

CARLISLE AREA SD

540 W. North 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

K-12 Public School District

15211103

540 West North Street, Carlisle, PA 17013

Michal Gogoj

gogojm@carliseschools.org

7172406800 X 16803

Patricia Sanker

sankerp@carliseschools.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Michael Gogoj	Director of Education	Michael Gogoj	School Board of Directors
Stephanie Douglas	Director of Digital Learning	Stephanie Douglas	Administration Personnel
Holly Miller	Executive Secretary	Holly Miller	Administration Personnel
Chris Cook	Induction Coach	Chris Cook	Administration Personnel
Angela Lane	Instructional Technology Coach	Angela Lane	Administration Personnel
Darren Kiehl	Instructional Technology Coach	Darren Kiehl	Administration Personnel

Name	Title	Committee Role	Appointed By
Jen Long	Science Teacher	Jen Long	Teacher
Rachal Monismith	Kindergarten Teacher	Rachal Monismith	Teacher
Kathy Schock	Instructional Technology Coach	Kathy Schock	Administration Personnel
Doug Hewlett	English Teacher	Doug Hewlett	Teacher
Michelle Crowley	Carlisle Chamber of Commerce	Michelle Crowley	Administration Personnel
Jeff Gayman	Orrstown Bank	Jeff Gayman	Administration Personnel
Denise Garman	UPMC	Denise Garman	Administration Personnel
Adrienne Vaughn	Parent	Adrienne Vaughn	Administration Personnel
Safronia Perry	Parent	Safronia Perry	Administration Personnel
Eric Bondy	Parent	Eric Bondy	Administration Personnel
Andrea Jones	Parent	Andrea Jones	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.

Each year, the Carlisle Area School District asks all faculty to complete a comprehensive Act 48 survey of professional learning needs. A small

sub-group of administrators and staff review the data and ascertain priority areas. Then, a full Act 48 committee convenes to review recommendations and provide feedback. Finally, a professional development plan is developed for the subsequent academic year that addresses high priority areas, District initiatives, and meets other requirements of the state.

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

K-5 MATHEMATICS - CURRICULUM, INSTRUCTION, AND ASSESSMENT PD

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement a robust, comprehensive K-5 mathematics program.	K-5 Teachers	K-5 Math curriculum document, instructional practices, and assessment techniques	Lesson design artifacts, assessment artifacts
Lead Person/Position		Anticipated Timeline	
Director of Education		07/01/2022 - 09/01/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Several in-service days	3a: Communicating with Students 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction	

K-12 CAREER EXPLORATORY AND PREPARATORY PROGRAMMING

Action Step	Audience	Topics to be Included	Evidence of Learning
Prepare every student for post-secondary success through K-12 career exploratory and preparatory programming.	K-12 Teachers	Prepare students for success in postsecondary education, a career, and/or independent living. Topics include career awareness, career exploration, and career assessment; employability skills training; and work experiences. Appropriate career preparatory experiences allow youth to explore a variety of career opportunities while identifying their career interests, abilities, and potential needs for accommodation and support.	Implementation of K-12 career readiness curriculum, evidence of student learning through artifacts
Lead Person/Position		Anticipated Timeline	
Director of Education		07/01/2022 - 06/30/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Several times per year	1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy	

Type of Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required Trainings

OUTSTANDING INSTRUCTIONAL AND TECHNOLOGY INTEGRATION PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Maintain strong emphasis on outstanding instructional and technology-integration practices.	K-12 Teachers	Integrating technology into instruction (hardware, software, apps, and platforms)	Technology integration within lesson planning (instruction, discussions, collaboration activities)
Lead Person/Position		Anticipated Timeline	
Director of Education		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
Workshop(s)	Experiences at least yearly	1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	

DISTRICT ASSESSMENT PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Evaluate and update district assessment practices.	K-12 Teachers	Grading scale, GPA, weighting systems, ability grouping, report cards, and classroom and homework practices	Implementation of strong assessment practices within lesson plans and during instruction.
Lead Person/Position		Anticipated Timeline	
Director of Education		07/01/2022 - 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
Workshop(s)	Several in-service days	3d: Using Assessment in Instruction 1f: Designing Student Assessments 1c: Setting Instructional Outcomes	

MENTAL HEALTH SUPPORT FRAMEWORK

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement an in-house mental health support framework.	6-12 Counselors	Understanding the District framework, completing a mental health screener, how to partner with a care companion provider	Implementation of and following procedures and protocols, metrics tracking student referrals
Lead Person/Position		Anticipated Timeline	
Counseling Supervisor		07/01/2022 - 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
Workshop(s)	Several in-service days	4c: Communicating with Families 1b: Demonstrating Knowledge of Students 4f: Showing Professionalism 4d: Participating in a Professional Community	

STUDENT SAP AT THE ELEMENTARY LEVEL

Action Step	Audience	Topics to be Included	Evidence of Learning
Expand the Student Assistance Program (SAP) at the elementary level.	K-5 Counselors and Principals	Identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success	Increase in the number of students connected to outside substance abuse and mental health services
Lead Person/Position		Anticipated Timeline	
Director of Education		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
Workshop(s)	3-day training prior to start of school year.	2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 4c: Communicating with Families	

STUDENT AND STAFF WELLNESS AND MENTAL HEALTH

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide ongoing staff professional development centered on student and staff wellness and mental health.	K-12 students and staff	Trauma-sensitive practices, building relationships, fostering resilience and growth mindset	Fostering safe, inclusive classroom and building environments. Increased/sustained enrollment in employee wellness program and SAP referrals to in-house mental health providers.
Lead Person/Position		Anticipated Timeline	
Director of Education		07/01/2022 - 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
Workshop(s)	Several in-service days	2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior	

FOSTERING AN INCLUSIVE AND WELCOMING SCHOOL ENVIRONMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Evaluate and implement strategies to ensure an inclusive, welcoming school environment for all populations of students and staff.	K-12 all staff	Understanding diverse student needs	Culture and climate surveys, stakeholder feedback
Lead Person/Position	Anticipated Timeline		
Director of Education	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)	Ongoing professional learning sessions	2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 2c: Managing Classroom Procedures	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

EVALUATION AND REVIEW

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

The Carlisle Area School District highly prioritizes strong, meaningful professional learning for all staff. The District implements a professional development planning cycle that is designed to target critical areas. First, the entire staff completes a survey identifying areas that are important to their professional learning and growth. Topics on the survey relate to curriculum, instructional strategies, assessment practices, technology integration, student needs (mental health, autism support, etc.), special education, English learners, and behavior support. Second, District leaders conduct an internal review to determine high priority areas to move the District forward and to maintain consistency in the programming of professional learning. For example, every year, time is devoted to instructional practices in a manner that logically builds and expands previous learning. Third, a final plan of topics and focus areas are identified. Fourth, District leaders, coaches, principals, and program supervisors plan specific learning activities. Careful consideration is given to when professional learning occurs (via the District Calendar), and how it is delivered. The District has expanded the methods used to deliver strong professional development, especially within the last two years and COVID-19. Fourth, the professional learning is delivered with a strong emphasis on engagement, participation, and interactivity. Fifth, the professional learning is evaluated through anonymous feedback forms, surveys, and on the yearly needs assessment.

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.

Michael R. Gogoj

06/20/2022

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.

Superintendent or Chief Administrative Officer:

Date