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

School District
105201352
11280 Mercer Pike, Meadville, PA 16335

Jennifer A. Galdon
jennifer.galdon@craw.org
814-724-3122

Thomas K. Washington
thomas.washington@craw.org

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

Professional Education Plan Guidelines	Yes/No
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 AUDIT TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Instructors and librarians will collaborate and recommend culturally-relevant texts to enhance the curriculum. District leadership and Literacy Coach will become certified to audit curriculum with community collaboration. Curriculum mapping with teachers. Audit the curriculum and work with content area instructional teams and stakeholders to review the audit to implement changes. Instructional teams and stakeholders develop and utilize high-quality, standards-aligned, culturally-relevant curricula and assessment materials.	Director of K-12 Curriculum, Literacy Coach, teachers	Curriculum audit, equity in curriculum, resources	Completion of curriculum audit

Lead Person/Position	Anticipated Timeline
Director of K-12 Curriculum	08/30/2022 - 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
Other	Ongoing throughout the year		Teaching Diverse Learners in an Inclusive Setting

TRANSITION PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide training for Link Crew and WEB team.	Link Crew and WEB teachers	Transition program and curriculum for secondary students	Completion of training

Lead Person/Position	Anticipated Timeline
Director of K-12 Curriculum	08/30/2021 - 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
Conference	Once	1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	

ACES TRAUMA INFORMED CARE

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide ACES trauma-informed care training for staff, including professional, paraprofessional, and support staff.	Professionals, paraprofessionals, and support staff	ACES, trauma-informed awareness	Completion of workshops

Lead Person/Position	Anticipated Timeline
Director of K-12 Curriculum, Director of Special Services	07/01/2021 - 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
Workshop(s)	Once	2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)

GIFTED AND TALENTED AND ENRICHMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop a school-wide enrichment	Elementary teachers, gifted	Referrals, gifted and talented	Increased number of

Action Step	Audience	Topics to be Included	Evidence of Learning
program at the elementary level through the gifted program.	teachers, administrators, school psychologists	programs, differentiation strategies, removing barriers to enrichment	students in gifted, talented, and school-wide programs

Lead Person/Position	Anticipated Timeline
Director of K-12 Curriculum, Gifted teachers, Director of Special Services	07/01/2021 - 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
Conference	Once per year	3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
Inservice day	Once per year	1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

DIVERSITY, EQUITY, AND INCLUSION WORKSHOPS

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional development in Diversity, Equity, and Inclusion to professionals, paraprofessionals, and support staff.	Professionals, paraprofessionals, and support staff	Diversity, Equity, and Inclusive Practices	Completion of workshops

Lead Person/Position	Anticipated Timeline
Superintendent, Director of K-12 Curriculum	08/30/2021 - 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
Conference	Once	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	

ASSET-BASED (STRENGTHS-BASED) APPROACH

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop an assets-based (strengths-based) approach to teaching and learning in the district, school, and classroom.	Administrators, professionals	Assets-based teaching and learning	Discussions

Lead Person/Position	Anticipated Timeline
Equity Pillar Committee Leaders	08/30/2022 - 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
Professional Learning Community (PLC)	Monthly	2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	
Conference	Once	2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	

DATA TEAMS

Action Step	Audience	Topics to be Included	Evidence of Learning
The CORE Team and Department teams will report information to the faculty including academics, behavior, attendance, and NAACP School Climate survey data. Core Teams and Department teams will develop research-based intervention plans for individual students.	Administrators, Professionals	Data-driven decision making	reports to faculty, intervention plans for students

Lead Person/Position	Anticipated Timeline
Principals	08/30/2022 - 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
Other	Monthly	1e: Designing Coherent Instruction 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once	1e: Designing Coherent Instruction 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students	

PARENTS AS ALLIES

Action Step	Audience	Topics to be Included	Evidence of Learning
The Family and Community Engagement Pillar committee will meet quarterly to reflect, evaluate, celebrate, and communicate actions including, but not limited to pre-recorded board updates, creative ways that the "elementary story" could be told utilizing older students, a showcase of existing media that highlights what is happening in the buildings (ie: morning announcements), showcase at the end of the year, and a way for students to nominate a teacher for doing some amazing things.	Family and Community Engagement Pillar Committee	Family and Community Engagement Opportunities	Participation in program, Surveys, NAACP Survey results

