

SOUTHEAST DELCO SD

1560 Delmar Drive

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

School District

125238402

1560 Delmar Rd, Folcroft, Pennsylvania 19302

Dr. Guy Lowery

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Dr. Brenda G. Wynder

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Guy Lowery	Chief Academic Officer	Dr. Guy Lowery	Administration Personnel
Mr. William Vogt	Principal	Mr. William Vogt	Administration Personnel
Ms, Joyce Mundy	Administrator for DCIU	Ms, Joyce Mundy	School Board of Directors
Jayden Gordy	Academy Park High School Student Grade 11`	Jayden Gordy	School Board of Directors
Amaih Fallins	Darby Township Student Grade 7	Amaih Fallins	School Board of Directors
Brian Wilson	Chief Talent and Human Resources Officer	Brian Wilson	Administration Personnel

Name	Title	Committee Role	Appointed By
Mark Pontzer	Assistant Principal	Mark Pontzer	Administration Personnel
Kevin Curry	Director of Facilities	Kevin Curry	Administration Personnel
Erin Powers	Reading Interventionist	Erin Powers	Teacher
Kelly Butts	Sharon Hill Parent	Kelly Butts	School Board of Directors
Aimee Washington	Board Member	Aimee Washington	School Board of Directors
Jessica Thomas	School Counselor	Jessica Thomas	Education Specialist
Gretchen Simonds	Grade 7 Teacher	Gretchen Simonds	Teacher
Kelly Schuman	Kindergarten Teacher	Kelly Schuman	Teacher
Brian Hoffman	Math Teacher	Brian Hoffman	Teacher
Theresa Harris-Johnson	Board Member	Theresa Harris-Johnson	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 Steering committee meets three times a 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

SEL PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional development will be provided yearly for staff in the area of social emotional learning. Follow-up sessions will occur as well.	All Southeast Delco instructional and support staff	Determining SEL needs Appropriate supports and resources Communicating with parents about SEL needs	Completion of informal assessment Delivery of supports to students Documentation of parent conferences
Lead Person/Position		Anticipated Timeline	
Dr. Jeff Ryan		08/29/2022 - 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
Inservice day	yearly	4c: Communicating with Families 1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)

ATTRACTING, HIRING AND RETAINING STAFF

Action Step	Audience	Topics to be Included	Evidence of Learning
Building Administration will conduct formal observation and walkthrough to provide rigorous feedback to staff. Professional Development will be provided based on the triangulation of data, teacher survey and principal observations and walkthroughs.	Teachers and support staff	Curriculum, Lesson planning, content knowledge, classroom management, data analysis and continuous improvement of instruction.	classroom observation and walkthroughs, student data and evaluations
Lead Person/Position			Anticipated Timeline
Dr. Guy Lowery/Chef Academic Officer, Dr. Shannon Reddick-Smack/Principal on Special Assignment and Building Administration			08/23/2022 - 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
Professional Learning Community (PLC)	monthly	1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2b: Establishing a Culture for Learning	
		1e: Designing Coherent Instruction	
		3c: Engaging Students in Learning	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		2d: Managing Student Behavior	

CONTINUOUS IMPROVEMENT OF INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional development will be provided based on the triangulation of data in each of the core content areas, teacher survey and principal observations and walkthroughs.	Staff and Support Staff	Curriculum, Lesson planning, content knowledge, classroom management, data analysis and continuous improvement of instruction.	classroom observation and walkthroughs, student data and evaluations
PLC Time will be used to develop lessons, discuss curriculum, analyze data and collaborate on best practices for increasing student proficiency and growth.			
Building Administration will conduct formal observation and walkthrough to provide rigorous feedback to staff.			

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development will be provided based on the triangulation of data, teacher survey and principal observations and walkthroughs.			
Lead Person/Position	Anticipated Timeline		
Dr. Guy Lowery/Chef Academic Officer, Dr. Shannon Reddick-Smack/Principal on Special Assignment and Building Administration	08/21/2022 - 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
Inservice day	monthly	2d: Managing Student Behavior 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques	

**Type of
Activities**

Frequency

Danielson Framework Component Met in this Plan

**This Step Meets the Requirements of State Required
Trainings**

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

UTILIZING TECHNOLOGY TO IMPROVE MATHEMATICS INSTRUCTION - INCORPORATION OF CALCULATORS IN THE CLASSROOM

Audience	Topics to be Included	Evidence of Learning
All 6-12 teachers of middle school mathematics and high school level mathematics.	Teachers will engage in professional development utilizing graphing calculators as a computational tool to support students in mathematical courses in growing complexity. Students will be exposed to graphing calculators early in middle school as will gain familiarity with utilizing this instructional tool as they progress through mathematical courses increasing in complexity.	Teacher
Lead Person/Position		Anticipated Timeline
Dr. Shannon Reddick-Smack Dr. Guy Lowery Delaware County Intermediate Unit (DCIU)		09/01/2022 - 06/30/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Beginning with one session during the 2022-2023 school year. Need will be re-evaluated to determine additional sessions.		

