

SPRING GROVE AREA SD

100 E College Ave

Professional Development Plan (Act 48) | 2022 - 2025

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

Spring Grove Area School District

112676703

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Dr. Steven Guadagnino

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Steven Guadagnino	Assistant Superintendent	Dr. Steven Guadagnino	Administration Personnel
Karyn Brown	Director of Pupil Services	Karyn Brown	Administration Personnel
Craig Seelye	Principal	Craig Seelye	Administration Personnel
Elysia Ehrich	Assistant Principal	Elysia Ehrich	Administration Personnel
Michael Snell	Assistant Principal	Michael Snell	Administration Personnel
Ben Louey	Supervisor of Online Learning	Ben Louey	Administration Personnel

Name	Title	Committee Role	Appointed By
Michael Becker	Teacher	Michael Becker	Teacher
Katie Gindlesperger	Teacher	Katie Gindlesperger	Teacher
Kristen King	Teacher	Kristen King	Teacher
Kathy Krall	Teacher	Kathy Krall	Teacher
Deanna Thatcher	Teacher	Deanna Thatcher	Teacher
Jill Trimmer	Teacher	Jill Trimmer	School Board of Directors
Kim Dunlap	Instructional Tech Specialist	Kim Dunlap	Education Specialist
Steve Hersh	Teacher	Steve Hersh	Teacher
Lisa Whisler	Teacher	Lisa Whisler	Teacher
Susan Moore	School Counselor	Susan Moore	Education Specialist
Chelsea Slate	Teacher	Chelsea Slate	Teacher
Erin Tanczos	Teacher	Erin Tanczos	Teacher
Steffani Stine	Teacher	Steffani Stine	Teacher
Alyshas Staggars	Teacher	Alyshas Staggars	Teacher
Alison Schriver	Teacher	Alison Schriver	Teacher

Name	Title	Committee Role	Appointed By
Karen Baum	School Board Member	Karen Baum	School Board of Directors
Doug Stine	School Board Member	Doug Stine	School Board of Directors
Courtney Bailey	Business Representative	Courtney Bailey	School Board of Directors
Patrick Ball	Business Representative	Patrick Ball	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 function of the steering committee for the Professional Development Plan is addressed in part by the PDAC (Professional Development Advisory Committee) which meets a minimum of twice a year. To facilitate the comprehensive planning process, the District Steering committee and the PDAC committee (or a subcommittee) met multiple times throughout the process. The PDAC committee provides valuable input to district leadership which is used to develop the professional development plans for the district each year. Specifically, the PDAC committee supplies information regarding topics, mode of delivery, and frequency/duration of the professional development planned by the district.

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

DIFFERENTIATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Increase the level of differentiation and individualization in all classrooms.	All teachers K-12	Differentiation, Personalization, and Voice and ChoiceD	Classroom observations and walkthroughs

Lead Person/Position	Anticipated Timeline
Assistant Superintendent/Building Administrators	07/01/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Throughout the school years in each building, as appropriate	3c: Engaging Students in Learning 3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

TECHNOLOGY TOOLS

Action Step	Audience	Topics to be Included	Evidence of Learning
Maximize the use of technology tools available to students and staff.	All teachers K-12	-iPad -MacBooks -AppleTVs -Ways to integrate technology into the classroom (including instruction and assessment) -Ways to use technology to facilitate differentiation and individualization	Classroom observations and walkthroughs
Lead Person/Position		Anticipated Timeline	
District Technology Coordinator/Supervisor of Online Learning		07/01/2022 - 06/30/2025	

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)	Throughout the school years in each building, as appropriate	3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1f: Designing Student	

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

DIGITAL HOME-BASE

Action Step	Audience	Topics to be Included	Evidence of Learning
Utilize Schoology/SeeSaw as a "digital home-base" in all classrooms (with a standardized format) to allow all students access to the necessary instructional materials anytime, from anywhere.	All teachers K-12	Requirements and expectations for content and format of each digital home-base.	Schoology/SeeSaw, digital walkthroughs
Lead Person/Position	Anticipated Timeline		
Building principals	07/01/2022 - 06/01/2023		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Beginning of the school year and	1a: Demonstrating Knowledge of	Teaching Diverse Learners in an

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	throughout the year (as necessary)	Content and Pedagogy 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	Inclusive Setting
Professional Learning Community (PLC)	Throughout the school year	1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 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
		1e: Designing Coherent Instruction	
		1c: Setting Instructional Outcomes	

RESTORATIVE PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Restorative Practices	Selected administrators, counselors, teachers, and students	Process of engaging in Restorative Practices as an alternative to traditional disciplinary practices.	Reduction in disciplinary referrals (repeat offenders/offenses).
Lead Person/Position		Anticipated Timeline	
Building Administrators		07/01/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As necessary		

SAP TRAINING AND TEAM FORMATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Student Assistance Program (SAP) expansion to include elementary teams	Selected volunteers from elementary staff	Required SAP training necessary to operate a Student Assistance Program	Effective and functional SAP teams at both the elementary and secondary levels.
Lead Person/Position		Anticipated Timeline	
Director of Pupil Services		07/01/2022 - 06/01/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	As necessary	1b: Demonstrating Knowledge of Students 4c: Communicating with Families 4f: Showing Professionalism 4b: Maintaining Accurate Records	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

EVALUATION AND REVIEW

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

The Spring Grove Area School District is committed to providing a comprehensive professional education program for all of the educators and leaders within the district. The Professional Development Advisory Committee (PDAC) meets to discuss needs and shares feedback. The PDAC committee provides valuable input to district leadership which is used to develop the professional development plans for the district each year. Specifically, the PDAC committee supplies information regarding topics, mode of delivery, and frequency/duration of the professional development planned by the district. Data is collected from all of the participants of the district-provided professional development via surveys. The survey data (which contains information about the five levels of evaluation of professional development) is provided to members of the committee and is used to plan and develop future professional development.

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. Steven Guadagnino

04/29/2022

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.

George W. Ioannidis

04/29/2022

Superintendent or Chief Administrative Officer:

Date