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.

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Amina Baig	Newtown Middle School, Parent	Amina Baig	School Board of Directors
Ann Bell	CRSD Professional Development, Coordinator	Ann Bell	Teacher
Rose Birkhead	CRSD K-12 ELA, Coordinator	Rose Birkhead	Teacher
Gina Booth	Hillcrest Elementary School, IST Teacher	Gina Booth	Teacher
Charles Briskin, Rabbi	Shir Ami Bucks County Congregation, Senior Rabbi	Charles Briskin, Rabbi	School Board of Directors
Rita Bruschi	Newtown Elementary School, Support Staff Member	Rita Bruschi	Education Specialist
Elaine Bultemeier	CRSD Information Technology, Student Information Systems Analyst	Elaine Bultemeier	Education Specialist
Kevin Campbell	Council Rock HS North, Parent	Kevin Campbell	School Board of Directors
Ric Cargas	CRSD Information Technology, Student Information Systems Manager	Ric Cargas	Education Specialist
Katrina Cerra	Richboro Elementary School, Teacher	Katrina Cerra	Teacher

Name	Title	Committee Role	Appointed By
Nicole Crawford	CRSD, Director of Elementary Education	Nicole Crawford	Administration Personnel
Loring Day	Goodnoe Elementary School, Parent	Loring Day	School Board of Directors
Anthony Devlin	CRSD, Director of Special Services	Anthony Devlin	Administration Personnel
Beth Anne Dobosh	Council Rock Education Foundation, Director	Beth Anne Dobosh	School Board of Directors
Joe Feraco	Sycamore Grill, Local Busienss Rep	Joe Feraco	School Board of Directors
Matthew Frederickson	CRSD, Director of Information Technology	Matthew Frederickson	Administration Personnel
Al Funk	CRSD, Director of Secondary Education	Al Funk	Administration Personnel
Elyse Gannon	Rolling Hills Elementary, Teacher	Elyse Gannon	Teacher
John Hearn, Chief	Newtown Township Police, Chief of Police	John Hearn, Chief	School Board of Directors
Charyl Hills	Newtown Boro, Retiree	Charyl Hills	School Board of Directors

Name	Title	Committee Role	Appointed By
Shighla Jackson	CRSD, BCIT Coordinator & PD	Shighla Jackson	Teacher
Daneyelle Jordan	Richboro Elementary School, Principal	Daneyelle Jordan	Administration Personnel
Tim Keddie	Holland Middle School, Assistant Principal	Tim Keddie	Administration Personnel
Misty Law Flurry	Newtown Township, Resident	Misty Law Flurry	School Board of Directors
Steven LeCompte, Chief	Northampton Township Police, Police Chief	Steven LeCompte, Chief	School Board of Directors
Ava Luzeckyj	Council Rock HS South, Student	Ava Luzeckyj	Administration Personnel
Beth Lynch	Churchville Elementary School, Teacher	Beth Lynch	Teacher
Deric Lynch	Council Rock HS South, Teacher	Deric Lynch	Teacher
Andrea Mangold	CRSD, Supervisor of Community Relations & STEAM	Andrea Mangold	Administration Personnel
Chris Maples	QSP, Local Business Rep	Chris Maples	School Board of Directors
Christine Marsden	Council Rock HS South, Teacher	Christine Marsden	Teacher

Name	Title	Committee Role	Appointed By
Greg Millevoi	Council Rock HS South, Parent	Greg Millevoi	School Board of Directors
Dina Muncer	Holland Elementary School, Teacher	Dina Muncer	Teacher
Wendy Nowicki	Council Rock HS North, Parent	Wendy Nowicki	School Board of Directors
Keertan Palayam	Council Rock HS North, Student	Keertan Palayam	Administration Personnel
Ed Salamon	CRSD, School Board Member	Ed Salamon	School Board of Directors
Andrew J. Sanko, Dr.	CRSD, Superintendent	Andrew J. Sanko, Dr.	Administration Personnel
Sam Smith	Wrightstown Elementary School, Principal	Sam Smith	Administration Personnel
Ed Tate	CRSD, School Board Member	Ed Tate	School Board of Directors
Christine Taylor	CRSD, Director of Human Resources	Christine Taylor	Administration Personnel
Michael Thorwart, Dr.	CRSD, School Board Member	Michael Thorwart, Dr.	School Board of Directors

