

WEST BRANCH AREA SD

516 Allport Cutoff

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

West Branch Area School District

110179003

516 Allport Cutoff, Morrisdale, PA 16858

Michelle Dutrow

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Michelle Dutrow	Superintendent	Michelle Dutrow	School Board of Directors
Mark Mitchell	Principal	Mark Mitchell	Administration Personnel
Brandy O'Hare	Principal	Brandy O'Hare	Administration Personnel
Stacy Ricciotti	Instructional Coach	Stacy Ricciotti	Teacher
Nicole Petriskey	Grade K Teacher	Nicole Petriskey	Teacher
Mary Beth Moslak	Grade 5 Teacher	Mary Beth Moslak	Teacher

Name	Title	Committee Role	Appointed By
Lance Jones	Music Teacher	Lance Jones	Teacher
Don Yontosh	School Board Member	Don Yontosh	School Board of Directors
Jen Porter	School Counselor	Jen Porter	Education Specialist
Tabytha Carr	Parent	Tabytha Carr	School Board of Directors
Dawn Fetteroff	Community Member	Dawn Fetteroff	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 West Branch Area School District places a high priority on professional learning for our faculty and staff. While the Steering Committee annually reviews the district plan and makes adjustments accordingly, the majority of the work around this topic is an ongoing joint effort between the Administration and the faculty/staff who are represented by the Instructional Coaches and Grade Level/Department Chairpersons. This subgroup meets every other month throughout the school year with summer planning sessions added to build the professional learning calendar. While a pre-designed professional learning schedule is prepared each year, the district recognizes the value of this being a fluid document that allows for flexibility as needs dictate.

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

ELA/MATH TIERED PROGRAMS (INTERVENTION)

Action Step	Audience	Topics to be Included	Evidence of Learning
Paraprofessional Professional Development - ELA/Math Tiered Programs	Paraprofessionals	ELA/Math Tiered Intervention Tools	Paraprofessionals successful implementation of tiered ELA/Math tools

Lead Person/Position	Anticipated Timeline
Principal/Special Education Supervisor/Title I Teachers	08/22/2022 - 06/09/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3x's (1-2 hours each)		Language and Literacy Acquisition for All Students

ESPORTS BASICS

Action Step	Audience	Topics to be Included	Evidence of Learning
Creation of After-School Program (w/ eSports focus) - High School Level	Principal/ After School Coordinator/Technology Department	eSports - Basics	Students successfully competing in eSports events
Lead Person/Position	Anticipated Timeline		
After School Coordinator	08/22/2022 - 10/03/2022		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1x (2 hours)		

TIERED PBIS TRAINING - MIDDLE SCHOOL

Action Step	Audience	Topics to be Included	Evidence of Learning
Paraprofessional Professional Development - ELA/Math Tiered Programs	Middle School Teachers	ELA/Math Intervention Tools	Tier II and Tier III Implementation
Lead Person/Position	Anticipated Timeline		
Principal	08/22/2022 - 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
Inservice day	3x's (1-2 hours per session)		Teaching Diverse Learners in an Inclusive Setting

TRAUMA-SENSITIVE CLASSROOMS

Action Step	Audience	Topics to be Included	Evidence of Learning
Trauma-Sensitive Classrooms (Employee Training) / Resilient Children (Parent Training)	Professional Faculty / Instructional Support Staff	Trauma Types / Learning Impact / Strategies	Improved Student behavior/Performance
Lead Person/Position		Anticipated Timeline	
Principal/Educational Consultant		08/22/2022 - 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
Workshop(s)	Teacher Series: 3x's per year (2-3 hours each session) Parent Series: 3x's per year (2 hours per session)		Trauma Informed Training (Act 18)

ECRI FRAMEWORK STUDY

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement ECRI Framework Study - Grade 1	Teachers (Grade 1)	Framework Overview	Implementation of Framework

Lead Person/Position	Anticipated Timeline
Principal/Study Investigator	08/01/2022 - 01/31/2023

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's (2-3 hours each session)		Language and Literacy Acquisition for All Students

