

## **CARBON-LEHIGH IU 21**

4210 Independence Dr

Professional Development Plan (Act 48) | 2024 - 2027

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### **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

Carbon-Lehigh Intermediate Unit 21

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Eric Lech	Director of Curriculum & Instruction/Ed. Tech	Administrator	Administration Personnel
Sean LeDonne	Assistant Director of Special Programs & Services	Administrator	Administration Personnel
Allison Bucari	Supervisor of Special Programs & Services	Administrator	Administration Personnel
Lauren Rivers	Teacher	Elementary Teacher	Teacher
Erin Forney	Classroom Interventionist	Education Specialist	Education Specialist

Name	Title	Committee Role	Appointed By
Amanda Robbins	Parent	Parent of Child Attending	School Board of Directors
Ann Bebout	DaVinci Science Center - Professional Development Specialist	Local Business Representative	School Board of Directors
Cheryl Faustner	HR Specialist	Other	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 professional development committee will meet annually to review professional development. A subcommittee, "Choice Learning" committee meets on a greater frequency (quarterly or more) to specifically examine opportunities for professional growth that are not legislated but meet the needs for staff growth based on evaluations, surveys, etc. Other subsets of the professional learning committee such as Summer Academy Committee meet throughout the year in preparation for summer academy.

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### DATA ANALYSIS AND INTERPRETATION

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Review PL Feedback surveys to complete professional learning analysis and set long term PL goals.</p> <p>Year 2: Engage in reassessment of organizational climate through survey and/or focus group with appropriate supports.</p>	<p>Committee members for action steps</p>	<p>Analyzing and interpreting data, appropriate protocols, etc.</p>	<p>Use of data analysis protocols in committee meetings.</p>
Lead Person/Position	Anticipated Timeline		
<p>Dir of C&amp;I/Ed. Tech</p>	<p>01/01/2025 - 12/19/2025</p>		

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
<p>Workshop(s)</p>	<p>Quarterly (as needed to support plan)</p>	<p>4e: Growing and Developing Professionally</p>	



## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### TRAUMA INFORMED CARE

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Audience	Topics to be Included	Evidence of Learning
All Staff	Trauma Informed Care - Trauma 102	Successful completion of module. End of module quiz.

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Lead Person/Position	Anticipated Timeline
Resiliency Team; Human Resources Specialist	08/01/2024 - 09/30/2024

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### LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff

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### LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

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Audience	Topics to be Included	Evidence of Learning
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Audience	Topics to be Included	Evidence of Learning
Pre-K - 12 Educators, Paraeducators, Classroom Staff	Language acquisition and production for program frameworks differentiated by framework (ES, Life Skills, MDS-B, MDS-F, Autism Support, etc.), & structured literacy (evidence-based intervention practices on structured literacy, explicit and systematic instruction in phonological and phonemic awareness, the alphabetic principle, decoding and encoding, fluency and vocabulary, reading comprehension and building content knowledge).	Evidence is currently gathered via classroom observations and student achievement/growth.

Lead Person/Position	Anticipated Timeline
Assistant Director of SPS	07/29/2024 - 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	Minimally once every three years (opportunities available annually)	3c: Engaging Students in Learning  1a: Demonstrating Knowledge of Content and Pedagogy  1c: Setting Instructional Outcomes	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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed for framework or staff member	4e: Growing and Developing Professionally  3c: Engaging Students in Learning  3a: Communicating with Students	Language and Literacy Acquisition for All Students
Workshop(s)	As needed for framework and student needs	1a: Demonstrating Knowledge of Content and Pedagogy  3c: Engaging Students in Learning	Structured Literacy

## SPS FRAMEWORK PREPARATION

Audience	Topics to be Included	Evidence of Learning
SPS Teachers, Paraeducators, Related Services Staff, Classroom Support Staff (ESI, ASI, etc).	Managing classrooms with diverse learners from SPS Frameworks (MDS-F, ES, MDS-B, Deaf/HoH, Visually Impaired, Life Skills, etc.)	Classroom staff will use appropriate strategies and interventions to manage classrooms and support diverse learners.

Audience	Topics to be Included	Evidence of Learning
Lead Person/Position		Anticipated Timeline
Assistant Director of SPS		07/29/2024 - 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	Teachers will be supported annually with updated strategies, information, and other updates.	1b: Demonstrating Knowledge of Students  2a: Creating an Environment of Respect and Rapport  2b: Establishing a Culture for Learning  3a: Communicating with Students	Teaching Diverse Learners in Inclusive Settings
Book study	Quarterly	1b: Demonstrating Knowledge of Students  4d: Participating in a	Common Ground: Culturally Relevant Sustaining Education

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

## ANNUAL REVIEW

Audience	Topics to be Included	Evidence of Learning
All staff	Policy review, Procedural Review, PA Educator Code of Conduct, Social Media Expectations, Non Discrimination, Use of Email/Voicemail	Assurance of review (signature)

  

Lead Person/Position	Anticipated Timeline
HR Specialist	07/01/2024 - 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
Course(s)	Annual	4f: Showing Professionalism 4b: Maintaining Accurate Records	Professional Ethics

## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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?

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)?

Structured literacy training will be provided for all staff meeting the certification requirements for this need. Training may be differentiated based on assignment and need. Additional staff such as paraprofessionals and emotional support interventionists may also receive components of this training to support classroom teachers where implementation is appropriate to student needs.

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 professional education plan is reviewed annually through a series of data sources including: Student data (% of students meeting IEP goals through IU programming) - Student outcomes Staff Evaluation Data (Component areas of strength and areas of need) - Participants' use of new knowledge and skills Formative Assessment of Professional Learning (Quizzes, Exit Tickets, etc. of Professional Learning provided) - Participants' learning Participant Surveys to determine reaction, alignment of activities to objectives, organization, professionalism, etc. - Participant reaction Staff surveys to determine needs and modalities for professional learning - Organization support and change This information is reviewed by professional learning planning team members, providers of professional learning, and administrative staff to support future planning.

## 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

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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