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

Pocono Mountain SD

120455403

135 Pocono Mountain School House Road, swiftwater, pa 18370

Dr. Kathleen Smith

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5708397121 X 10120

Dr. Elizabeth Robison

erobison@pmsd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Kathleen Smith	Exec. Dir. for Human Resources	Dr. Kathleen Smith	Administration Personnel
Dr. Catherine Sweeney	Asst. Superintendent for Curriculum and Instruction	Dr. Catherine Sweeney	Administration Personnel
Amy Swingle	Director of Curriculum and Instruction: Math and Science	Amy Swingle	Administration Personnel
Stacey Kulics	Director of Curriculum and Instruction	Stacey Kulics	Administration Personnel

Name	Title	Committee Role	Appointed By
Beth DeLay	Director of Curriculum and Instruction: Guidance, Health Services and Physical Education/Health	Beth DeLay	Administration Personnel
Amy Buffington	Director of Curriculum and Instruction: Social Studies and Humanities	Amy Buffington	Administration Personnel
Lisa Martin	Teacher	Lisa Martin	Teacher
Jackie Bewick	Assistant Principal	Jackie Bewick	Administration Personnel
Michelle Connors	Assistant Principal	Michelle Connors	Administration Personnel
Helen Koblish	Teacher	Helen Koblish	Teacher
Kris Ludak	Teacher	Kris Ludak	Teacher
Teri Miles	Teacher	Teri Miles	Teacher
Michaelynn Myers	Teacher	Michaelynn Myers	Education Specialist
Krislin Ofalt	Principal	Krislin Ofalt	Administration Personnel
Allison Schaller	Teacher	Allison Schaller	Teacher
Anya Surace	Teacher	Anya Surace	Teacher

Name	Title	Committee Role	Appointed By
Kelley Taylor	Teacher	Kelley Taylor	Teacher
Ellen Wilson	Teacher	Ellen Wilson	Teacher
Daphne Cortes	Teacher	Daphne Cortes	Teacher
Kris Kunsman	Principal	Kris Kunsman	Administration Personnel
Lauri Strunk	Guidance	Lauri Strunk	Education Specialist
Marsha Kloss	Special Education Supervisor	Marsha Kloss	Administration Personnel
Lynne Starr	Special Education Supervisor	Lynne Starr	Administration Personnel
Megan Dunlap	Parent	Megan Dunlap	School Board of Directors
John Richards	Assistant Principal	John Richards	Administration Personnel
Rebecca Tucker	Teacher	Rebecca Tucker	Teacher
Jessica Johnson	Teacher	Jessica Johnson	Teacher

Name	Title	Committee Role	Appointed By
Jeff Stoner	local business owner	Jeff Stoner	School Board of Directors
Jason Wile	community member	Jason Wile	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 monthly from September until June. Each meeting is structured to include the following areas of focus: District Driven Initiative review/evaluation. For example, a district initiative was increased family and community engagement- presenters shared school experiences in meeting this goal. Second are of focus:Teacher Needs Aligned Professional Development progress and evaluation. For example, a Needs Assessment Survey completed by teachers indicated more training was needed for implementation of Text Dependent Analysis. School representatives share progress of the provided trainings and discussions are held on need for additional trainings. Finally, committee members review various data to analyse and evaluate the effectiveness of the professional development program. Subcommittees are established as necessary.

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

PROFESSIONAL DEVELOPMENT ASSESSMENT NEEDS SURVEY

Action Step	Audience	Topics to be Included	Evidence of Learning
	All K-12 teachers and paraprofessionals, program specialists, curriculum directors, special education supervisors, and school administrators	Math K-2, Math 3-6, Math 7-12, ELA K-2, ELA 3-6, ELA 7-12, Science 3-6, Science 7-12, Social Studies 3-6, Social Studies 7-12, Mindfulness for educators and students, Trauma based responsiveness, Applying effective teaching strategies, Understanding Data, MTSS, Classroom Management	Observable actions in the classroom, increased student achievement and or growth, attendance in PD sessions

Lead Person/Position	Anticipated Timeline
Dr. Smith, Executive Director of Human Resources	11/01/2021 - 11/15/2021