Lead Person/Position	Anticipated Timeline
Family and Community Engagement Pillar Committee	04/01/2022 - 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
Workshop(s)	Monthly	3a: Communicating with Students 4c: Communicating with Families 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 2a: Creating an Environment of Respect and Rapport	

PARENTGUIDANCE.ORG

Action Step	Audience	Topics to be Included	Evidence of Learning
The Family and Community Engagement Pillar committee will meet quarterly to reflect, evaluate, celebrate, and communicate actions including, but not limited to pre-recorded board updates, creative ways that the "elementary story" could be told utilizing older students, a showcase of existing media that highlights what is happening in the buildings (ie: morning announcements), showcase at the end of the year, and a way for students to nominate a teacher for doing some amazing things.	Professionals, paraprofessionals, support staff, parents	Educational workshops for parenting	Participation in courses

Action Step	Audience	Topics to be Included	Evidence of Learning

Lead Person/Position	Anticipated Timeline
Family and Community Engagement Pillar Committee	04/01/2022 - 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
Course(s)	Varied	4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	

NWEA ASSESSMENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
The CORE Team and Department teams will report information to the faculty including academics, behavior,	Administrators, Literacy	NWEA reports, Learning Continuum, Setting student goals,	Completion of workshops; data team

Action Step	Audience	Topics to be Included	Evidence of Learning
attendance, and NAACP School Climate survey data. Core Teams and Department teams will develop research-based intervention plans for individual students. Instructional teams and stakeholders develop and utilize high-quality, standards-aligned, culturally-relevant curricula and assessment materials.	Coach, Teachers	intervention planning, student projections	meetings; intervention plans

Lead Person/Position	Anticipated Timeline
Director of K-12 Curriculum, Literacy Coach	07/01/2021 - 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
Other	Monthly	1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting

STEP BY STEP LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
The CORE Team and Department teams will report information to the faculty including academics, behavior, attendance, and NAACP School Climate survey data. Core Teams and Department teams will develop research-based intervention plans for individual students. Instructional teams and stakeholders develop and utilize high-quality, standards-aligned, culturally-relevant curricula and assessment materials.	K-3 teachers, guidance, psychologists, literacy coach, ESL/intervention teacher	Small Group Automation Tool, science of reading, intervention in reading	Intervention plans

Lead Person/Position	Anticipated Timeline
Director of Ed Tech and Federal Programs	06/01/2022 - 06/24/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once	1c: Setting Instructional Outcomes 1f: Designing Student	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Assessments	
		1b: Demonstrating Knowledge of Students	
		3d: Using Assessment in Instruction	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly		Language and Literacy Acquisition for All Students

MATH INSTRUCTION AND ASSESSMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Curriculum mapping with teachers.

Core Teams and Department teams will develop research-based intervention plans for individual students.

Instructional teams and stakeholders develop and utilize high-quality, standards-aligned, culturally-relevant curricula and assessment materials. | Math teachers | Math learning progressions, formative assessments, conceptual strategies, fluency and automaticity strategies, differentiation | Increased math scores |

Lead Person/Position	Anticipated Timeline
Director of K-12 Curriculum	07/01/2021 - 06/24/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once	1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction	

LITERACY IN CONTENT AREA

Action Step	Audience	Topics to be Included	Evidence of Learning
Instructors and librarians will collaborate and recommend culturally-relevant texts to enhance the curriculum. Core Teams and Department teams will develop research-based intervention plans for individual students. Instructional teams and stakeholders develop and utilize high-quality, standards-	Teachers	Literacy strategies, Reading strategies and assessment	Increased Reading scores

Action Step	Audience	Topics to be Included	Evidence of Learning
aligned, culturally-relevant curricula and assessment materials.			

