

## EPHRATA AREA SD

803 Oak Blvd

Professional Development Plan (Act 48) | 2021 - 2024

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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

Ephrata Area SD

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Jacy Clugston Hess	Assistant Superintendent	Jacy Clugston Hess	Teacher
Meghan Hooper	IS/MS Instructional Coach	Meghan Hooper	Education Specialist
Laura Mandell	HS Instructional Coach	Laura Mandell	Education Specialist
Richard Hornberger	Assistant Superintendent	Richard Hornberger	Administration Personnel
Laura Mitchley	Elem. Instructional Coach	Laura Mitchley	Education Specialist
Amanda Calhoun	HS Assistant Principal	Amanda Calhoun	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Alane Mowbray	MS School Counselor	Alane Mowbray	Education Specialist
Todd Ream	IS Teacher	Todd Ream	Teacher
Michelle Nolt	Parent	Michelle Nolt	School Board of Directors
Sara Price	IS Teacher	Sara Price	Teacher
Rachel Martin	Akron Intervention Specialist	Rachel Martin	Education Specialist
Dawn Butt	IS/MS Intervention Specialist	Dawn Butt	Education Specialist
Russ Garman	MS Asst. Principal	Russ Garman	Administration Personnel
Jennifer Barnabei	IS Asst. Principal	Jennifer Barnabei	Administration Personnel
Susan Halsey	Clay teacher	Susan Halsey	Teacher
Julie Bachman	Highland Teacher	Julie Bachman	Teacher
Jansen Honberger	Community/Business Representative	Jansen Honberger	School Board of Directors
Joe Brubaker	Community/Business Representative	Joe Brubaker	School Board of Directors
Lisa Hurst	Parent	Lisa Hurst	School Board of Directors
Kris Miller	HS Teacher	Kris Miller	Teacher
Angie Graybill	HS Teacher	Angie Graybill	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Daniel Mahlandt	Coordinator of Instructional Programs	Daniel Mahlandt	Administration Personnel
JoAnna Mays	HS Teacher	JoAnna Mays	Teacher
Tom Ferrari	HS Teacher	Tom Ferrari	Teacher
Laura Jordan	Asst. Coordinator of Student Services	Laura Jordan	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 full Professional Development Committee meets once a year to review the overall structure, quality, and content of professional learning in the district. Members are asked to give feedback on what has worked well, what needs changed, and possible content topics. During a comprehensive plan development of revision year, this team will meet more frequently to develop goals and strategies. Several subcommittees operate in conjunction with the full professional development committee. Several members of the overall team volunteered to be part of the Induction sub-committee. Like the full team, this group meets several times as part of a revision plan process. Finally, the ongoing planning sub-committee is responsible for the day to day planning and implementation of the professional development plan. This group meets monthly and consists of administrators and the instructional coaches. This group is responsible for the planning and delivery of professional learning that happens in the district.

## 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? ( <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
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

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### INSTRUCTIONAL SHIFTS PROFESSIONAL DEVELOPMENT

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Action Step	Audience	Topics to be Included	Evidence of Learning
	All teachers	Transparency, Evidence of Learning, Feedback, Student ownership	Teacher feedback, classroom practice

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Lead Person/Position	Anticipated Timeline
Instructional Coaches/Principals/Assistant Superintendents	08/19/2019 - 08/18/2025

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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)	PL during the school year		Teaching Diverse Learners in an Inclusive Setting

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## MTSS TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Create an aligned MTSS and PBIS system at grades K-8 that successfully provides intervention strategies to increase achievement and/or improve behavior.	K-8 Staff	Universal screener, intervention schedule, interventions	Exit Tickets, Classroom implementation
Lead Person/Position	Anticipated Timeline		
Building principals Coordinator/Asst. Coordinator of Student Services	08/23/2021 - 06/10/2022		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Multiple sessions		Language and Literacy Acquisition for All Students



## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### INSTRUCTIONAL SHIFTS

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Audience	Topics to be Included	Evidence of Learning
K-12 Teachers and Administrators	Transparency, Evidence of Learning, Feedback, Student Ownership	Classroom practice, lesson plans, exit activities

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Lead Person/Position	Anticipated Timeline
Instructional Coaches	09/23/2021 - 06/10/2022

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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
Workshop(s)	Multiple times a year		Teaching Diverse Learners in an Inclusive Setting

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## SAFETY PL

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
K-12 Staff	Suicide prevention, Trauma informed practices, Child abuse	Exit activities and certificate of completion

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
Assistant Superintendents	11/01/2022 - 12/31/2026

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## LEARNING FORMAT

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<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Action research	Various times to meet mandated requirements		School Safety including Trauma-informed Education Awareness (Act 44)

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## PROFICIENCY SCALE

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
K-12 teachers	Use of a proficiency Scale to assess student learning	classroom practice, exit activities

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
Instructional coaches, coordinator of information services	08/25/2021 - 06/10/2022

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## LEARNING FORMAT

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<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Action research	Multiple times per year		Language and Literacy Acquisition for All Students

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## **EVALUATION AND REVIEW**

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

This evaluation input and possible program adjustments will occur annually. Evaluation input is collected from multiple sources which include, but are not limited to, 1) An annual staff survey focused on Professional Development issues, 2) Conversation and feedback from committee members, 3) Informal input from administration and instructional coaching staff, 4) Review of staff feedback throughout the year. Typically, a feedback survey is offered for all professional development activities.

## 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.

Superintendent or Chief Administrative Officer:

Date