

GENERAL MCLANE SD

11771 Edinboro Rd

Professional Development Plan (Act 48) | 2025 - 2028

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:

1. 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.
2. 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.
3. 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.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

5. 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.
6. 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.
7. 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

Steven Karns

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Dr Matthew Lane

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Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Steven Karns	Director of Curriculum	Administrator	Administration Personnel
Michael Cannata	Director of Pupil Services	Administrator	Administration Personnel
Zach Lucas	Autistic Support Teacher	Education Specialist	Teacher
Staci Rock	Parent	Parent of Child Attending	School Board of Directors
Victoria Hansen	Teacher	K-12 Teacher	Teacher
Nick Artman	Community Member	Community Member	School Board of Directors
Carrie Crow	School Board Member	Local Business Representative	School Board of Directors
Sarah Palm	Principal	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.

Action Plans Steps from Comprehensive Plan

"Modeling and Practicing Explicit Comprehension Strategies" Workshop

2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none">Implement routine, direct, and explicit instruction of comprehension strategies (such as summarizing, questioning, and making inferences) in all Keystone-tested courses, with a focus on modeling, guided practice, and opportunities for independent application.Provide daily, systematic, and explicit math intervention for students with disabilities, following a structured progression of skills aligned to Math PSSA anchors and eligible content.	K-12 teachers	This professional development will teach how to explicitly model comprehension strategies, design lessons with direct and guided practice, and address challenges through ongoing support and assessment.	Evidence of learning will be demonstrated by teachers’ ability to model comprehension strategies explicitly, create lessons that include direct and guided practice, and reflect on strategies to overcome challenges and support student understanding.

3Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Steven Karns/Director of Curriculum	06/20/2025 - 06/09/2028

Learning Format

4Action Plans Steps - 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 across	<ul style="list-style-type: none">1e: Designing Coherent	

	school years	Instruction <ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes 	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing throughout the duration of the plan	<ul style="list-style-type: none"> • 4d: Participating in a Professional Community 	

Other Professional Development Activities

5Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All teachers	Structured literacy professional development will focus on explicit, systematic instruction in phonology, sound-symbol recognition, syllable structure, morphology, syntax, and semantics. Training will also include diagnostic teaching practices, data-driven instruction, and strategies for supporting students with dyslexia and other reading difficulties.	Evidence of learning will be demonstrated through increased use of differentiated language and literacy strategies in instruction, as well as improved student outcomes in reading and comprehension.

6Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Steven Karns/Director of Curriculum	08/21/2024 - 06/09/2028

Learning Format

7Action Plans Steps - 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 over the course of a school year.	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 	Structured Literacy
Inservice day	Interspersed sessions throughout the three year plan		Structured Literacy
Conference	Two conferences over the duration of this plan		Structured Literacy

Professional Ethics

8Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All K-12 staff	Professional ethics training will focus on upholding the educator's Code of Conduct, maintaining boundaries, and handling student information responsibly. It will also address ethical decision-making, promoting respect, and navigating common ethical dilemmas in education.	ChatGPT said: Evidence of learning will be demonstrated through educators' adherence to ethical guidelines, consistent professional conduct, and thoughtful responses to ethical scenarios or case studies.

9Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Steven Karns/Director of Curriculum	08/22/2025 - 06/09/2028

Learning Format

10Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	One time during the three year timeframe of this plan		Professional Ethics

11Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All K-12	Trauma-informed care training will focus on understanding the impact	Evidence of learning will be demonstrated through

teachers	of trauma on student behavior and learning, recognizing signs of trauma, and creating safe, supportive classroom environments. It will also address strategies for building strong relationships, fostering emotional regulation, and responding to student needs with empathy and consistency.	the use of trauma-sensitive strategies, stronger teacher-student relationships, and improved classroom climate that supports emotional safety and student well-being.
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12Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Steven Karns/Director of Curriculum	08/21/2024 - 06/09/2028

Learning Format

13Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time each year for at least one hour	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 	At Least 1-hour of Trauma-informed Care Training for All Staff

Language & Literacy Acquisition for All Students

14Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All K-12 teachers	Language and literacy acquisition training will focus on foundational skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. It will also include strategies for supporting English language learners, differentiating instruction for diverse needs, and integrating language development across content areas.	Evidence of learning will be demonstrated through the intentional integration of language development strategies across instruction and measurable growth in students' reading, writing, and oral language skills.

15Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Steven Karns/Director of Curriculum	08/22/2025 - 06/09/2028

Learning Format

16Action Plans Steps - 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)	Multiple sessions each year as part of building level PLCs	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	Language and Literacy Acquisition for All Students

Teaching Diverse Learners in Inclusive Settings

17Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All K-12 teachers	Training will focus on understanding student variability, implementing Universal Design for Learning (UDL), and differentiating instruction to meet a range of learning needs. Training will also include co-teaching models, responsive practices, and strategies for supporting students with IEPs, 504 plans, and English language learners within the general education classroom.	Evidence of learning will be demonstrated through the use of inclusive instructional practices, increased collaboration between general and special education staff, and improved access to learning and outcomes for all students.

18Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Michael Cannata/Director of Pupil Services	08/22/2025 - 06/09/2028

Learning Format

19Action Plans Steps - 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)	Ongoing throughout the duration of the plan	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 	Teaching Diverse Learners in Inclusive Settings

Common Ground

20Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All K-12 Teachers	Training will focus on understanding and supporting students facing homelessness, food insecurity, trauma, mobility, and disabilities. It will also include culturally relevant and sustaining practices that promote equity, inclusion, and responsive instruction.	Evidence of learning will be demonstrated through the use of inclusive, responsive practices and improved support for students facing adversity and diverse life experiences.

21Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Steven Karns/Director of Curriculum	08/22/2025 - 06/09/2028

Learning Format

22Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Book study	One time during the duration of this plan	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 	Common Ground: Culturally Relevant Sustaining Education
Course(s)	One time during the duration of this plan		Common Ground: Culturally Relevant Sustaining Education

Artificial Intelligence

23Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All K-12 Teachers	Foundations of AI in education, AI Tools for Classroom Instruction, Student Use of AI & Digital Citizenship, Data Privacy, Security & AI Ethics, and AI for Professional Growth and Productivity	Evidence of learning will be demonstrated through teachers' ability to identify appropriate AI tools for classroom use and articulate ethical considerations related to student data and academic integrity. Additionally, participants will apply AI tools to enhance instructional planning, classroom management, and professional productivity tasks.

24Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Steven Karns/Director of Curriculum	07/07/2025 - 06/09/2028

Learning Format

25Action Plans Steps - 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 sessions across inservice days built into the district calendar	<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 	

		<ul style="list-style-type: none">• 4e: Growing and Developing Professionally	
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Professional Development Plan Assurances

26Professional 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? (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
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? (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
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)? N/A	
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.

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

Professional Education Committee Chairperson:

05/15/2025

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

Superintendent or Chief Administrative Officer:

05/15/2025

Date