Lead Person/Position	Anticipated Timeline
Literacy Coach	07/01/2021 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	1f: Designing Student Assessments 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students

GOOGLE CLASSROOM AND CANVAS PARENT TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
The CORE Team and Department teams will report information to the faculty including academics, behavior, attendance, and NAACP School Climate survey data.	Teachers, parents	Google Classroom and Canvas	Parent participation in trainings

Lead Person/Position	Anticipated Timeline
Director of Ed Tech and Director of K-12 Curriculum	08/30/2022 - 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
Other	Once	4c: Communicating with Families 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

CPR TRAINING

Audience	Topics to be Included	Evidence of Learning
Nurses, High School Phys Ed teachers	CPR Instructor Training and CPR First Aid Training	CPR course

Lead Person/Position	Anticipated Timeline
Director of K-12 Curriculum, Nurses	08/30/2022 - 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
Course(s)	Once per year		School Safety including Trauma-informed Education Awareness (Act 44)

SUICIDE PREVENTION ACT 44

Audience	Topics to be Included	Evidence of Learning
Professional staff, paraprofessionals	Suicide prevention and awareness training	Completion of course with certificate

Lead Person/Position	Anticipated Timeline
Director of K-12 Curriculum, Director of Special Services	07/01/2021 - 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
Course(s)	Four hours every 5 years		School Safety including Trauma-informed Education Awareness (Act 44)

EMERGENCY TRAINING ACT 44

Audience	Topics to be Included	Evidence of Learning
Professional staff, paraprofessionals, support staff	ALICE Training, evacuation training, Stop the Bleed training,	Completion of workshop

Lead Person/Position	Anticipated Timeline
Principals	07/01/2021 - 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
Workshop(s)	Once		School Safety including Trauma-informed Education Awareness (Act 44)

SUBSTANCE ABUSE TRAINING ACT 44

Audience	Topics to be Included	Evidence of Learning
Professional staff	Wellness, substance abuse trends, vaping awareness	Completion of workshop

Lead Person/Position	Anticipated Timeline
Principals	07/01/2021 - 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
Workshop(s)	Once		School Safety including Trauma-informed Education Awareness (Act 44)

INDICATOR 13 TRANSITION TRAINING

Audience	Topics to be Included	Evidence of Learning
Director of Special Services, Transition Coordinator, teachers of special education	best practices	IEP development with transition plans

Lead Person/Position	Anticipated Timeline
Director of Special Services	07/01/2021 - 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
Workshop(s)	Once yearly for administrator; teachers monthly		Indicator 13 Effective Practices in Transition Training

ANNUAL FISCAL TRAINING

Audience	Topics to be Included	Evidence of Learning
Director of Special Services, Business Manager, Secretary of Special Services	APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B	Completion of training

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2021 - 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
Workshop(s)	Once yearly		Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

SPECIAL EDUCATION STATE PLAN TRAINING

Audience	Topics to be Included	Evidence of Learning
Director of Special Services	Special Education Plan	Completion of training

Lead Person/Position	Anticipated Timeline	
Superintendent	07/01/2021 - 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
Workshop(s)	Monthly meetings at IU and trainings		Special Education State Plan Training

PASA ADMINISTRATION TRAINING

Audience	Topics to be Included	Evidence of Learning
Director of Special Services, PASA administrators	PASA administration	Completion of training

Lead Person/Position	Anticipated Timeline
Director of Special Services	07/01/2021 - 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
Workshop(s)	Yearly		PASA Administration Training

INDICATOR 14 POSTSECONDARY WORKSHOP

Audience	Topics to be Included	Evidence of Learning
Transition Coordinator	Indicator 14 training	Completion of Training

Lead Person/Position	Anticipated Timeline
Director of Special Services	07/01/2021 - 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
Workshop(s)	Once		Indicator 14 Pennsylvania Post School Outcomes Training

TRAUMA INFORMED AWARENESS

Audience	Topics to be Included	Evidence of Learning
Professionals, paraprofessionals, support staff	Trauma Informed Awareness	Completion of workshop, PAYS data

Lead Person/Position	Anticipated Timeline
Director of K-12 Curriculum, Director of Ed Tech and Federal Programs	07/01/2021 - 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
Workshop(s)	Once	4e: Growing and Developing Professionally 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	Trauma Informed Training (Act 18)

EVALUATION AND REVIEW

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

The professional education plan will be reviewed yearly. The teachers will complete an evaluation after each inservice day. The evaluations will be shared with the steering committee and district-level committee. Data will be reviewed about student achievement in relation to each goal.

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

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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.

Superintendent or Chief Administrative Officer: Date