LITERACY AND PHONEMIC DEVELOPMENT FOR K-2 STUDENTS

Audience	Topics to be Included	Evidence of Learning
All teachers of K-2, including special education and English Language Learner (ELL)	Professional development opportunities will be focused on material utilization to promote literacy development for students in the primary level, as well as providing materials and development to support teachers in delivering phonemic-based instruction to students in grades K-2	Over a four-year period, students who engage in phonemic instruction with fidelity will show increases in proficiency on the state mandated assessment (PSSA) over years without structured phonemic literacy block.
Lead Person/Position		Anticipated Timeline
Building Principals Dr. Shannon Reddick-Smack Dr. Guy Lowery		09/01/2022 - 06/30/2026

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)	Building PLC time will be allocated to phonemic instruction discussion and best practice sharing monthly.		Language and Literacy Acquisition for All Students

PROMOTING TECHNOLOGY ACCESS FOR STUDENTS AND TEACHERS IN ELEMENTARY GRADES

Audience	Topics to be Included	Evidence of Learning
All teachers of K-8, including special education and English Language Learner (ELL) teachers	As the district continues to make investments in educational technology, teachers will engage in vendor training as well as district-based training through the program implementation year (2022-2023) to develop skills needed to incorporate this instructional technology into their everyday instructional practices.	Through formal and informal walkthroughs by district and building administration, meaningful technological integration will be observed during typical instructional practice that enhance lesson delivery and increase student engagement.
Lead Person/Position	Anticipated Timeline	
SMART trainers District trainings offered by teachers Dr. Shannon Reddick-Smack	Dr. Guy Lowery Dr. Shannon Reddick-Smack 08/01/2022 - 06/30/2023	

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)	Building-specific and ongoing as needed		
Workshop(s)	Targeted time during professional		

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	development days for K-8 teachers to engage in support		
Independent study	Online modules available for components of tech integration		

IMPROVING STUDENT MATHEMATICS OUTCOMES THROUGH STANDARDS-BASED INSTRUCTIONAL PRACTICES

Audience	Topics to be Included	Evidence of Learning
All mathematics teachers K-10	Teachers will explore new instructional frameworks and timelines to ensure appropriate standards-based instructional practices are implemented as appropriate via grade level.	Through formal and informal observations, building leadership as well as district leadership will observe evidence of aligned standards-based instruction within mathematics classrooms as developed within our mathematics framework.
Lead Person/Position		Anticipated Timeline
Building administration High School Department Chairs Dr. Shannon Reddick-Smack Dr. Guy Lowery		09/01/2022 - 09/01/2025

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	Informal / formal / walkthrough visits with feedback through implementation cycle		
Workshop(s)	Ongoing as math framework is implemented 09/2022-09/2025		Teaching Diverse Learners in an Inclusive Setting

INCORPORATING STANDARDS AND BEST INSTRUCTIONAL PRACTICES IN K-8 SCIENCE

Audience	Topics to be Included	Evidence of Learning
All district K-8 teachers of science	Teachers in all grades that teach science will begin development sessions intended to redevelop science framework, engage in discussion concerning science best instructional practices, and alignment of activities and instruction for grade-level specific science standards.	Through formal and informal observations, building leadership as well as district leadership will observe evidence of aligned standards-based instruction within science classrooms as developed within our science framework.
Lead Person/Position		Anticipated Timeline
Building Principals Dr. Shannon Reddick-Smack Dr. Guy Lowery DCIU supports possible		08/01/2023 - 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
Professional Learning Community (PLC)	Building PLC time will be allocated to science instruction discussion and best practice sharing monthly.		
Inservice day	Professional development sessions TBD based upon feedback from PLC sessions		

