

BIG SPRING SD

45 Mount Rock Rd

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

Big Spring School District

115210503

45 Mount Rock Road, Newville, Pennsylvania 17241

Nicole Donato

ndonato@bigspring.k12.pa.us

7177762403 X 2403

Dr. Nicholas J. Guarente

nguarente@bigspring.k12.pa.us

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Nicole Donato	Director of Curriculum and Instruction	Administrator	Administration Personnel
Courtney Rickabaugh	English Teacher	High School Teacher	School Board of Directors
Crystal Header	Kindergarten Teacher	Elementary Teacher	School Board of Directors
Heather Detwiler	Math Teacher	High School Teacher	School Board of Directors
Jennifer Warner	Speech Teacher	K-12 Teacher	School Board of Directors
Laura Grove	Art Teacher	Middle School Teacher	School Board of Directors

Name	Title	Committee Role	Appointed By
Lorriane Ferrell	First Grade Teacher	Elementary Teacher	School Board of Directors
Micah Artz	PE Teacher	High School Teacher	School Board of Directors
Sherisa Nailor	Ag Teacher	High School Teacher	School Board of Directors
Melissa Sheffer	Fifth Grade Teacher	Elementary Teacher	School Board of Directors
Lindsay Graham	Kindergarten Teacher	Elementary Teacher	School Board of Directors
Meagan Brackbill	Parent	Parent of Child Attending	School Board of Directors
SaraBeth Fulton	Ag Teacher	High School Teacher	School Board of Directors
Therese Bukousky	Science Teacher	Middle School Teacher	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 Professional Development Committee meets 3-4 times a year to provide input into professional development needs, feedback on sessions, and to plan for flexible options in the summer.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

MULTI-TIERED SYSTEMS OF SUPPORT

Action Step	Audience	Topics to be Included	Evidence of Learning
Utilize the MTSS system framework to determine needs.	All staff	Tier I Core Instruction Shared Responsibility Universal Screening Data-Based Decision Making Multi-Tiered Interventions Parent/Family Engagement Central Administration Support Professional Development	Youth Truth Survey Benchmark Data MTSS Rubric
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent		05/01/2024 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At a minimum monthly	4e: Growing and Developing Professionally 3c: Engaging Students in Learning	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
Learning walk	At a minimum monthly	4a: Reflecting on Teaching 3c: Engaging Students in Learning	Structured Literacy
Workshop(s)	In-Service Days Early Release Days	4e: Growing and Developing Professionally 3d: Using Assessment in Instruction 3c: Engaging Students in Learning 2d: Managing Student Behavior	Teaching Diverse Learners in Inclusive Settings

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

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?

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)?

The middle school teachers who did not have an ELA certification, school psychologists, speech clinicians, and administrators.

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

EVALUATION AND REVIEW

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

The professional development plan is reviewed by the committee during the second semester of the school year. The committee reflects on the professional development provided during the current year and offers suggestions for the upcoming year.

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.

Nicole Donato

Date

Professional Education Committee Chairperson:

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