

NORTHWEST TRI-COUNTY IU 5

252 Waterford St

Professional Development Plan (Act 48) | 2024 - 2027

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

Northwest Tri-County Intermediate Unit 5
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Megan Howard	TaC Staff	Other	Teacher
Becca Kelly	District Representative	Community Member	School Board of Directors
Kirk Shimshock	Director	Administrator	Administration Personnel
Elizabeth Horvat	Teacher	K-12 Teacher	Teacher
Mary Hammer	School Counselor	Education Specialist	Education Specialist
Mary Bula	Community Representative	Community Member	School Board of Directors

Name	Title	Committee Role	Appointed By
Pat Hargest	Business Owner	Local Business Representative	School Board of Directors
Yvonne Teed	Director	Administrator	Administration Personnel
Laura Puschak	Parent	Parent of Child Attending	School Board of Directors
Dr. Andrew Pushchak	District Representative	Community Member	School Board of Directors
Dr. Vince Humes	IT Director	Administrator	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 committee will come together once for a formal meeting. Additional communications may occur throughout the year via email.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

TABLE TOP EXERCISES

Action Step	Audience	Topics to be Included	Evidence of Learning
Cyber and overall safety topics and trainings will be provided during in-service activities, faculty meetings, and joint administrative meetings.	All staff	Response to cyber threats, emergency drills, trauma informed practices	Improved response during drills and potential real situation. Recognizing trauma
Lead Person/Position	Anticipated Timeline		
ITS and CIA Director	08/12/2024 - 06/30/2027		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Learning walk	Two times per year. One will be focused on cyber and the other will be focused on safety and trauma.		At Least 1-hour of Trauma-informed Care Training for All Staff

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS AND TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
Classroom Teachers	Language and literacy acquisition, teaching diverse learners	Lesson plans and walk-throughs and evaluations

Lead Person/Position	Anticipated Timeline
Christy Carucci	08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	In-Service and Faculty Meetings throughout the year	2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students

TRAUMA INFORMED CARE TRAINING

Audience	Topics to be Included	Evidence of Learning
Classroom teachers	Recognition of the signs of trauma in students. Best practices regarding trauma-informed approaches. The trauma that students may be experiencing may also create barriers to learning. Therefore, this training will also have a focus on ensuring equity for all students in an attempt to eliminate systemic cultural barriers.	Walkthroughs, evaluations, completion of online course
Lead Person/Position		Anticipated Timeline
Christy Carucci		07/01/2025 - 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
Course(s)	One time training		Common Ground: Culturally Relevant Sustaining Education

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
Classroom Teachers	The standards of behavior, values, and principles that inform and guide professional decision-making.	Walkthroughs, evaluations, completion of online course

Lead Person/Position	Anticipated Timeline
Department Directors	07/01/2026 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Once		Professional Ethics

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
All IU employees with the indicated certification (ESL, Spec Ed, Reading Specialist, Mid-level, Elem Ed., Early Childhood)	Evidence-based intervention practices, explicit and systematic instruction on phonological and phonemic awareness, the alphabetic principle, reading comprehension	Walkthroughs, evaluations, completion of online course
Lead Person/Position	Anticipated Timeline	
Department Directors	01/02/2024 - 06/18/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Administrators will complete during first year. Teachers will complete during the second year.		Structured Literacy

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 IU will offer Structured Literacy Training to the staff?

2023-
2024

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)?

All IU administrators who supervise certified educators will receive the training.

Is the IU 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.

The leadership team at the IU will review the goals, activities, delivery system, and attainment of the various competencies on a yearly basis. This review will occur at the beginning of each school year and reflect the previous year's goals. We will focus on meeting the various requirements as identified by PDE. Additionally, as an IU, we will ensure that all of the professional development activities we are providing to our districts and stakeholders also reflect the needs of their professional development plans. We yearly survey our districts to determine their needs and ensure our services align with the needs of the districts. At the end of all professional development sessions, whether the audience is internal or external, we survey participants to glean their knowledge of the content learned and how they will incorporate the information into their positions. We use survey results and evaluations to reflect upon the various professional development and consider changes in order to improve our services.

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.

Executive Director:

Date