

GENERAL MCLANE SD

11771 Edinboro 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.

PROFILE AND PLAN ESSENTIALS

School District

105253903

11771 Edinboro Rd. , Edinboro, PA 16412

Dr. Matthew Lane

matthewlane@generalmclane.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Steven Karns	Director of Curriculum, Instruction, and Assessment	Administrator	Administration Personnel
Murray Lohr	3rd-Grade Teacher	Elementary Teacher	Teacher
Jeff Brasington	Learning Support Teacher	Education Specialist	Education Specialist
Jim Pete	4th-Grade Teacher	Elementary Teacher	Teacher
Christine Sitek	Community Member	Community Member	School Board of Directors
Stephanie Hargest	Business Owner	Local Business Representative	School Board of Directors
Tom Lytle	Business Owner/Parent	Parent of Child Attending	School Board of Directors
Mary Cousins	English Teacher	High School Teacher	Teacher

Name	Title	Committee Role	Appointed By
Sarah Grabski	Director of Communication and Administrative Services	Education Specialist	Education Specialist
Michael Cannata	Director of Pupil Services	Administrator	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.

The committee will meet as needed to draft the Professional Development plan. In subsequent years, the committee will meet each semester to monitor the implementation of the plan and the progress towards achieving the goals outlined therein. If changes need to be made, it is during those semesterly meetings that those changes can be discussed.

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

THE SCIENCE OF READING

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional development on teaching foundational literacy skills aligned to the science of reading.	Elementary School Teachers	Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.	Teachers in grades K-3 will utilize a code-based, systematic, and explicit approach to teaching students how to read.
Lead Person/Position			Anticipated Timeline
Steven Karns/Director of Curriculum, Instruction, and Assessment			07/20/2022 - 06/06/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Multiple days over the course of each school year	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	At least once during the duration of the plan	4d: Participating in a Professional Community 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

UTILIZING DATA TO IMPACT INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Fully implement the CDT in Algebra, Literature, and Biology at the High School to provide teachers with data necessary to make informed instructional decisions aligned to student needs.	High School Teachers	Utilizing CDT data to make instructional decisions in order to ensure students have the knowledge necessary to be successful on each Keystone Exam.	Teachers will access student performance data to drive instruction. Utilization of available tools will be considered evidence of learning.
Lead Person/Position			Anticipated Timeline
Steven Karns/Director of Curriculum, Instruction, and Assessment			08/24/2022 - 07/10/2025

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)	Up to 6 times per school year	4d: Participating in a Professional Community 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally	

DIFFERENTIATED INSTRUCTION TO MEET THE NEEDS OF ALL STUDENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Facilitate professional development on differentiated instruction and providing enrichment in the core curriculum.	Teachers K-12	Differentiated instruction and providing students with enrichment in the core curriculum.	Teachers will utilize techniques in their daily instruction to meet the needs of diverse learners in the same class.
Lead Person/Position			Anticipated Timeline
Steven Karns/Director of Curriculum, Instruction, and Assessment			07/20/2022 - 08/23/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Multiple times throughout the school year	1f: Designing Student Assessments 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 4d: Participating in a Professional Community 1e: Designing Coherent Instruction	
Book study	At least one time during the duration of this plan		
Lesson studies	As needed	4d: Participating in a Professional Community 1c: Setting Instructional Outcomes	

DEVELOP A PATHWAY/ACADEMY PROGRAM AT GMHS

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop a pathway/academy program at GMHS that connects students to post-secondary options, including dual enrollment and ECTS.	High School Teachers, School Counselors, and Administrators	Developing pathways/academy programs at GMHS	School counselors will work with students to utilize the pathways and academy programs to schedule students based on their intentions after graduation.
Lead Person/Position			Anticipated Timeline
Steven Karns/Director of Curriculum, Instruction, and Assessment			07/20/2022 - 06/06/2025

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	As needed throughout the duration of the plan	1c: Setting Instructional Outcomes	
		1d: Demonstrating Knowledge of Resources	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TEACHING DIVERSE LEARNERS IN AN INCLUSIVE SETTING

Audience	Topics to be Included	Evidence of Learning
All professional employees	Universal Design for Learning (UDL), Effective practices with Co-Teaching, Differentiation, Enrichment	PSSA/Keystone achievement and growth results of diverse learners
Lead Person/Position		Anticipated Timeline
Michael Cannata/Director of Pupil Services		08/25/2022 - 06/05/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	As needed over the duration of the Act 48 plan	1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings
Professional Learning Community (PLC)	As needed over the duration of the Act 48 plan		Teaching Diverse Learners in Inclusive Settings

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Teachers in grades K-4	Structured literacy and the Science of Reading (phonemic awareness, phonics, fluency, vocabulary, comprehension)	DIBELS scores
Lead Person/Position		Anticipated Timeline
Steven Karns/Director of Curriculum		07/25/2022 - 06/05/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	One time per year	4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students
Inservice day	Three days in year one, one or two in years 2 and 3	1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

Type of Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required Trainings

TRAUMA INFORMED CARE

Audience

Topics to be Included

Evidence of Learning

All staff

Understanding trauma and the impacts on trauma on students and adults

Inservice reflection and modification of instructional strategies

Lead Person/Position

Anticipated Timeline

Steven Karns/Director of Curriculum

08/03/2023 - 06/05/2025

LEARNING FORMAT

Type of Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required Trainings

Inservice day

One time formally with follow-up trainings as needed

1b: Demonstrating Knowledge of Students

Trauma Informed Training (Act 18)

SCHOOL SAFETY INCLUDING TRAUMA-INFORMED EDUCATION AWARENESS.

Audience	Topics to be Included	Evidence of Learning
All professional staff	School safety	Completion of online trainings required by PDE

Lead Person/Position	Anticipated Timeline
Jose Montes/School Safety Officer	08/24/2022 - 06/06/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	As needed to fulfill the requirements of Act 44		School Safety including Trauma-informed Education Awareness (Act 44)

EVALUATION AND REVIEW

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

The administrative team will monitor the extent to which the goals of the professional development activities included in this Act 48 plan have been achieved. Those goals will be evaluated using student growth and achievement data, data collected during walk throughs, observation data, and feedback from teachers both formally and informally. The team will meet each summer to discuss goals and make sure those goals remain aligned to the Professional Education Plan. That time will also be used to review the effectiveness of the various delivery systems.

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.

Steven Karns

06/03/2022

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.

Matthew Lane

06/03/2022

Superintendent or Chief Administrative Officer:

Date