

SHAMOKIN AREA SD

2000 W State St

Professional Development Plan (Act 48) | 2024 - 2027

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

Shamokin Area School District
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Chris Venna	Superintendent	Administrator	Administration Personnel
Todd Hockenbroch	Principal	Administrator	Administration Personnel
Sherri Glosek	Special Education Supervisor	Administrator	Administration Personnel
Christina Alonso	Middle School teacher	Middle School Teacher	Teacher
Jennifer Neary	Administrator	Education Specialist	Education Specialist
Sierra Carl	Special Education	Education Specialist	Education Specialist

Name	Title	Committee Role	Appointed By
Maria Kelchner	High School	High School Teacher	Teacher
Mary Bias	Elementary	Elementary Teacher	Teacher
Erik Anderson	Parent	Parent of Child Attending	School Board of Directors
Rob Ryder	teacher	Education Specialist	Teacher
Nikki Pierce	Parent	Parent of Child Attending	School Board of Directors
Brian Persing	Community	Local Business Representative	School Board of Directors
Lisa Firing	Community	Community Member	School Board of Directors

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 meets three times a year with the school board chair facilitating the meeting. If an issues arises we have additional meetings. The function of the committee is to develop the school calendar with in-service days and act 80 days, discuss the needs of staff development for professional staff, act 48 hours discussion, development of new programming, book study approvals and training needed

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

ATTENDANCE STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement the building Reslient classroom coaching	All teaching staff	Promoting positive classroom culture, classroom management principles, establishing classroom rules and expectations, self care and teacher well being, promoting positive behaviors, building positive relationships with students, engaging instructional strategies, differentiated instruction for resilience, management classroom transition and routines, strategies for dealing with challenging behaviors, teaching college and career ready skills, reflecting on growth and future development	pre program assessment mid program self assessment end of program self assessment Both for mentors and teachers
Implement SEL platformk-8			
Lead Person/Position		Anticipated Timeline	
Building Adminstrators		09/01/0023 - 06/30/2027	

LEARNING FORMAT

	Danielson Framework	This Step Meets the
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Type of Activities	Frequency	Component Met in this Plan	Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly Core Team Meetings	2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 2d: Managing Student Behavior 2c: Managing Classroom Procedures 2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly	2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior	Teaching Diverse Learners in Inclusive Settings

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 2c: Managing Classroom Procedures 3e: Demonstrating Flexibility and Responsiveness	
Inservice day	yearly- Dr> Anne Katona presented to entire staff, Vector solution - trauma training review yearly	4e: Growing and Developing Professionally 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness	At Least 1-hour of Trauma-informed Care Training for All Staff
Workshop(s)	Yearly	3e: Demonstrating Flexibility and Responsiveness 3a: Communicating	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		with Students 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning	

7 MINDSETS

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement SEL platformk-8	K-8	social emotional learning lessons	Increase of attendance-daily
Lead Person/Position	Anticipated Timeline		
Building Administrators	09/01/0023 - 06/30/2027		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Yearly	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings

SCIENCE OF READING

Action Step	Audience	Topics to be Included	Evidence of Learning
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Staff will complete on -line module developed by SAS by 2027	All contracted teaching staff	Science of Reading /literacy topics	SAS reports
Lead Person/Position		Anticipated Timeline	
Curriculum Coordinator		09/01/2023 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	10 hours on-line	1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	Structured Literacy

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

SUICIDE PREVENTION

Audience	Topics to be Included	Evidence of Learning
SASD STAFF	Preventions , signs education of suicide	Assessment after course
Lead Person/Position	Anticipated Timeline	
Curriculum coordinator	06/30/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	every five years	2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	At Least 1-hour of Trauma-informed Care Training for All Staff

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
Professional Staff	code of professional conduct, behavior, values, and principles that inform and guide professional decision-making	By daily actions
Lead Person/Position		Anticipated Timeline
Building Administrators		06/01/0024 - 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
Inservice day	Beginning of year at faculty in-service day-yearly		Professional Ethics

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

No

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2023-
2024

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 teachers K4-12

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.

The leadership culture prevalent throughout the culture of the school district is one of empowerment, embracing individuals who desire advancing and learning in the various roles along with providing data training on all content areas in academia. We use multiple data to assure that the district professional education plan meets the needs of every student, teacher and administrator. The training may relate to student achievement, district goals, mandated items, analyzing assessment and data, school safety, culture, and technology etc. The professional development may be in the form of formal training, webinars, release time, school visits etc. All grade levels and departments analyze data of standardized test, Units Common Core Assessments, formative assessments, etc. by collaboration by their level, department or individually. In collaboration with all building administrators and teachers, the determination of the need for professional development will be identified as a need. At the building level, core teams and departments meet to review building data and grade level data to determine progress . Also, data of attendance , behavior and culture are reviewed by the teams.

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.

Mary Teresa Komara
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