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

COMMUNICATION STRATEGIES FOR PROFESSIONAL AND PARAPROFESSIONAL STAFF

Audience	Topics to be Included	Evidence of Learning
School secretaries and front-line supports including school aides, support staff, and others who manage and support public communications with parents, families, and the community	This series will provide support and development, best-practice sharing, and related supports for our front-line supports who directly interact with families, parents, and the community as concerns are shared.	Decrease in the number of central office referrals for additional supports from families due to unresolved issues
Lead Person/Position	Anticipated Timeline	
Possible DCIU collaboration Paraprofessional staff Professional Staff Building principals	01/01/2023 - 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)	2x Yearly during professional development days		

GUIDED READING

Audience Topics to be Included		Evidence of Learning
K-12 teachers of literacy	Development and discussion concerning how to structure guided reading, how to schedule and facilitate guided reading with fidelity, discussion concerning how to group students, how to structure guided reading time, how to data-collect, and how to select quality novels for discussion.	Classroom formal and informal observations by building administration, learning walks, and classroom-level guided reading data collection
Lead Person/Position		Anticipated Timeline
Building Principals		09/01/2022 - 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
Professional Learning Community (PLC)	Ongoing		Language and Literacy Acquisition for All Students

K-12 GUIDED MATH

Audience	Topics to be Included	Evidence of Learning
All grade K-12 teachers of mathematics	Teachers will discuss and share best practices concerning the importance of guided instruction within mathematics, similar to the universal acceptance of guided reading. Teachers will facilitate how to group students, provided targeted instruction, how to schedule within the math block, how to collect progress data, and how to create meaningful guided activities during the math rotation.	Classroom formal and informal observations by building administration, learning walks, and classroom-level guided reading data collection
Lead Person/Position		Anticipated Timeline
DCIU Building Principals		01/01/2023 - 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
Inservice day	Need will be determined after initiative launch		
Professional Learning Community (PLC)	As determined by building principal		

PROVIDING QUALITY FEEDBACK TO TEACHERS THROUGH FORMAL AND INFORMAL OBSERVATIONS

Audience	Topics to be Included	Evidence of Learning
All principals and assistant principals	Continuing with topics that commenced during the 2021-2022 school year, building leaders will continue to refine their observation feedback to ensure actionable, quality feedback is provided to teachers as part of the formal and informal observation cycles. The district focus will continue to be on quality, actionable feedback that can be monitored by building leaders over the quantity of evaluations conducted.	Review of observation feedback conducted by building leaders to evaluate quality of instructional feedback provided. Review of teacher observation feedback by building principals to ensure instructional growth based upon feedback provided.
Lead Person/Position		Anticipated Timeline
Dr. Guy Lowery Building principals and assistant principals		08/01/2022 - 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)	During district principal leadership meetings		
Learning walk	Monthly learning walks as scheduled		

CREATING DATA-CENTRIC INTERVENTION BLOCKS

Audience	Topics to be Included	Evidence of Learning
Building leaders, teachers	Principals and assistant principals will support and guide district teachers as schools utilize student data to create flexible intervention groupings, design instruction, and develop systems to monitor progress during building PLC time.	Intervention schedules and groupings will be monitored by administration. Instructional walkthroughs will be conducted by administration to ensure quality instruction is occurring during intervention. Evidence of enrichment activities for students who require enrichment opportunities.
Lead Person/Position		Anticipated Timeline
Building principals		08/01/2022 - 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
Professional Learning Community (PLC)	Weekly		Teaching Diverse Learners in an Inclusive Setting

ACT 44 REQUIRED SCHOOL SAFETY AND TRAUMA-INFORMED EDUCATION AWARENESS

Audience	Topics to be Included	Evidence of Learning
All district teachers and school-based employees	Per Act 44, School Districts within the Commonwealth will provide three hours of professional development every 5 years based upon 6 topics related to school safety including trauma-informed education awareness	Agendas available as well as evidence that staff attended trainings
Lead Person/Position		Anticipated Timeline
Mr. Michael Hooven Building Administration		01/01/2023 - 01/01/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3 Hours over 5 years determined by district school safety needs		School Safety including Trauma-informed Education Awareness (Act 44)

ACT 18 TRAUMA - INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
All district teachers and building staff	The School District will provide one hour of trauma-informed care during the professional development plan cycle	Agendas available as well as evidence that staff attended trainings
Lead Person/Position		Anticipated Timeline
Mr. Michael Hooven Building Administration		08/01/2023 - 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
Inservice day	One hour per PD cycle (3 years)		Trauma Informed Training (Act 18)

