

## **EAST LYCOMING SD**

349 Cemetery St

Professional Development Plan (Act 48) | 2022 - 2025

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### **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

East Lycoming School District

117412003

349 Cemetery Street, Hughesville, PA 17737

Dr. Mark Stamm

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Mark Stamm

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Jill R Warg	Renn and Ferrell Principal	Jill R Warg	Administration Personnel
Sherry Cowburn	Ashkar Principal	Sherry Cowburn	Administration Personnel
Tracy Yerg	Elementary Teacher	Tracy Yerg	Administration Personnel
Brian Machmer	High School Teacher	Brian Machmer	Administration Personnel
Stacie Kilgore	Sixth Grade Teacher	Stacie Kilgore	Administration Personnel
Brian Scott	Specialist/Music Teacher	Brian Scott	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Diane Miller	Special Education	Diane Miller	Administration Personnel
Tina Miller	Elementary Parent	Tina Miller	Administration Personnel
Susan Kaiser	High School Parent	Susan Kaiser	Administration Personnel
Victoria Harrington	Middle School Parent	Victoria Harrington	Administration Personnel
Lisa Liadecker	Community Member	Lisa Liadecker	Administration Personnel
Sheila Barto	"Sheila's Jewelry" Owner	Sheila Barto	Administration Personnel
Jason Dohl	"Dohl's Construction" Owner	Jason Dohl	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.**

September 12, 2022 (4:00-5:30 PM); September 22, 2022 (4:00-5:30) meetings with all parties in the Steering Committee.

## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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

### LETRS - PATTAN / IU TRAININGS

Action Step	Audience	Topics to be Included	Evidence of Learning
Train instructional staff K-6 on initial LETRS modules	K-6 instructional staff (faculty and support)	LETRS Module 1 and 2	Completion of both modules and learning activities
Lead Person/Position		Anticipated Timeline	
Director of CI		11/30/2022 - 11/30/2024	

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	3-4 times per year during in-service days	4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

## MTSS - PATTAN TRAININGS

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop a functional MTSS model program at each elementary school	Instructional staff K-6 (Faculty and Support)	MTSS / Instructional interventions and extensions / enrichment	Pre-post assessments
Lead Person/Position		Anticipated Timeline	
Director of CI / Principals		11/30/2023 - 11/30/2025	

## 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)	2 times per year	4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting

## ELEMENTARY MATH - NCTM

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional development for instructional staff on NCTM strategies elementary mathematics instruction	Instructional staff K-6 (Faculty and Support)	NCTM Elementary mathematics instructional strategies and practices	Pre-post assessments Participation in classroom coaching
Lead Person/Position		Anticipated Timeline	
Director of CI		11/30/2023 - 11/30/2025	

## 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)	4-5 times per year	4e: Growing and Developing Professionally  1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting



## CSBMH / SEL PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop a comprehensive school based mental health program that supports all students K-12 through an MTSS model.	K-8 Faculty and Staff	Core SEL program training Trauma Informed Care	Pre/post assessment results by staff
Lead Person/Position	Anticipated Timeline		
Superintendent	11/30/2023 - 11/01/2025		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3-4 times per year	4e: Growing and Developing Professionally  1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)

## **OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

## **EVALUATION AND REVIEW**

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

The professional development plan consists of four primary goals. The goals include programming to improve literacy and math, as well as the development of a comprehensive school based mental health program. To evaluate the success of the implementation of each of the goals, the district will engage in a vast array of strategies. It will be necessary to evaluate student outcomes through surveys, program reviews, continuous evaluation, pre-tests/post-tests , and internal accountability. Data Collection and the use outside expertise will be key to participant learning and the changes that will occur in the organization as a result of carrying out the goals. As the stakeholders in the school gain new knowledge, we will measure success through inventories, questionnaires, observations, rubrics, and checklists. The professional education plan will need to have constant review in order to track the outcomes and progress toward the goals. Through interviews with the stakeholders and the use of formative and summative assessments, we will be able to gauge the progress and success of our efforts.

## 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.

Sherry Cowburn

09/29/2022

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.

Mark Stamm

09/29/2022

Superintendent or Chief Administrative Officer:

Date