

## OCTORARA AREA SD

228 Highland Rd Suite 1

Professional Development Plan (Act 48) | 2021 - 2024

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### 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? ( <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
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> )	No
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> )	No
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> )	No
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**

## NWEA MAP GROWTH TESTING

Action Step	Audience	Topics to be Included	Evidence of Learning
	Building principals and teachers of tested subjects	NWEA Map Growth Basics; Applying Reports and Informing Instruction; Using the data to differentiate instruction	Student-centered classrooms with evidence of differentiation; pro active planning for acceleration; small group instruction; collaboration
Lead Person/Position		Anticipated Timeline	
C&I Director		08/27/2021 - 06/09/2022	

## 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)	4 times throughout the school year	1a: Demonstrating Knowledge of Content and Pedagogy  1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting

## BEST PRACTICES FOR GRADING AND REPORTING

Action Step	Audience	Topics to be Included	Evidence of Learning
	Professional Staff and Building Administration	Best practices for grading for learning; homework policies that support learning	Consistent grading and homework practices across all elementary and secondary classrooms
Lead Person/Position		Anticipated Timeline	
C&I Director and Building Principals		06/22/2021 - 06/08/2023	

## 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)	3-4 times annually	1f: Designing Student Assessments 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1c: Setting Instructional Outcomes	

## COLLEGE AND CAREER READINESS--CAREER PATHWAYS PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
	7-12 professional staff and building administration	Career Pathways that promote student success and graduation	Increase the number of students graduating in four years and pursuing post secondary education or meaningful employment in industry

Lead Person/Position	Anticipated Timeline
JSHS Principal and CTE Director	08/01/2022 - 06/06/2024

## 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 10 meetings per year	1d: Demonstrating Knowledge of Resources	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of Content and Pedagogy  1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes	

## UNIVERSAL DESIGN FOR LEARNING AND LEARNING FOCUSED SCHOOLS

Action Step	Audience	Topics to be Included	Evidence of Learning
Formalize a K-12 multi-tiered system to support academics and behavior.  Continue to utilize the Learning Focused Schools framework to integrate consistent and pervasive best practices K-12	Professional staff K-12; instructional assistants	Universal Design for learning; Accelerating Learning and Catching Kids Up, Tier 1, 2, and 3 interventions and evidence-based practices	Formalized MTSS plans with Tier 1, 2 and 3 interventions in each building; student achievement and growth data as evidence of accelerating learning for all students.
Lead Person/Position	Anticipated Timeline		
Director of C&I/Building Principals	08/24/2021 - 08/22/2023		

Lead Person/Position

Anticipated Timeline

## 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 10 x annually	4d: Participating in a Professional Community  1a: Demonstrating Knowledge of Content and Pedagogy  1b: Demonstrating Knowledge of Students  4e: Growing and Developing Professionally	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing job-embedded challenge-based instructional coaching	1a: Demonstrating Knowledge of Content and Pedagogy  4e: Growing and Developing Professionally	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
		4d: Participating in a Professional Community 4a: Reflecting on Teaching	
Workshop(s)	1-2 times annually		Teaching Diverse Learners in an Inclusive Setting

## SEL AND CHARACTER ED CURRICULUM

Action Step	Audience	Topics to be Included	Evidence of Learning
Design a formal process for delivering social and emotional learning and character education.	K-12 Professional Staff and Instructional Assistants	Aligning SEL curriculum with character education; review of successful models in other districts; Implementing and integrating SEL curriculum and character education with the academic curriculum	The language of social and emotional learning will be consistent among staff and students and across buildings; fewer discipline referrals
Lead Person/Position			Anticipated Timeline
Student Services Director/Building Principals/C&I Director			01/03/2022 - 06/06/2024

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	1-2 times	1d: Demonstrating Knowledge of Resources  4d: Participating in a Professional Community	
Workshop(s)	1-2 times annually	1a: Demonstrating Knowledge of Content and Pedagogy  1c: Setting Instructional Outcomes  1b: Demonstrating Knowledge of Students	
Collaborative curriculum development	3-5 times as needed	1a: Demonstrating Knowledge of Content and Pedagogy  1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes	

