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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

Central Columbia Public School

116191503

4777 Old Berwick Rd., Bloomsburg, Pennsylvania 17815

Thomas Sharrow

tsharrow@ccsd.cc

5707842850 X 4005

Jeff Groshek

jgroshek@ccsd.cc

# STEERING COMMITTEE

| Name | Title | Committee Role | Appointed By |
| --- | --- | --- | --- |
| Jeff Groshek | Superintendent | Jeff Groshek | Administration Personnel |
| Jennifer Fisher | Parent/MS Teacher | Jennifer Fisher | Teacher |
| Kaitlyn Thursby | HS Teacher | Kaitlyn Thursby | Teacher |
| Jeremiah Johnson | Educational support specialist | Jeremiah Johnson | Education Specialist |
| Jacqueline Klingerman | MS Teacher | Jacqueline Klingerman | Teacher |
| Thomas Sharrow | Assistant Superintendent | Thomas Sharrow | Administration Personnel |

| Name | Title | Committee Role | Appointed By |
|---|---|---|---|
| Suzanne Kocher | ES Teacher | Suzanne Kocher | Teacher |
| Tyson Hale | Parent/Business Representative | Tyson Hale | School Board of Directors |
| Sonya Smith | ES Teacher | Sonya Smith | Teacher |
| Tara Mowery | Community Representative | Tara Mowery | School Board of Directors |
| Anita Steely | HS Teacher | Anita Steely | Teacher |
| John Monick | Director of Technology | John Monick | Administration Personnel |
| Emily Brockman | ES Principal | Emily Brockman | Administration Personnel |
| Chad Heintzelman | MS Principal/Parent | Chad Heintzelman | Administration Personnel |
| Darren Rider | Educational specialist | Darren Rider | Education Specialist |
| Adam Comstock | HS Principal/Parent | Adam Comstock | Administration Personnel |
| Sharon Kerstetter | Educational support specialist | Sharon Kerstetter | Education Specialist |
| Sandra Minnick | Educational specialist | Sandra Minnick | Education Specialist |

## 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.

ACT 48 meeting schedule is set forth each year at the start of the school year. The ACT 48 committee meets a total of 6 times throughout the school year.

# 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

## NEW PROFESSIONAL STAFF

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| | New Professional Staff | 3 year induction process, new staff orientation | Completion of 3 year induction program. Semester Observation process and yearly evaluation. |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| HS principal | 08/19/2020 - 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 |
|---|---|---|---|
| Other | 3 year process and ongoing throughout that time. | | |

## NEW PROGRAMS

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| Cooperative Education professional working with student interests and build relationships with local business and industry to develop cooperative placements and internship opportunities for students. | Cooperative Education Teacher, CTE programs chairs, and pathway chairs. | Career education and work standards/benchmarks. Cooperative placements and internship opportunities. Tracking via naviance. | Increased opportunities for students and numbers participating in these opportunities. Development of programs. |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Cooperative Education Teacher and HS principal | 08/19/2020 - 06/21/2021 |

## 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) | Continuous committee work | 4d: Participating in a Professional Community<br><br>3c: Engaging Students in Learning | |

# CURRICULUM WRITING

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| Write curriculum to support career education and work standards. | Cooperative Education teacher. | Expectations for cooperative placements, internships, and post secondary preparation needs including certifications and meeting NOCTI standards. | Curriculum development and course of study for cooperative placements, internships, and college and career preparation program. |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Curriculum Coordinator and Cooperative Education Teacher | 06/02/2020 - 06/02/2021 |

# 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 | Monthly | 1c: Setting Instructional Outcomes<br><br>1d: Demonstrating Knowledge of Resources<br><br>1e: Designing Coherent Instruction | |

# SEL

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| Develop a tiered system of support that addresses a child's social and emotional needs. | All professional staff | Social and Emotional learning. SEL tiered system of support and interventions best practices. SEL assessment tools (DESSA). | Implementation of a multi tiered system of support that address a students SEL. |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Director of special education and school counselors. | 08/19/2019 - 06/02/2022 |

# LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Inservice day | Twice a year. | 1b: Demonstrating Knowledge of Students<br><br>2a: Creating and Environment of Respect and Rapport<br><br>3e: Demonstrating Flexibility and Responsiveness<br><br>4c: Communicating with Families | |

## SWPBS

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| MS and ES will continue to develop tiers of intervention as they align with SWPBS, MS- reorganize SWPBS. ES- further develop Tier II and III. | Elementary and Middle school staffs. | SWPBS tiers and interventions. | Meeting annual accreditation. |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Middle School and Elementary School SWPBS teams. CSIU contact. | 08/19/2019 - 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 |
|---|---|---|---|
| Professional Learning Community (PLC) | Monthly | 2c: Managing Classroom Procedures<br><br>2d: Managing Student Behavior<br><br>2b: Establishing a Culture for Learning | |

