

SAUCON VALLEY SD

2097 Polk Valley Rd

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.

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

RIGOROUS COURSEWORK ACCESS AND OPPORTUNITY AUDIT

Action Step	Audience	Topics to be Included	Evidence of Learning
Collaborate to analyze and understand the root cause(s) for lagging student participation in rigorous coursework.	Core content teachers in middle and high school, secondary administrators, secondary counselors.	Creating access and opportunity for students to participate and succeed in rigorous coursework.	Teams will identify how to use scheduling and vertical course alignment to increase access and achievement in rigorous courses.
Lead Person/Position	Anticipated Timeline		
Jaime L. Vlasaty/Superintendent	01/02/2023 - 07/01/2023		

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)	Quarterly	1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting

STANDARDS MAPPING

Action Step	Audience	Topics to be Included	Evidence of Learning
Map common core math standards across grade levels within Schoology and tag standards to assessments to inform mastery learning.	Math teachers K-12, administrators	Mastery Learning, Standards-Aligned Assessments, Using Assessment and Data to Inform Instruction and Increase Achievement and Growth	Every mathematics course being taught, K-12, will have all curriculum based assessments tagged to standards and use the data to target instruction.

Lead Person/Position

Jaime L. Vlasaty/Superintendent

Anticipated Timeline

01/02/2023 - 09/01/2024

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	Weekly grade level meetings, monthly department meetings, and quarterly meetings.	1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources	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**

1e: Designing Coherent Instruction

EVALUATION AND REVIEW

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

Student outcomes are evaluated four times per year. Data is reviewed on school and district-wide assessments to determine strengths and areas for development across classes, grades, and subject areas. Data is used to inform areas in the curriculum, instruction, and assessment practices where needed to increase knowledge and skills. Participant surveys are utilized to gauge participants' learning and reactions. Expectations are communicated for implementation with utilization of the informal observation process to support and monitor organizational change.

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