

UNION CITY AREA SD

107 Concord St

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

Union City Area School District
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Mr. Matthew Bennett	Superintendent	Mr. Matthew Bennett	School Board of Directors
Dr. Barb Miller	School Board of Directors	Dr. Barb Miller	School Board of Directors
Dr. Melissa Tomcho	Elementary Principal	Dr. Melissa Tomcho	Administration Personnel
Mr. Adam Shrout	Middle School Principal	Mr. Adam Shrout	Administration Personnel
Mr. Dan Keefer	High School Principal	Mr. Dan Keefer	Administration Personnel
Mrs. Stacey Mulson	Director of Pupil Services	Mrs. Stacey Mulson	Administration Personnel

Name	Title	Committee Role	Appointed By
Ms. Amy Webber	School Psychologist	Ms. Amy Webber	Administration Personnel
Ms. Stacie Chapman	Parent	Ms. Stacie Chapman	Administration Personnel
Ms. Shelley Tomcho	Parent	Ms. Shelley Tomcho	Administration Personnel
Ms. Christina Sill	Parent	Ms. Christina Sill	Administration Personnel
Ms. Heather Brooks	Family Support Center Director	Ms. Heather Brooks	Administration Personnel
Ms. Bailey Pituch	Community School Director	Ms. Bailey Pituch	Administration Personnel
Ms. Robin Smith	Classroom Teacher	Ms. Robin Smith	Administration Personnel
Ms. Jen Drayer	Classroom Teacher	Ms. Jen Drayer	Administration Personnel
Ms. Rachel Moore	Classroom Teacher	Ms. Rachel Moore	Administration Personnel
Cathy Dobryznski	Classroom Teacher	Cathy Dobryznski	Administration Personnel
Mr. Ed McMahan	Guidance Counselor	Mr. Ed McMahan	Administration Personnel
Ms. Jennifer Pitrone	Special Education Teacher	Ms. Jennifer Pitrone	Administration Personnel
Ms. Marlene Kuzma	Special Education Teacher	Ms. Marlene Kuzma	Administration Personnel
Amorette Ross	Special Education Teacher	Amorette Ross	Administration Personnel
Randy Hurlburt	Classroom Teacher	Randy Hurlburt	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.

This committee met as part of the comprehensive planning process, which took place from January through May. Two of our meetings were specifically dedicated to Professional Development (February and March); however, our final comprehensive planning meeting in May was when the teachers listed specific Action Steps that were directly related to Professional Development. The information in our Needs Assessment, our Priority Challenges, and our Action Steps all informed our decisions in terms of areas needed for Professional Development. We reviewed this information a final time as a team on the last day of school in June as a committee. This information is embedded not only in the PD plan, but also in our Schoolwide Title I plans and Title IV plans for the upcoming school 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

EDINSIGHT IMPLEMENTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>The school district will implement EdInsight during the comprehensive plan cycle to assist with better tracking and monitoring of student success and interventions that are being used toward that success. The platform will be implemented district-wide beginning in 2022-2023 and includes dynamic Early Warning Systems calculated based on various data points (attendance, discipline, grades, assessments, etc.).</p>	<p>District-Wide Faculty</p>	<p>An implementation team will work together in a train-the-trainer format to implement the EdInsight platform district-wide during scheduled in-service, Act 80, and/or Flex Day program over the course of the first year of implementation.</p>	<p>Completion of Required Training Sessions, Act 48 Surveys, Use of Platform</p>
Lead Person/Position		Anticipated Timeline	
<p>Director of Curriculum & Special Programs</p>		<p>07/01/2022 - 06/30/2023</p>	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
<p>Inservice</p>	<p>Scheduled on District-Wide</p>	<p>1d: Demonstrating Knowledge of</p>	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
day	Calendar	Resources 4b: Maintaining Accurate Records 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction	

DATA-BASED DECISION MAKING

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop, organize, and enhance structured opportunities for administrators, faculty, and staff to analyze local and state assessment data and use that information to drive instruction, including but not limited to: continued use of enrichment and/or tiered classes to serve students, more individualized skills instruction, increased differentiated instruction, increased enrichment for advanced learners, providing tiered instructional supports and interventions based on data, and targeting key needs across grade levels.	District-Wide Faculty	Professional development, through grade-level and department meetings, will enhance teacher's use of data-based instructional strategies by focusing on individualized skills instruction, using online resources/programs/diagnostic resources to target instruction/instructional needs, differentiated instruction, enrichment, tracking interventions, using technology to target learning needs, etc.	Implementation of data-based strategies in lesson plans; results from state and local assessment data.