## TRAUMA-INFORMED INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
	K-12 Professional staff and instructional assistants	Trauma-informed instruction	Fewer discipline referrals; evidence of trauma-informed practices in the classroom
Lead Person/Position		Anticipated Timeline	
Student Services Director		09/01/2021 - 06/26/2024	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1-2 times annually	2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 2a: Creating and Environment of Respect and Rapport	Trauma Informed Training (Act 18)

## RESTORATIVE PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement a K-12 student management system based on restorative practices so students have an opportunity to learn from mistakes and change behaviors.	K-12 Professional Staff, Instructional Assistants and Building Principals	Implementation and design of restorative practices	Fewer discipline referrals; positive school climate
Lead Person/Position		Anticipated Timeline	
K-12 Building Principals/Student Services Director		09/01/2021 - 06/08/2023	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	2-3 times annually as needed	1b: Demonstrating Knowledge of Students  2a: Creating and Environment of Respect and Rapport  2b: Establishing a Culture for Learning	

## STUDENT-CENTERED MASTER SCHEDULES

Action Step	Audience	Topics to be Included	Evidence of Learning
	K-12 Professional Staff and Building Principals	Models for student-centered master schedules; Incorporating SEL and Character Ed into a master schedule	K-12 Master Schedules that support all aspects of academic and social and emotional learning and character education. K-12 Master Schedules that promote opportunities for success for all learners.
Lead Person/Position		Anticipated Timeline	
K-12 Building Leadership Teams		09/01/2021 - 06/26/2023	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	1-2 times	4e: Growing and Developing Professionally 4f: Showing Professionalism	
Professional Learning	4-6 times	1a: Demonstrating Knowledge of Content	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Community (PLC)	annually	and Pedagogy  1b: Demonstrating Knowledge of Students  1d: Demonstrating Knowledge of Resources  1c: Setting Instructional Outcomes	

## JOB-EMBEDDED INSTRUCTIONAL COACHING

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue to utilize a challenge-based model for instructional coaching in the area of technology integration	K-12 Professional Staff	Math Workshop; Student-Centered Instructional Models; Using technology to transform teaching and learning	Increased student achievement and growth; student-centered classrooms that are differentiated and are inclusive of all students
Continue to offer instructional based coaching using the challenge-based model.			
Build on the challenge-based coaching model with a focus on Math to provide job-embedded professional development aligned to content and technology integration			
Continue to provide job-embedded professional			

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>development to ensure consistent and pervasive use of research and evidenced based instructional strategies.</p> <p>Prioritize job-embedded coaching when contracting with the IU for professional development.</p>			
Lead Person/Position	Anticipated Timeline		
C&I Director	01/04/2021 - 06/06/2024		

## 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)	8 week cycles with individual teachers	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1c: Setting Instructional Outcomes</p> <p>1e: Designing Coherent Instruction</p> <p>1d: Demonstrating Knowledge</p>	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
		of Resources  1b: Demonstrating Knowledge of Students  1f: Designing Student Assessments	

## INCLUSIVE PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop an equity and inclusion plan for all aspects of the organization.  Embed educational equity in professional development for teachers and staff	K-12 Professional Staff; Instructional Assistants and Building Principals	Inclusive Practices designed to meet the needs of all students in a regular education setting	Increased student achievement and growth among students in sub groups
Lead Person/Position			Anticipated Timeline
C&I Director/Supervisor of Special Education			08/19/2021 - 06/08/2023

# 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)	individual teachers, 8 week cycles	1c: Setting Instructional Outcomes  1a: Demonstrating Knowledge of Content and Pedagogy  1b: Demonstrating Knowledge of Students  2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting
Workshop(s)	1-2 x annually	1c: Setting Instructional Outcomes  1a: Demonstrating Knowledge of Content and Pedagogy  1b: Demonstrating Knowledge of Students  2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### MEETING THE INDIVIDUAL NEEDS OF ALL LEARNERS