Name	Title	Committee Role	Appointed By
Althea Tomlinson	CRSD, Supervisor of Curriculum & Instruction K-12	Althea Tomlinson	Administration Personnel
Jason Traczykiewicz	Council Rock HS North, Principal	Jason Traczykiewicz	Administration Personnel
Julie Ulrick	Council Rock HS South, Parent	Julie Ulrick	School Board of Directors
Lachele Vaughan	Holland Middle School, Teacher	Lachele Vaughan	Teacher
Donna Kennedy	Richboro Elementary School, Teacher	Donna Kennedy	Teacher
Henry Willis	Holland Middle School, Support Staff	Henry Willis	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.

A committee of representative professional staff chosen by representative peers, parents, students and community members has been formed to meet and review this plan to be sure that our provided professional education addresses the needs of the Council Rock School District and its professional employees, so that they may meet the needs of students. The committee will meet at the beginning of the comprehensive planning process to ensure that our professional education encompasses the necessary professional education for our district to achieve the goals of the plan. The committee will then meet on an as needed basis to address any new Pennsylvania Department of Education (PDE) or US

Department of Education (DOE) requirements tied to professional education.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

CURRICULUM REVISION & RENEWAL

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop and implement a district curriculum review cycle and plan for emphasizing instructional best practices and Universal Design for Learning (UDL) in each discipline. Strengthen job embedded coaching to support curriculum implementation and strengthen the use of high impact instructional practices in classrooms.	K-12 Educators engaged in developing curriculum for their grade level/subject area during the established curriculum cycle.	Standards alignment, development of course frameworks, Understanding by Design, assessment practices, Structured Literacy, instructional coaching, and Universal Design for Learning (UDL).	High quality units, assessments, and instruction aligned to the units of study; observations by principals will show aligned best practices with the high quality curriculum

Lead Person/Position	Anticipated Timeline
Supervisor of Curriculum & Instruction	08/30/2023 - 01/05/2026

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	During non instructional days and dedicated PLC time	1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally	
Professional Learning Community (PLC)	During non instructional days and dedicated PLC time	4d: Participating in a Professional Community 1f: Designing Student Assessments 4a: Reflecting on Teaching 3d: Using Assessment in Instruction	
Workshop(s)	As substitutes are available	1a: Demonstrating Knowledge	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	throughout the school year	of Content and Pedagogy	
		1c: Setting Instructional Outcomes	
		1e: Designing Coherent Instruction	
Inservice day	During non instructional days	3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings
		3e: Demonstrating Flexibility and Responsiveness	
		2b: Establishing a Culture for Learning	
		1b: Demonstrating Knowledge of Students	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As available	4a: Reflecting on Teaching	
		1c: Setting Instructional Outcomes	
		3c: Engaging Students in Learning	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3d: Using Assessment in Instruction	

STRENGTHENING FRAMEWORKS FOR SUCCESS

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop a district assessment plan to guide common language around the purpose and various types of assessment.

Strengthen the implementation of Positive Behavior | K-12 Educators engaged in developing and deploying assessments or analyizing data to provide targeted intervention or enrichments for student. | Overall understanding of assessment (purpose, methods, system of, etc.) Common language around assessment Consistency in assessment practice and language How to write a valid and standards-aligned assessment What to do with assessment results How to provide meaningful feedback to students How to use assessment results for more than just a grade How assessment results should drive instruction Teaching test taking strategies (wording?) Various methods of assessment Developing a balanced system of assessment Understanding the importance of formative assessment How assessment needs to align with curriculum and instruction Developing high quality rubrics and scoring guides Who is involved in the assessment process (goal setting, error analysis, etc.) How to analyze assessment data How to create appropriate assessment accommodations for students | District wide assessment data will be gathered, accessed, demonstrate growth |

Action Step	Audience	Topics to be Included	Evidence of Learning
Interventions and Supports (PBIS) and Multi-Tiered Systems of Supports(MTSS) frameworks across the district and in schools. Strengthen and support data driven Professional Learning Communities (PLC) across the district and in schools.			