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
Professional Learning Community (PLC)	Monthly/Quarterly	1f: Designing Student Assessments 4a: Reflecting on Teaching 4d: Participating in a Professional Community 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

SOCIAL EMOTIONAL LEARNING PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Embed and implement character	District-Wide	Engage faculty and staff in ongoing professional	Implementation and

Action Step	Audience	Topics to be Included	Evidence of Learning
education, social-emotional learning strategies, and trauma-informed practices across grade-levels through curriculum, resources, and instruction that targets specific needs or concerns pertaining to students' mental, well-being, and engagement.	Faculty & Staff, Administration, Community Partners, Parents/Guardians	development opportunities centered around trauma-informed practices, identifying and reporting mental health needs/concerns, and embedding social-emotional learning into content area coursework. These trainings, in the form of focused seminars and workshops, will be included throughout the comprehensive planning cycle during scheduled in-service days, Act 80 days, Flex Days, and other Act 48 opportunities for educators.	inclusion of SEL strategies, trauma-informed practices, and character education into lesson plans; Act 48 surveys and feedback; survey/review of SAP referrals; annual PAYS survey results.

Lead Person/Position	Anticipated Timeline
Director of Curriculum & Special Programs, Director of Pupil Services, and School Psychologist	07/01/2022 - 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
Seminar(s)	Quarterly	2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)

SAP/MENTAL HEALTH SERVICES PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Increase access to appropriate mental health services through increased, understanding of in-house supports (ie: SAP) and available external supports (ie: counseling, support, contracted services, etc.).	District-Wide Faculty	Train faculty and staff annually on SAP services, including the process for referring students so that students are more quickly and effectively identified for specific mental health needs. The initial SAP training (annual) will occur during scheduled in-service, but other opportunities for assisting in the identification of signs of mental health needs (noted in previous Action Step) will also be scheduled throughout the comprehensive planning cycle during other, scheduled in-service days, Act 80 days, Flex Days, and other Act 48 opportunities for educators.	Act 48 surveys and feedback; use of SAP referrals/review of SAP referrals
Lead Person/Position			Anticipated Timeline
Director of Pupil Services, School Psychologist, Mental Health Guidance Counselor			07/01/2022 - 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	Annually	4c: Communicating with Families 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students	

UNIVERSAL K-5 ENGLISH/LANGUAGE ARTS CURRICULUM IMPLEMENTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement, with fidelity, an evidence-based K-5 ELA Curriculum that aligns with standards and needs.	Elementary (K-5) Faculty	This targeted professional development during the first-year implementation phase will center around the structure, alignment, and execution of the Wonders 2023 program with fidelity.	Act 48 surveys/feedback; implementation of program in lesson plans; state and local assessment data.
Lead Person/Position			Anticipated Timeline
Director of Curriculum & Special Programs			07/01/2022 - 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)	3 x per year	1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments	Language and Literacy Acquisition for All Students

STRUCTURED LITERACY INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Ensure that applicable content area teachers, special education teachers, and support staff are trained in structured literacy and strategies for reading improvement.	Language-based teachers, special education teachers, speech pathologists, and support staff	Throughout the comprehensive planning phase, we will aim to provide annual training on structured literacy instruction and interventions, reading improvement strategies, and reading for success across content areas.	Act 48 surveys/feedback; implementation of skills/strategies in lesson plans; local and state assessment data.

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
Inservice day	Annual	1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 4a: Reflecting on Teaching 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

EVALUATION AND REVIEW

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

During the comprehensive planning cycle, the Professional Education Plan was developed based on the Needs Assessment conducted over the course of several months of meetings with the Steering Committee who reviewed state and local assessment data, stakeholder surveys, and other pertinent data points, such as the PAYS survey. Once the Needs Assessment was completed, we identified key priorities and built all of our 3-year needs in terms of professional development and learning based off of those needs and priorities. This allowed us to ensure that we were creating a plan that is comprehensive in nature, including training in everything from targeted mathematics and reading instruction, mental health awareness and social-emotional learning, and data-based decision-making. This also ensures that we are weaving these opportunities throughout the comprehensive planning cycle. Additionally, the administrators review Act 48 surveys after each in-service or professional development activity; this allows us to continually evaluate effectiveness of the offerings in our district and to continually seek ways to address specific needs our teachers identify through feedback. Their input is critical.

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.

Stacey D. Dell

06/30/2022

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.

Matthew W. Bennett

06/30/2022

Superintendent or Chief Administrative Officer:

Date