WRITING INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Restructure Writing Program (Kid Writing/Collins Writing/Portfolios/Scope & Sequence) - All Levels	Teachers/Paraprofessionals (All Levels)	Kid Writing (Grades PreK - 1) Collins Writing (Grades 2-6) Collins Writing (Grades 7-12)	Portfolio - Writing Samples
Lead Person/Position		Anticipated Timeline	
Principals/Educational Consultant		08/22/2022 - 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
Inservice day	3x's (2-3 hours per session)		Language and Literacy Acquisition for All Students

STUDENT CONFERENCES

Action Step	Audience	Topics to be Included	Evidence of Learning
Revisit Student Conferences	Teachers (All Levels)	Conference Types / Process	Increased Student Performance (All ELA/Math Assessments)

Lead Person/Position	Anticipated Timeline
Principals/Instructional Coaches	08/21/2023 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	2x's (1-2 hours per session)		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA-SENSITIVE CLASSROOMS

Audience	Topics to be Included	Evidence of Learning
Building-Level Administration / Professional Faculty / Instructional Support Staff	Review of Trauma (Students) - Types / Symptoms / Instructional Impact Review of Trauma (Employees) - Performance Impact / Self- Care Classroom Strategies Restorative Practices	Improved student attendance/performance/behavior; Improved employee attendance/performance
Lead Person/Position		Anticipated Timeline
Professional Learning Coordinator		08/22/2022 - 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
Inservice day	3x's per year (2- year cycle)		Trauma Informed Training (Act 18)
Coaching (peer-to-peer; school leader-to- teacher; other coaching models)	3x's per year (2- year cycle)		Trauma Informed Training (Act 18)

ALICE REFRESHER - VIOLENT INTRUDER

Audience	Topics to be Included	Evidence of Learning
Administration / Professional Faculty / Support Staff	ALICE Model - Alert, Lock Down, Inform, Counter, Evacuate (Strategies)	Drill Performance
Lead Person/Position	Anticipated Timeline	
District ALICE Trainer	10/10/2022 - 10/10/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	2 hours		School Safety including Trauma-informed Education Awareness (Act 44)

SPECIAL EDUCATION TRAINING MANDATES (FACULTY)

Audience	Topics to be Included	Evidence of Learning
Special Education Faculty	Indicator 13 Indicator 14	Monitoring Findings
Lead Person/Position	Anticipated Timeline	
Special Education Supervisor	08/22/2022 - 08/22/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1x (1.5 hours)		Indicator 13 Effective Practices in Transition Training
Inservice day	1x (1.5 hours)		Indicator 14 Pennsylvania Post School Outcomes Training

SPECIAL EDUCATION TRAINING MANDATES (ADMINISTRATION)

Audience	Topics to be Included	Evidence of Learning
Special Education Supervisor	Annual Fiscal Training State Planning	Monitoring Findings
Lead Person/Position	Anticipated Timeline	
Special Education Supervisor	08/22/2022 - 06/30/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1x each		Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training
Workshop(s)	1x each		Special Education State Plan Training

PASA ADMINISTRATION

Audience	Topics to be Included	Evidence of Learning
Life Skills Support Faculty	Assessment Administration Requirements	Assessment Administration

Lead Person/Position	Anticipated Timeline
Special Education Supervisor	08/22/2022 - 03/31/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1x each		PASA Administration Training

EVALUATION AND REVIEW

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

The West Branch Area School District uses a multi-step approach to evaluate and review our efforts in the area of professional growth: teacher/paraprofessional surveys, student performance data, and classroom observations. At the end of each school year, through both our Title I School Wide model and our Instructional Coaching model, surveys are completed to gather feedback as it relates to topics, delivery model, and instructional impact. Student assessment data is reviewed each year by administration, in conjunction with teachers, and priority goals and action plans developed to include updated professional learning. Lastly, ongoing teacher evaluation and supervision yield feedback that allows for fine-tuning and flexible scheduling of the ongoing Professional Learning Plan.

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.

Michelle Dutrow

07/18/2022

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.

Michelle Dutrow

07/18/2022

Superintendent or Chief Administrative Officer:

Date