

CLAYSBURG-KIMMEL SD

531 Bedford St

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

School District

108071504

531 Bedford St, Claysburg, PA 16625

Dr. Brian Helsel

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Dr Brian Helsel

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Brian Helsel	Superintendent	Administrator	School Board of Directors
Mr. Charles Kassick	Principal (7-12)	Administrator	Administration Personnel
Mr. Matthew Hall	Principal (K-6)	Administrator	Administration Personnel
Mr. Brannan Raptosh	Assistant Principal	Administrator	Administration Personnel
Mrs. Jaime Irvin	School Psychologist	Education Specialist	Education Specialist
Mrs. Tara Woolridge	Special Education Teacher	Elementary Teacher	Teacher

Name	Title	Committee Role	Appointed By
Mr. James Clancy	Special Education Teacher	Elementary Teacher	Teacher
Mr. Steve Walter	Teacher	High School Teacher	Teacher
Mr. Justin Harris	Business Education Teacher	High School Teacher	Teacher
Mr. Danny Potter	Community Representative	Community Member	School Board of Directors
Mr. Matthew Campagna	Parent	Parent of Child Attending	School Board of Directors
Amy Soler	Parent	Parent of Child Attending	School Board of Directors
Jennifer Kruse	Teacher	Middle School Teacher	Teacher

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 has drastically changed due to retirements across the district. The committee will meet annually, at a minimum, with a goal of meeting two times per the academic school year calendar. The committee will advocate for proactive professional development planning by targeting areas of need for the current and upcoming school year(s).

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

ELA CURRICULUM MAPPING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Conduct reviews and updates of the districts reading programs and supplemental supports via curriculum mapping and scope and sequencing aligned to state standards. (Note: This process will be continuous and ongoing).</p> <p>Classroom teachers, SPLED teachers, and reading specialist will implement ECRI (K-2) with fidelity, including vocabulary and comprehension routines.</p>	K-12 ELA Teachers	Standards, instructional strategies/model, assessments	Completed/updated curriculum maps
Lead Person/Position	Anticipated Timeline		
Principals	07/01/2024 - 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
Collaborative curriculum development	Continuous; on-going	1c: Setting Instructional Outcomes 3a: Communicating with Students	Structured Literacy

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)	Continuous; on-going	1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 3c: Engaging Students in Learning 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students
		1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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MATH CURRICULUM MAPPING

Action Step	Audience	Topics to be Included	Evidence of Learning
Conduct reviews and updates of the districts math programs and supplemental supports via curriculum mapping and scope and sequencing aligned to state standards. (Note: This process will be continuous and ongoing).	K-12 Mathematics Teacher	Standards, instructional strategies/model, assessments	Completed/updated curriculum maps
Lead Person/Position	Anticipated Timeline		
Principals	07/01/2024 - 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
Collaborative curriculum development	Continuous; on-going	1a: Demonstrating Knowledge of Content and Pedagogy	

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

IMPLEMENTATION OF STEELS STANDARDS INCLUDING CURRICULUM MAPPING

Action Step	Audience	Topics to be Included	Evidence of Learning
Review and update current implemented PA STEELS curriculum and alignment to standards through a collaboration effort involving curriculum maps and scope and sequencing for STEELS standards planning.	K-12 Science Teachers	Curriculum audit and mapping. PA STEELS standards alignment.	Completed/updated curriculum maps
Lead Person/Position	Anticipated Timeline		
Principals	07/01/2024 - 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
Collaborative curriculum development	Continuous; on-going	3c: Engaging Students in Learning 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 4e: Growing and Developing Professionally	

UNDERSTANDING INDIFFERENCE: INCREASING TEACHER/STAFF STUDENT AWARENESS

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will be provided professional development opportunities to understand how	Teachers and staff across	Understanding student differences - academically, socially, emotionally, culturally; trauma-informed approaches, policies regarding trauma and connecting students with appropriate services; standards of behavior,	Act 48 hours earned including

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>students differ in their learning ability to foster the achievement of diverse learners in inclusive classrooms.</p> <p>Provide a minimum of one-hour of trauma informed training for all staff.</p> <p>Provide opportunities for professional development regarding professional ethics program framework guidelines.</p> <p>Provide professional development opportunities regarding equity for all students.</p>	the district	values, and principles; culturally relevant and sustaining education opportunities including mental wellness, trauma-informed approaches to instruction, technological and virtual engagement, and equitable access for all students	mandated feedback from participants In-service agendas

Lead Person/Position

Anticipated Timeline

Superintendent & Principals

07/01/2024 - 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
Inservice day	Minimum of one informational/training session to all teachers regarding how students differ in their ability and approaches to learning.	<p>1b: Demonstrating Knowledge of Students</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>3c: Engaging Students in Learning</p> <p>2b: Establishing a Culture for Learning</p>	Teaching Diverse Learners in Inclusive Settings
Inservice day	Minimum of 1 hour of trauma-informed care training for all staff	4c: Communicating	At Least 1-hour of Trauma-informed

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		<p>with Families</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>3c: Engaging Students in Learning</p> <p>3e: Demonstrating Flexibility and Responsiveness</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>1b: Demonstrating Knowledge of Students</p>	<p>Care Training for All Staff</p>

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Minimum of one training per school calendar year that includes the Pennsylvania Model of Code of Ethics for Educators	3e: Demonstrating Flexibility and Responsiveness 2c: Managing Classroom Procedures 2a: Creating an Environment of Respect and Rapport 1d: Demonstrating Knowledge of Resources	Professional Ethics
Other	Minimum of one training per school calendar year that includes education on ensuring equity for all students. Topics may include mental wellness, trauma-informed approaches to instruction, cultural awareness, and technological and virtual engagement	3a: Communicating with Students 1d:	Common Ground: Culturally Relevant Sustaining Education

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Demonstrating Knowledge of Resources	
		1b: Demonstrating Knowledge of Students	
		2a: Creating an Environment of Respect and Rapport	
		3c: Engaging Students in Learning	

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)?

Building principals; will offer to classroom aides; others who request or would benefit

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

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

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

The CKSD understands the value and impact on student and district-wide successes related to effective planning processes. An annual systematic review will consist of data reviews to include PA fair assessments - summative, formative, benchmark, and diagnostic. Post-tests and surveys will be used following professional development activities, including in-service and staff meetings. Participants will be encouraged to reflect on activities and provide feedback through these post-training activities. Through a staff input review, the administrative team will follow up with any support needed or information regarding changes made. The professional development plan will be reviewed annually, at a minimum, by the steering committee.

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.

Dr. Brian Helsel

02/13/2024

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.

Dr. Brian Helsel

02/13/2024

Superintendent or Chief Administrative Officer:

Date