Lead Person/Position	Anticipated Timeline
Supervisor of Curriculum & Instruction	08/30/2023 - 01/05/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	During non instructional days	4a: Reflecting on Teaching 3b: Using Questioning and Discussion Techniques 1c: Setting Instructional Outcomes 1f: Designing Student Assessments 3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings
Professional Learning Community (PLC)	During non instructional days and dedicated PLC time	3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 4a: Reflecting on Teaching	Teaching Diverse Learners in Inclusive Settings

STRENGTHENING WELLNESS SUPPORTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Strengthen the implementation of research based wellness supports for students and staff.	K-12 Support Staff, Faculty, and Administration	Professional Ethics, wellness, and district support systems	Ticket Out, workshop feedback will include checks for understanding.

Lead Person/Position	Anticipated Timeline
Director of Special Services and Director of Human Resources	09/29/2024 - 01/05/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Building level Inservice	2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior	Professional Ethics

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4f: Showing Professionalism	
		1d: Demonstrating Knowledge of Resources	
		4c: Communicating with Families	
		4e: Growing and Developing Professionally	
		3e: Demonstrating Flexibility and Responsiveness	
		3a: Communicating with Students	
		2b: Establishing a Culture for Learning	
Inservice day	Building level Inservice	2b: Establishing a Culture for Learning	At Least 1-hour of Trauma-informed Care Training for All Staff
		2d: Managing Student Behavior	
		1d: Demonstrating Knowledge of Resources	
		3e: Demonstrating Flexibility and Responsiveness	
		3a: Communicating with Students	
		4e: Growing and Developing Professionally	
		4c: Communicating with Families	
		2a: Creating an Environment of Respect and	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Rapport 4f: Showing Professionalism	

DEVELOPING AND STRENGTHENING A SENSE OF BELONGING

Action Step	Audience	Topics to be Included	Evidence of Learning
Utilize perceptual data to strengthen and support a culture in which all learners feel a sense of belonging and are celebrated. Explore ways to celebrate our collective diversity.	K-12 Support Staff, Faculty, and Administration	Common Ground Framework: Culturally Relevant and Sustaining Education	Tickets Out, Professional Development surveys will include opportunities for feedback and checks for understanding, lesson plans and observations

Lead Person/Position	Anticipated Timeline
Superintendent	08/29/2023 - 01/05/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Building Inservices	3e: Demonstrating Flexibility and Responsiveness	Common Ground: Culturally Relevant Sustaining Education
		1b: Demonstrating Knowledge of Students	
		2a: Creating an Environment of Respect and Rapport	
		4f: Showing Professionalism	
		2b: Establishing a Culture for Learning	
		4c: Communicating with Families	
		3a: Communicating with Students	

COMMUNICATION AND STORYTELLING

Action Step	Audience	Topics to be Included	Evidence of Learning
Incorporate and strengthen storytelling concepts and techniques to better communicate the experiences of all stakeholders.	K-12 Support Staff, Faculty, and Administration	Communication	Educators and members of our community will informally share stories through social media (as an example) with a better quality and aim to tell more and better stories.

Lead Person/Position	Anticipated Timeline
Supervisor of Community Relations	01/09/2023 - 06/05/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	As available	4d: Participating in a Professional Community 4c: Communicating with Families	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

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?	2022-2023
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)? We are ensuring that all members of our staff who have the above certifications will be trained.	
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.

Each building principal analyzes building data as well as individual teacher data to determine opportunities for growth and celebration. This data supports planning for professional development and then review of the impact of professional learning on student outcomes. Through our educators effectiveness systems, principals and coaches support teacher implementation of new ideas/skills that are consistent with professional learning. As a best practice, professional development review provides stakeholders the chance to give perceptual feedback on the relevance and success of the opportunity. Checks for understanding are embedded in most professional development experiences. Lastly, principals and central office administrators analyze and triangulate student performance data, perceptual data, and teacher supervision data to determine future needs and celebrate success.