

HUNTINGDON AREA SD

2400 Cassady Ave

Professional Development Plan (Act 48) | 2021 - 2024

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

Public School

111312503

2400 Cassady Avenue, Huntingdon, PA 16652

John Bilich

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Mrs. Jennifer Mitchell

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Elana Clapper	Prof Dev Chairperson	Elana Clapper	School Board of Directors
Tim Snare	Prof Dev Co-Chair	Tim Snare	Administration Personnel
John Bilich	Administrator	John Bilich	Administration Personnel
Paul Elder	High School PD Building Rep	Paul Elder	Teacher
Kari Tietjens	Standing Stone PD Building Rep	Kari Tietjens	Teacher
Chris Perry	Southside PD Building Rep	Chris Perry	Teacher

Name	Title	Committee Role	Appointed By
Travis Lee	HS Principal	Travis Lee	Administration Personnel
Nick Payne	MS Principal	Nick Payne	Administration Personnel
Amy Mykut	Elementary Principal	Amy Mykut	Administration Personnel
Theresa Montgomery	Elementary Principal	Theresa Montgomery	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 committee meets annually to review the professional development topics sessions that were delivered throughout the year.

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

CURRICULUM MAPPING

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop a standard curriculum review and writing process. The process will include procedures to conduct a curriculum review and gap analysis, a content area historical data review process, a standard format developed for the curriculum framework, and a process for evaluating the implementation of the revised curriculum over the course of 2-3 years in connection with MTSS procedures.	K-12 Grade Teachers	Purpose of curriculum mapping, How to develop curriculum maps, How to use a district-wide tool, Alignment across grade levels, Selecting resources, Know and understand grade level standards.	Developed curriculum and instructional maps that are utilized in classroom instruction
Lead Person/Position		Anticipated Timeline	
Superintendent, Principal Team, and Lead Teachers		01/17/2022 - 06/07/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Monthly		

MTSS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Begin working with TIU11 and PaTTAN Consultants and plan out MTSS development plan for the year. Begin creating a district leadership and meeting structure for MTSS implementation. Continue MTSS skill training and PD for staff. The MTSS leadership team will research and implement an MTSS universal screening process for academics and behavioral health. The MTSS leadership team will develop an early warning system for identifying learners in needs of additional supports at multiple tiers for academics and behaviors. The team will ensure that tiered interventions are in place to address needs identified through universal screening and early warning system processes.</p>	K-12 Staff	<p>MTSS, Academic and Behavioral Interventions, Early Warning System, Data Systems, Tiers of intervention, assessment types</p>	<p>The development a functioning MTSS systems in our K-12 system that is functioning to benefit students.</p>
Lead Person/Position	Anticipated Timeline		
Superintendent and Principal Teams	01/03/2022 - 06/07/2024		

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) Monthly and at In-service Days created in district schedule

ASSESSMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
	K-12 Teachers	Assessment, data, achievement, growth.	A district assessment calendar will be used and data meetings will be held to respond to data collected to impact student achievement and growth.

Lead Person/Position

Superintendent and Principal Team

Anticipated Timeline

02/01/2022 - 06/02/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Monthly until task is completed		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

MANDATED REPORTER

Audience	Topics to be Included	Evidence of Learning
All employees	Mandated reporter	certificate of completion

Lead Person/Position	Anticipated Timeline
Jennifer Mitchell	07/01/2021 - 06/30/2022

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Once		Nontraditional (equity) Regional Workshops

EVALUATION AND REVIEW

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

Each year local and state level data will be used to determine our effectiveness of instruction on achievement and growth. Student data will be used to determine if the professional development plan is meeting the needs of our staff to help them design and deliver high quality instruction to our students. Staff will be evaluated yearly by the building supervisor to determine if they are applying new learning and skills. Targeted walk throughs will be used to view application. Additionally, staff will be provided with staff surveys to determine satisfaction with PD and their ability to apply new learning. After each professional development opportunity staff will be asked to complete a survey to determine the level of learning each participant felt they accomplished or did not accomplish as a result of the session(s). This information will be used to provide additional learning if needed. Staff will be able to rate their satisfaction with all professional development opportunities to determine their reaction to what has been provided. The professional development committee will also be involved in assessing and reflecting on professional development offerings. While professional development days will be planned out for the year ahead of time, data can be used to alter and change learning sessions to meet the needs of the staff throughout the year. More or less time might be needed for learning and application. Differentiation of learning opportunities will also be provided to support all learning needs.

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