

TUSSEY MOUNTAIN SD

199 Front Street

Professional Development Plan (Act 48) | 2023 - 2026

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
108058003
199 Front Street, Saxton, PA 16678

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Jerry Shoemake	jshoemake@tmsd.net	Administrator	Administration Personnel
Denelle Diehl	ddiehl@tmsd.net	Administrator	Administration Personnel
Wayland Heath	wheath@tmsd.net	Administrator	Administration Personnel
Matt McCahan	mmccahan@tmsd.net	Administrator	Administration Personnel
Josh Wakefield	jwakefield@tmsd.net	Education Specialist	School Board of Directors
Jen Zimmerman	jzimmerman@tmsd.net	Parent of Child Attending	School Board of Directors

Name	Title	Committee Role	Appointed By
Paul Brumbaugh	pbrumbaugh@tmsd.net	K-12 Teacher	Administration Personnel
Amy Snyder	ansnyder@tmsd.net	K-12 Teacher	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 board appointed members will meet one time per month to discuss curriculum implementation and the professional development needs associated with this (approximately 10-12 meetings per calendar year). The administrative appointed members will meet in advance of each scheduled professional development day (approximately 4-6 times per academic year). Administrative appointed team members will also engage in bi-monthly data discussion to discuss the effectiveness and implementation of professional development measures (approximately 5-7 times per academic year).

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Staff will participate in high quality professional development according to district needs and state regulations	All teaching and administrative staff	Professional development activities that will improve language and literacy acquisition for all students	Following completion of the comprehensive course, all staff will be asked to submit a content/ job-specific implementation plan which integrate language and literacy strategies.
Lead Person/Position		Anticipated Timeline	
Director of Education		07/01/2024 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Staff will complete the comprehensive course at least one time during the professional development cycle. However, ongoing consultation, coaching, and professional learning community support may be implemented as needed.		Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Action Step	Audience	Topics to be Included	Evidence of Learning
Staff will participate in high quality professional development according to district needs and state regulations	All teachers	Training to ensure that teachers understand how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom. An emphasis will be placed upon the principles of Universal Design for Learning, Through and Around Mindset, and co-teaching	Teachers will produce artifacts demonstrating understanding of instructed material, such as the submission of lesson plans which utilize evidence-based strategies for instructing diverse learners. Administrative staff will also use learning walk data to determine the fidelity of implementation following these trainings.
Lead Person/Position		Anticipated Timeline	
Director of Education		11/01/2023 - 06/30/2026	

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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Workshop(s)	Staff will participate in at least two workshops per year during this professional development cycle. However, ongoing consultation, coaching and professional learning community support will be provided as the data deems necessary.	Teaching Diverse Learners in Inclusive Settings
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TRAUMA-INFORMED CARE & RESPONDING TO OTHER MENTAL HEALTH NEEDS

Action Step	Audience	Topics to be Included	Evidence of Learning
Staff will participate in high quality professional development according to district needs and state regulations	All teachers	1) Recognition of the signs of trauma in students 2) Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support 3) Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma 4) The school entity's policies regarding trauma-informed approaches 5) The school entity's policies regarding connecting students with appropriate services. 6) Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students. 7) Recognizing and responding to acute and chronic mental health needs using evidence-based strategies (including suicidal ideation)	Staff will complete post training assessments
Lead Person/Position		Anticipated Timeline	
Director of Education		11/01/2023 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Staff will participate in one trauma-informed care/ mental health course per year. Together these will encompass all included topics/ content.		At Least 1-hour of Trauma-informed Care Training for All Staff

PROFESSIONAL ETHICS

Action Step	Audience	Topics to be Included	Evidence of Learning
Staff will participate in high quality professional development according to district needs and state regulations	All teachers	The standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.	Teachers will complete post training assessments
Lead Person/Position		Anticipated Timeline	
Director of Education		06/30/2024 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Staff will participate in one professional ethics course for each year in this professional development cycle.		Professional Ethics

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Action Step	Audience	Topics to be Included	Evidence of Learning
Staff will participate in high quality professional development according to district needs and state regulations	All teachers	Education that ensures equity for all students and seeks to eliminate systemic institutional racial and cultural barriers that inhibit the success of all students in this Commonwealth—particularly those who have been historically underrepresented. Culturally relevant and sustaining education encompasses skills for educators including, but not limited to, approaches to mental wellness, trauma-informed approaches to instruction, technological and virtual engagement, cultural awareness and emerging factors that inhibit equitable access for all students in this Commonwealth.	Staff will submit an individualized implementation plan following the training
Lead Person/Position		Anticipated Timeline	
Director of Education		11/01/2023 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Staff will participate in at least one seminar regarding culturally-responsive, sustainable education practices during this professional development cycle		Common Ground: Culturally Relevant Sustaining Education

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

Action Step	Audience	Topics to be Included	Evidence of Learning
Staff will participate in high quality professional development according to district needs and state regulations	All teachers	1) Reading literacy skills of phonemic awareness, phonics, fluency, vocabulary and comprehension at all age levels; (2) Differentiating instruction for teaching students with advanced reading skills and students with dyslexia or other language-based learning disabilities; (3) Identifying and teaching students with dyslexia and other languagebased learning disabilities using appropriate scientific research and brain-based multisensory intervention methods and strategies; (4) Implementing reading instruction using high-quality instructional materials; (5) Using developmentally appropriate supports to ensure that students can effectively access reading instruction; and (6) Administering universal reading screeners to students.	Teachers will complete post training assessments and implementation plans
Lead Person/Position		Anticipated Timeline	
Director of Education		11/01/2023 - 06/30/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Staff will complete the comprehensive course at least one time during the professional development cycle. Ongoing coaching, involvement in a professional learning community and workshops may also be recommended depending on the teacher's needs/ job responsibilities.		Structured Literacy

MOVING UP THE SAMR MODEL

Action Step	Audience	Topics to be Included	Evidence of Learning
Staff will participate in high quality professional development according to district needs and state regulations	All Teachers	Use and implementation of new technologies using evidence-based instructional practices	Following each workshop staff will complete an implementation plan or submit a lesson plan artifact demonstrating use of technology. There will be a focus on ethical use of technology.
Lead Person/Position			Anticipated Timeline
TIU11 Coordinator & Director of Education			11/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Staff will participate in at least one workshop per academic year for each year in the professional development cycle		Professional Ethics

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

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? (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

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?

2024-
2025

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)?

All individuals holding educational specialist certificates (such as the school psychologist, speech-language pathologist, etc), administration, and eligible support staff.

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

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

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

Our professional Education Plan will be reviewed annually and will be informed by the needs of our students as identified by our standardized test scores, our current building climate, and government mandates. We plan to keep our eyes and ears open to things outside of our control that have the potential to impact our students and keep our staff in the loop when we hear of concerns or see areas that call for improvement. Our professional development calendar is developed at the beginning of each year and takes into account these variables.

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.

J. Jerry Shoemake

09/29/2023

Superintendent or Chief Administrative Officer:

Date