

SELINGSGROVE AREA SD

329 Seals Avenue

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

Selinsgrove Area School District

116557103

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Brian Parise

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Brian Parise	Assistant Superintendent	Administrator	School Board of Directors
Matt Conrad	High School Principal	Administrator	Administration Personnel
John Bohle	Middle School Principal	Administrator	Administration Personnel
Paul Bozella	Intermediate School Principal	Administrator	Administration Personnel
Damian Gessel	Elementary School Principal	Administrator	Administration Personnel
Susan Lipsey	Director of Special Education	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Colton Moyer	Middle School Assistant Principal	Administrator	Administration Personnel
Michelle Garman	Elem/Inter School Principal	Administrator	Administration Personnel
Caitlyn Swank	High School Assistant Principal	Administrator	Administration Personnel
Becky McCartney	Curriculum Council Member	Elementary Teacher	Teacher
Cristi Beeler	Curriculum Council Member	High School Teacher	Teacher
Steph Underhill	Curriculum Council Member	High School Teacher	Teacher
Brittany Bunting-Specht	Curriculum Council Member	High School Teacher	Teacher
Amanda Witmer	PD Committee Member	Middle School Teacher	Education Specialist
Molly McCabe	Curriculum Council Member	Education Specialist	Teacher
Mara Diehl	Curriculum Council Member	Elementary Teacher	Teacher
Teresa O'Brien	Curriculum Council Member	Education Specialist	Teacher
Joe Schmitt	PD Committee Member	High School Teacher	Teacher
Erin Bausinger	PD Committee Member	Elementary Teacher	Teacher
Renee Parker	Curriculum Council Member	Elementary Teacher	Teacher
Cindy Davis	PD Committee Member	Elementary Teacher	Teacher

Name	Title	Committee Role	Appointed By
Sue Roup	Parent	Parent of Child Attending	Administration Personnel
Steve Varias	Parent/Local Business Owner	Local Business Representative	Administration Personnel
Toni Niles	Parent	Community Member	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 Selinsgrove Area School District's Curriculum Council meets minimally monthly every school year to generate, revise, and review various plans (including the District's Professional Development Plan) complete surveys, shares feedback, etc. A smaller sub committee (Professional Development Committee) of teachers meets to approve out-of-district professional development opportunities in order to allocate contractual funds. They also meet to discuss district professional development, suggest feedback, etc.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

IMPROVED INSTRUCTIONAL PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will participate in professional development that enhances their instructional practices.	Classroom teachers and specialists	Current best practices, use of technology, data-driven decision making, MTSS (Tier 1 and 2 interventions in the classroom)	Classroom walkthroughs and observations, student achievement data

Lead Person/Position	Anticipated Timeline
Brian Parise, Assistant Superintendent	06/04/2024 - 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
Workshop(s)	Scheduled PD Exchange time/Schedule PD Days	3a: Communicating with Students 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**

Professional Learning
Community (PLC)

Monthly

1e: Designing Coherent
Instruction

3c: Engaging Students in
Learning

MTSS PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Administration and Staff will participate in MTSS/SEL Professional Development	Classroom teachers, administration, specialists	Tiered Interventions, Data	Classroom walkthroughs and observations, student achievement data, participation in MTSS Meetings
Lead Person/Position			Anticipated Timeline
Brian Parise, Assistant Superintendent Damian Gessel, ES Principal Paul Bozella, IS Principal John Bohle, MS Principal Matt Conrad, HS Principal			07/17/2024 - 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
Inservice day	Scheduled PD Exchange time/Scheduled PD Days	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings

CO-TEACHING

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will participate in professional development that enhances their instructional practices.	Secondary Teachers Year 1 Elementary Teachers Year 2 and 3	Co-Teaching Instructional Strategies Working with Paraprofessionals	Teacher Surveys PLC Discussions Classroom Observations and Walk-Throughs
Lead Person/Position			Anticipated Timeline
Brian Parise, Asst. Superintendent Susan Lipsey, Director of Special Education			07/01/2024 - 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
Workshop(s)	Two-Day Sessions/Once Per Year	2c: Managing Classroom Procedures 1f: Designing Student Assessments 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students	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
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CURRICULUM WRITING