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Teachers will be asked twice a year to self-evaluate their instructional strengths and weakness and complete a PD needs	1a: Demonstrating Knowledge of Content and	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
	survey.		Pedagogy	
			4a: Reflecting on Teaching	
			1c: Setting Instructional Outcomes	
			2b: Establishing a Culture for Learning	
			3e: Demonstrating Flexibility and Responsiveness	
Action research			3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
			4c: Communicating with Families	
			1d: Demonstrating Knowledge of Resources	
			3b: Using Questioning and Discussion Techniques	
			1e: Designing Coherent Instruction	

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2x per year		2b: Establishing a Culture for Learning 2d: Managing Student Behavior 1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

EVALUATION OF PD SESSIONS

Audience	Topics to be Included	Evidence of Learning
Professional Development Committee	Attendance at PD Sessions Data from Informal observations focusing on PD topic Data from discussions with PD Participants Student data	Attendance at PD Sessions Data from Informal observations focusing on PD topic Data from discussions with PD Participants Student data

Lead Person/Position	Anticipated Timeline
Dr. Kathleen Smith, Director of Human Resources	01/01/2022 - 06/01/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Meeting will be held monthly	2b: Establishing a Culture for Learning 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 1c: Setting Instructional Outcomes	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
		1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments	

IMPLEMENTATION OF PD SESSIONS

Audience	Topics to be Included	Evidence of Learning
All teachers, paraprofessional and school specialists	(To be determined by Needs Survey(Math K-2, Math 3-6, Math 7-12, ELA K-2, ELA 3-6, ELA 7-12, Science 3-6, Science 7-12, Social Studies 3-6, Social Studies 7-12, Mindfulness for educators and students, Trauma based responsiveness, Applying effective teaching strategies, Understanding Data, MTSS, Classroom Management	Observational evidence for classroom observations Student data improvement in growth or achievement Attendance at sessions

Lead Person/Position	Anticipated Timeline
Dr. Smith, HR Director, Curriculum Directors, School Administrators	01/15/2022 - 06/20/2024

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)	PD sessions will be offered monthly	4a: Reflecting on Teaching 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 4b: Maintaining Accurate Records 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources 2c: Managing Classroom Procedures 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

TRAUMA BASED CARE

Audience	Topics to be Included	Evidence of Learning
Elementary and secondary professional	Ensuring physical and emotional safety, choice and control,making	Reduction in

Audience	Topics to be Included	Evidence of Learning
staff, school specialists, para professionals	decisions and sharing power, task clarity and boundaries, prioritizing empowerment	student/teacher conflicts

Lead Person/Position	Anticipated Timeline
Building administrators	10/01/2021 - 06/10/2022

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	2x a year	3c: Engaging Students in Learning	Trauma Informed Training (Act 18)
		2d: Managing Student Behavior	
		4f: Showing Professionalism	
		2b: Establishing a Culture for Learning	
		4e: Growing and Developing Professionally	
		2a: Creating an Environment of Respect and Rapport	
		3e: Demonstrating Flexibility and Responsiveness	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students	
		3a: Communicating with Students	

EVALUATION AND REVIEW

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

PD sessions will be evaluated monthly during Professional Development Committee using the following criteria. 1. Is content focused- Professional development sessions should be implemented to focuses on teaching strategies associated with specific curriculum content supports teacher learning within their classroom contexts. 2.Incorporates active learning - Professional development sessions will be evaluated on how active learning which provides teachers with opportunities to get hands-on experience designing and practicing new teaching strategies is embedded in the training. . 3 Uses models and modeling of effective practice- Does PD provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of accomplished teaching. 4. Provides coaching and expert support- Informally observed teachers can receive feedback that is both supportive and constructive oral and written feedback on their teaching, facilitating the implementation of desired instructional practices. 5. Offers opportunities for feedback and reflection- when appropriate PD provide teachers with time to analyze lesson plans, demonstration lessons, or videos of teacher instruction, which also provide opportunities for reflection about what might be refined or retained and reinforced.

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.

Dr. Kathleen Smith   10/05/2021
Professional Education Committee Chairperson: Date

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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.

Dr. Elizabeth Robison   10/04/2021
Superintendent or Chief Administrative Officer: Date