resources

Structured Literacy

3e: Demonstrating Flexibility and  
Responsiveness

3d: Using Assessment in Instruction

3b: Using Questioning and Discussion  
Techniques

1c: Setting Instructional Outcomes

---

## LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
ELA and Reading Teachers	Teachers will be provided training on the use of Tier I, Tier II, and Tier III reading programs/intervention to meet the needs of students.	Student data will be monitored through the use of a universal screener.
Lead Person/Position		Anticipated Timeline
Dr. Michael Fisher/Assistant Superintendent		08/12/2024 - 06/12/2027

## 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	3d: Using Assessment in Instruction  3e: Demonstrating Flexibility and Responsiveness	Language and Literacy Acquisition for All Students

## PROFESSIONAL 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? ( <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
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? ( <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
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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

**Professional Education Plan Guidelines**

**Yes/No**

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2022-  
2023

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)?

Administrators

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

## **EVALUATION AND REVIEW**

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

Annually, the Committee will convene virtually to review any necessary updates to the plan. Following each professional development activity, teachers will be surveyed regarding the effectiveness of the activity and suggestions for future trainings. Feedback from the teacher survey will be used to plan future sessions.

## **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

---

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