# CURRICULUM WRITING

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| Develop curriculum to support a K-12 computer science program. | K-12 professional staff | Computer Science standards. Computer Science skills. Imbedding computer science into my instruction. | Written computer science program K-12. |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Curriculum Coordinator | 06/02/2020 - 08/03/2023 |

# 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 | Monthly | 1c: Setting Instructional Outcomes<br><br>1d: Demonstrating Knowledge of Resources<br><br>1e: Designing Coherent Instruction<br><br>1f: Designing Student Assessments | |

## NEW PROFESSIONAL STAFF

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| To put in place a highly qualified computer science teacher at the elementary level to instruct students and provide support for all professional staff with implementing computer science skills. | New Professional Staff | 3 year induction process, new staff orientation. | Completion of 3 year induction program. Semester Observation process and yearly evaluation. |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Elementary School Principal | 04/01/2020 - 06/02/2022 |

## LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Other | 3 year process and ongoing throughout that time. | 4e: Growing and Developing Professionally | |

# OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

## ENGLISH LANGUAGE DEVELOPMENT

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| All professional staff | Legal requirements and strategies for teaching EL students. | Completion of survey. |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Allison Kishbaugh/ ESL teacher. | 08/22/2020 - 08/22/2020 |

## LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Inservice day | Every year. | 4e: Growing and Developing Professionally | Language and Literacy Acquisition for All Students |

# SUICIDE PREVENTION TRAINING

| Audience | | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| Grades 5 through 12 professional staff and support staff. | | Suicide Prevention | Certificate |

| Lead Person/Position | | Anticipated Timeline | |
|---|---|---|---|
| Tom Sharrow/ Assistant Superintendent | | 10/01/2020 - 10/01/2022 | |

# LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Course(s) | 1 hr. every year for three years. | 4e: Growing and Developing Professionally | Teaching Diverse Learners in an Inclusive Setting |

# MANDATED REPORTER

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| All Central Columbia School District Employees | Mandated Reporting legal requirements and process. | Certificate |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Tom Sharrow/ Assistant Superintendent | 08/20/2020 - 08/20/2025 |

# LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Course(s) | As needed when clearance expires. | 4e: Growing and Developing Professionally | Teaching Diverse Learners in an Inclusive Setting |

# EVALUATION AND REVIEW

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

The Central Columbia School District uses many layers of implementation and evaluation to assure that the district's professional education plan meets the needs of every student, teacher, and administrator. The Act 48 Committee, comprised of parents, teachers, and administrators oversees the professional development plan and meets every other month to review district data related to student achievement, progress towards district goals, and teacher, parent, and student perception data, etc. The committee determines the need for professional development at each level and seeks input from their stakeholder group. Needs may include specific content area training, research-based teaching strategies, analyzing assessment and data, school safety and culture, technology, etc. The committee determines if the need is immediate or should to be scheduled for the summer or following school year. This professional development may be in the form of a formal training, release time, webinar, book study, etc. Currently, the district has opted to use a Train-The-Trainer model, if available. This allows the district to invest in teachers and administrators who are interested in seeking a leadership role in the district. With this model, the district receives up to date training, as well as reduces the cost of sending teachers to specific trainings. The district uses Edpuzzle and safe schools to start the process of creating professional development online as well as in person. PA-ETEP is used for professional evaluations and to collect data on PD needs. A group of teachers met in the summer of 2015 to begin writing courses which align the district's teaching strategies requirements to the Danielson Framework. This work is an ongoing process as we continue to build our library of online trainings. The district began offering these courses in the 2018-2019 school year. These courses are also aimed at new teachers, student teachers, and Professional Development School students. Mandated trainings such as suicide prevention and mandated reporter are done using "safeschools" by Vector. This product is in compliance with all PA sponsored mandates for employees. Department Heads for each department analyze data specific to their department by themselves and in collaboration with their department. This may be in the form of standardized tests, Unit Common Assessments, formative assessments, etc. In collaboration with the building principal and district curriculum coordinator, it is determined whether there is a need for professional development specific to a content area. Specific conferences, trainings, or webinars will be identified and scheduled for the department. At the building level, data teams meet weekly to review building data such as achievement, attendance, behavior, culture, and progress towards specific building initiatives. These data teams, in collaboration with the building principal, identify

areas of needed professional development and the method in which to provide the training. This training may occur during each building's AM Professional Time, team meeting time, release time, or after school.

## 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.

Thomas E. Sharrow                                                                    09/21/2020
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.

Jeffrey A. Groshek                                                                   11/11/2020
Superintendent or Chief Administrative Officer:                                      Date