

VALLEY GROVE SD

429 Wiley Ave

Professional Development Plan (Act 48) | 2021 - 2024

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

Valley Grove School District

106618603

Valley Grove School District 429 Wiley Ave, Franklin, PA 16323

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Jacob Saullo	Principal	Jacob Saullo	Administration Personnel
Kelly Hart	Principal	Kelly Hart	Administration Personnel
Tessa Simmons	Assistant Principal	Tessa Simmons	Administration Personnel
Andrew Carlson	Assistant Principal	Andrew Carlson	Administration Personnel
Ben Barrett	Teacher	Ben Barrett	Administration Personnel
Jason Beary	Teacher	Jason Beary	Administration Personnel

Name	Title	Committee Role	Appointed By
Janel Prinkey	Teacher	Janel Prinkey	Administration Personnel
Sarah Baughman	Parent	Sarah Baughman	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.

The PD committee meets five 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

CHARACTERSTRONG PD

Action Step	Audience	Topics to be Included	Evidence of Learning
CharacterStrong SEL curriculum will be used to focus on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility	Teachers	SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility	Teachers using CharacterStrong curriculum in the classroom at scheduled times during the school day.
Lead Person/Position	Anticipated Timeline		
CharacterStrong	08/26/2021 - 08/26/2021		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One time	1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning	

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Action Step	Audience	Topics to be Included	Evidence of Learning
	Teachers	School-wide Positive Behavior Interventions and Supports	Conducting school-wide trainings for students
Lead Person/Position		Anticipated Timeline	
PBIS Team		08/25/2021 - 06/30/2024	

LEARNING FORMAT

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

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	1-2 times per year	2c: Managing Classroom Procedures 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 2a: Creating and Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 2d: Managing Student Behavior	

ENHANCED CORE READING INSTRUCTION (ECRI)

Action Step	Audience	Topics to be Included	Evidence of Learning
	K-3 Teachers	A series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade.	Teachers using ECRI in the classroom at scheduled times during the school day.
Lead Person/Position		Anticipated Timeline	
ECRI Team		07/01/2021 - 06/30/2024	

Lead Person/Position

Anticipated Timeline

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1-2 times per year	1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 2c: Managing Classroom Procedures 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

EVALUATION AND REVIEW

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

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