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
K-12 Professional Staff and Instructional Assistants	Classroom Management in the Digital Age; Creating a Student-Centered Classroom; Tier I Interventions; Inclusive Practices; Leveraging EdTech Tools for Differentiation and Small Group Instruction; Reaching and Teaching Challenging Students; Accelerating Learning and Catching Kids Up	Increased student growth and achievement; Differentiated classrooms; increased collective efficacy of teachers to reach all learners

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
C&I Director	08/17/2021 - 06/09/2021

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### LEARNING FORMAT

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<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Inservice day	4 days	1b: Demonstrating Knowledge of Students  2a: Creating and Environment of Respect and Rapport	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3c: Engaging Students in Learning  1a: Demonstrating Knowledge of Content and Pedagogy  1e: Designing Coherent Instruction  2d: Managing Student Behavior  1d: Demonstrating Knowledge of Resources  2c: Managing Classroom Procedures  4a: Reflecting on Teaching  1c: Setting Instructional Outcomes  2b: Establishing a Culture for Learning  3d: Using Assessment in Instruction	
Professional Learning Community (PLC)	10 x annually	1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning  1d: Demonstrating Knowledge of Resources  3c: Engaging Students in Learning  1b: Demonstrating Knowledge of Students  2a: Creating and Environment of Respect	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
		and Rapport  4e: Growing and Developing Professionally  1a: Demonstrating Knowledge of Content and Pedagogy  1e: Designing Coherent Instruction  4d: Participating in a Professional Community	

## TRAUMA-INFORMED INSTRUCTION

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
K-12 Professional Staff and Instructional Assistants and Building Principals	Trauma-Informed Instruction	Increased student achievement and growth; fewer discipline referrals

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
C&I Director	01/04/2021 - 06/06/2024

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## LEARNING FORMAT

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<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Other	Once per year	1b: Demonstrating Knowledge of Students 3a: Communicating with Students 2a: Creating and Environment of Respect and Rapport	Trauma Informed Training (Act 18)

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## CONTENT-SPECIFIC STRATEGIES FOR ACCELERATING LEARNING

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
K-12 Professional Staff and Instructional Assistants	Literacy across all content areas; best practices in mathematics instruction; writing across content areas; Integrating STEAM into Math, Science and the Arts; Aligning content area curriculum with career pathways	Increased student achievement and growth in tested subjects; increased literacy skills across content areas; increased collective teacher efficacy in meeting the content-specific needs of all students

<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
C&I Director	08/16/2022 - 06/08/2023

## LEARNING FORMAT

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Inservice day	4 days	1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes	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
Professional Learning Community (PLC)	10 x annually	1d: Demonstrating Knowledge of Resources 4f: Showing Professionalism 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching	Language and Literacy Acquisition for All Students

## SCHOOL SAFETY AND SECURITY

Audience	Topics to be Included	Evidence of Learning
K-12 Professional Staff; Instructional Assistants; Clerical Assistants; Leadership and Secretaries	School and District Safety Plans; Trauma Informed Practices; Active Shooter Training; Stop the Bleed; QPI Training; Diabetes Training; Crisis Management Training	All stakeholders will build capacity to enact safety plans, prevent emergent situations and react appropriately to safety and security threats.
Lead Person/Position	Anticipated Timeline	
Superintendent; Business Manager; Student Services	08/15/2023 - 06/06/2024	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	5 hours	3a: Communicating with Students  3e: Demonstrating Flexibility and Responsiveness  1b: Demonstrating Knowledge of Students  2c: Managing Classroom Procedures	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 professional education plan will be reviewed at the beginning, mid and end of each school year to monitor for progress; review student data for student achievement and growth outcomes on local benchmark and diagnostic assessments as well as standardized testing outcomes and the Future Ready PA Index. Learning walks and teacher observations will take place throughout each year of the plan to observe participants' use of new knowledge and skills. Surveys will be conducted to measure participants' learning and ongoing needs assessment. Data on the meeting of Comprehensive Planning goals and the evidence of learning based on the professional development plan will be reviewed and included in the Octorara Area School District Annual Report.