ANNUAL FISCAL (APSEM, CONTINGENCY, ACT 16, SIGNIFICANTLY DISPROPORTIONALITY, IDEA B) TRAINING

Audience		Topics to be Included	Evidence of Learning
All teachers and special education teachers		Required training per PDE guidelines	Agendas and evidence of attendance
Lead Person/Position		Anticipated Timeline	
Dr. Deborah Gibbs-Tapper		08/01/2022 - 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
Inservice day	Yearly or per PDE Requirements		Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

INDICATOR 13 EFFECTIVE PRACTICES IN TRANSITION TRAINING

Audience	Topics to be Included	Evidence of Learning
All special education and applicable regular eduction teachers	PDE required training focused on transition planning	Agendas showing evidence of training
Lead Person/Position	Anticipated Timeline	
Dr. Deborah Gibbs Tapper	08/01/2022 - 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
Action research	Yearly or per PDE Requirements		Indicator 13 Effective Practices in Transition Training

SPECIAL EDUCATION STATE PLAN TRAINING

Audience	Topics to be Included	Evidence of Learning
All building administration and special education teachers	PDE required training related to construction and implementation of the Special Education State Plan	Creation of State Plan
Lead Person/Position	Anticipated Timeline	
Dr. Deborah Gibbs-Tapper	08/01/2022 - 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)	Yearly or per PDE Requirements		Special Education State Plan Training

PASA ADMINISTRATION TRAINING

Audience	Topics to be Included	Evidence of Learning
All proctors of PASA and building administration	Required training for PASA administration	Certificate of Completion
Lead Person/Position	Anticipated Timeline	
Dr. Deborah Gibbs-Tapper	08/01/2022 - 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
Inservice day	Yearly or per PDE Requirements		PASA Administration Training

INDICATOR 14 PENNSYLVANIA POST SCHOOL OUTCOMES TRAINING

Audience	Topics to be Included	Evidence of Learning
All special education teachers	PDE Required Post School Outcomes Training	Agendas provided to document training
Lead Person/Position	Anticipated Timeline	
Dr. Deborah Gibbs-Tapper	08/01/2022 - 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
Inservice day	Yearly or per PDE Requirements		Indicator 14 Pennsylvania Post School Outcomes Training

EVALUATION AND REVIEW

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

Each year, new professional development focal areas will be developed as discovered by district priorities. Student data gained from district assessments, PSSA and Keystone administration, district attendance data, and other pertinent data sources will be utilized to evaluate the specific professional needs that will need to be included to meet the specific needs of the district students. We will evaluate these needs with the following criteria: 1) Student Outcomes - Review of student assessment data, including PSSA and Keystone, attendance, and discipline data - Review of student feedback to determine areas of growth that could be improved by mid-course professional development offering corrections. 2) Participant use of new knowledge and skills - Review of potential new programs, initiatives, state initiatives, or district best practices to determine if new priorities will be incorporated into district professional development calendar - Review of learning pathways and teacher observation data to determine building-level trends and/or district level needs that are not fully met by current plan 3) Participant Learning Opportunities - District leadership will evaluate the progress on each initiative and determine if mid-course corrections must be made based upon effectiveness of goals. - Primarily driven by observation data and student data, district leadership will determine the effectiveness of professional development, and if other opportunities must be scheduled to meet the district's goal. - Further, if professional development opportunities are deemed unnecessary or met prior to the expected completion date, district leadership will recommend revising and modifying the activities, targets, or end-dates. - Lastly, the mode and frequency of development may be modified based upon available data, participant feedback, or facilitator (administrator) feedback 4) Participant Reaction - A district-wide professional development survey will be sent to determine district teacher views concerning professional development offerings. This feedback will help support modifications that will occur based upon feedback - School professional development survey and feedback will be collected to determine teacher and stakeholder views of building-level professional development offerings, including structured PLC time. - Teacher labor representatives will be presented with a suggested scaffold of professional development and feedback will be considered based upon the needs of the federation as well as the current needs of students and the district as a whole. - Central office administration, along with building administration will converse to determine areas of growth and areas to be addressed within the 2023-2024 principal monthly development sessions 5) Organizational support/change - New initiatives will be evaluated for professional development needs each year to determine potential modifications -

External providers will be potentially utilized to administrate professional development for followup, new-initiative, and ongoing professional development - As the district adapts to new student enrollment, new initiatives, new programs, and new staff, needs-assessment data will be shared amongst district leadership, building leadership, and teacher mentors to formulate any mid-course corrections that could be made to better meet the needs of impacted parties as the educational landscape develops over the next three academic years.

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.

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.

Superintendent or Chief Administrative Officer:

Date