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will participate in professional development that enhances their instructional practices. Curriculum Writing	All Departments	Review and Revision of District Curricular Maps	Complete Maps
Lead Person/Position	Anticipated Timeline		
Brian Parise, Asst Superintendent	07/01/2024 - 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
Professional Learning Community (PLC)	Quarterly with multiple sessions in the summer	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings

LANGUAGE AND LITERACY ACQUISITION FOR ALL LEARNERS

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will participate in professional development that enhances their instructional practices.	All professional staff	Language Acquisition ELs and Appropriate Instructional Strategies	Lesson Plans Walk-Throughs Observations
Lead Person/Position	Anticipated Timeline		
Susan Lipsey	07/01/2024 - 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
Seminar(s)	Annually	1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

STRUCTURED LITERACY

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will participate in professional development that enhances their instructional practices.	All staff with appropriate required certifications (Elementary, RDG Specialists, ELA teachers, Special Educators)	Science of Reading Structured Literacy	Teacher surveys, Discussions, Lesson plans (where appropriate)
Lead Person/Position		Anticipated Timeline	
Brian Parise/Assistant Superintendent		07/01/2024 - 04/30/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Annually	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

TRAUMA INFORMED CARE (1HR MINIMUM/YEAR)

Action Step	Audience	Topics to be Included	Evidence of Learning
Administration and Staff will participate in MTSS/SEL Professional Development	All professional Staff	Trauma Informed Practices Trauma Informed Care	Teacher participation, sign-in sheets Indirectly - Observations
Lead Person/Position		Anticipated Timeline	
Brian Parise/Assistant Superintendent		07/01/2024 - 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
Seminar(s)	Annually	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport	At Least 1-hour of Trauma-informed Care Training for All Staff

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will participate in professional development that enhances their instructional practices.	All professional staff	a. Responsibility to the Profession b. Responsibility for Professional Competence c. Responsibility to Students d. Responsibility to the school Community e. Responsibility and Ethical Use of Technology	Teacher participation, sign-in sheets, PLC discussions Indirectly: Observations

Lead Person/Position	Anticipated Timeline
Brian Parise/Assistant Superintendent	07/01/2024 - 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
Seminar(s)	Annually and During Teacher Induction Activities	4e: Growing and Developing Professionally 4d: Participating in a Professional Community 4c: Communicating with Families 4a: Reflecting on Teaching 4f: Showing Professionalism	Professional Ethics

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will participate in professional development that enhances their instructional practices.	Professional Staff	a. Competency 1: Reflect on One’s Cultural Lens b. Competency 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System c. Competency 3: Design and Facilitate Culturally Relevant Learning that Brings Real-World Experiences into Educational Spaces d. Competency 4: Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed e. Competency 5: Promote Asset-based Perspectives about Differences f. Competency 6: Collaborate with Families and Communities through Authentic Engagement Practices g. Competency 7: Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families h. Competency 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success i. Competency 9: Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use	Teacher participation, sign-in sheets, PLC discussions Indirectly: Observations
Lead Person/Position		Anticipated Timeline	
Brian Parise/Assistant Superintendent		07/01/2024 - 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
Seminar(s)	Annually	2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

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)?

Reading tutors

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 evaluation of the Professional Development Plan occurs through multiple approaches. The review of student data occurs continuously as it informs instruction and helps us determine areas of strengths and needs. A tremendous amount of time has been provided so that continuous review of student data and annual review of curriculum occur in order to ensure alignment. Participants' learning and reaction: Surveys along with conversations with professional educators are utilized. This occurs regularly during observation conferences, team meetings, faculty meetings, and PLCs. Participants' use of new knowledge and skills is measured through regular classroom walkthroughs and domain-based classroom observations. The District's Curriculum Council is a group comprised of a variety of teachers selected to represent various grade levels and content areas/departments. This group represents all professional educators, kindergarten through twelfth grade along with educational specialists. The Curriculum Council meets monthly and opportunities to contribute information about professional development is gleaned from represented groups and shared during council meetings.

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.

Superintendent or Chief Administrative Officer:

Date