

DOVER AREA SD

101 Edgeway Road

Professional Development Plan (Act 48) | 2023 - 2026

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.

STEERING COMMITTEE

| Name | Title | Committee Role | Appointed By |
|--------------------|--------------------------------|-----------------------|--------------------------|
| Catherine Houck | Assistant Superintendent | Administrator | Administration Personnel |
| Jennifer Fasick | High School Principal | Administrator | Administration Personnel |
| Tuesday Hufnagel | Middle School Principal | Administrator | Administration Personnel |
| Galen Rupp | Dover Elem Principal | Administrator | Administration Personnel |
| Chris Young | North Salem Principal | Administrator | Administration Personnel |
| Jody Wickenheiser | Leib Principal | Administrator | Administration Personnel |
| Bobbie Strausbaugh | Weiglestown Principal | Administrator | Administration Personnel |
| Katrina Rothrock | Learning Support | Elementary Teacher | Teacher |
| Amy Strayer | Learning Support | Elementary Teacher | Teacher |
| Julie Sterner | Literacy Coach | Education Specialist | Education Specialist |
| Ashley Tice | Middle School ELA Teacher | Middle School Teacher | Teacher |
| Jennifer Miller | High School Biology Teacher | High School Teacher | Teacher |
| Lisa Erney | Learning Support - North Salem | Elementary Teacher | Teacher |

| Name | Title | Committee Role | Appointed By |
|-----------------|-------------------------------|-----------------------|----------------------|
| Nick Endlich | Elementary P.E | Elementary Teacher | Teacher |
| Missy Abrahims | ESL Teacher | K-12 Teacher | Teacher |
| Samantha Helwig | Technology Integrator | Education Specialist | Education Specialist |
| Jessica Shiflet | Elementary ELA Teacher | Elementary Teacher | Teacher |
| Erin Ellinger | Interventionists,, Dover Elem | Education Specialist | Education Specialist |

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 will convene twice a year, in the fall and the spring to create and monitor the implementation of the Professional Development Plan. Meetings will occur during school hours, during collaboration time, or during professional development days.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

SCIENCE OF READING/STRUCTURED LITERACY

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---------------------------------------|---------------------------|--|
| Ensure all reading specialists and instructional aides are trained in the Science of Reading. | Reading Specialists, Interventionists | Science of Reading, LETRS | Walkthroughs will document a shift in instructional practices that are aligned with the Science of Reading. Teachers will be observed using a set of "Look-fors" that support Structured Literacy. |
| Lead Person/Position | | Anticipated Timeline | |
| Assistant Superintendent | | 08/23/2023 - 06/01/2025 | |

LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|---------------------|--|--|
| Inservice day | Three days per year | 3c: Engaging Students in Learning 1f: Designing Student Assessments 1c: Setting Instructional Outcomes | Structured Literacy |

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|---|--|
| | | 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students | |

SCIENCE OF READING/STRUCTURED LITERACY

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|-------------------------|-----------------------|--|
| Principals, reading specialists, and interventionists will coordinate continued support and coaching in the Science of Reading/Structured Literacy. | ELA teachers K-5 | Science of Reading, | Training will be developed and delivered to staff during faculty meetings, collaboration periods, and professional development days. |
| Lead Person/Position | Anticipated Timeline | | |
| Elementary Principal | 08/23/2024 - 06/01/2026 | | |

LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|---|--|--|
| Inservice day | Quarterly | 1f: Designing Student Assessments 3a: Communicating with Students 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction | Structured Literacy |
| Other | Monthly Faculty meetings/Early Dismissals | 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning | Structured Literacy |

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|---|--|
| | | 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments | |

PROCESS WRITING

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|--|-------------------------|--------------------------------------|---|
| Teachers will pilot a core ELA program that includes a writing component. Teachers will integrate Process Writing into daily ELA instruction. | All ELA teachers K-5 | Process Writing Traits of Writing | DASD will develop a writing program. All ELA teachers will include explicit instruction in writing in the ELA block. Writing samples will be collected and scored from every student. |
| Lead Person/Position | Anticipated Timeline | | |
| Elementary Principal | 08/23/2023 - 06/01/2026 | | |

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) | Monthly during collaboration | 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction | Language and Literacy Acquisition for All Students |
| Inservice day | Yearly | 1e: Designing Coherent | Language and Literacy Acquisition |

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|--|--|
| | | Instruction 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction | for All Students |

READING AND WRITING ACROSS THE CURRICULUM

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|-------------|----------|-----------------------|----------------------|
|-------------|----------|-----------------------|----------------------|

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|--------------------------|--|---|
| Teachers grades 6-12 will receive training in academic reading strategies (Before, During, and After Reading Strategies), vocabulary acquisition, and writing (Collins Writing) strategies. | All teachers grades 6-12 | Close Reading, Collins Writing, Strategies for "Before, During, and After Reading", Strategies for writing across the curriculum | Walkthroughs will document a shift in instructional practices that include reading and writing in every classroom. Teachers will be observed employing reading and writing strategies. Writing samples will be collected and analyzed from every student. |

| Lead Person/Position | Anticipated Timeline |
|--|-------------------------|
| Middle School Principal, High School Principal | 08/24/2023 - 06/01/2026 |

LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|--|---|--|
| Other | Monthly faculty meetings and collaboration periods Quarterly Inservice days | 3a: Communicating with Students 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources | 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 |
|--------------------|-----------|--|--|
| | | 3d: Using Assessment in Instruction | |
| | | 1c: Setting Instructional Outcomes | |
| | | 3c: Engaging Students in Learning | |
| | | 1e: Designing Coherent Instruction | |
| | | 3e: Demonstrating Flexibility and Responsiveness | |
| | | 1f: Designing Student Assessments | |

DEVELOPING A GUARANTEED AND VIABLE CURRICULUM

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|-----------------------------|---|---|
| The district will develop a curriculum framework around which all curricula will be written. This will ensure a consistent curriculum aligned with standards. | All teachers K-12 | Guaranteed and viable curriculum, writing KUD charts from PA Standards, developing Unit Maps, writing a good essential question | Teachers will be trained in developing KUD charts and unit maps for every course using a consistent framework and template. Teachers will be provided time to develop the curriculum. |
| Lead Person/Position | Anticipated Timeline | | |
| Assistant Superintendent | 08/24/2023 - 06/01/2025 | | |

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 |
|--------------------------------------|---|--|--|
| Collaborative curriculum development | Scheduled by department throughout the school year. | 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy | |

MATH COLLABORATION

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|--|-----------------|--|--|
| The district will provide teachers with structured time for professional development and collaborative conversations around math | Teachers K-8 | Math fact acquisition, Student Work Protocols, Science of Math, best practices in math | Teachers will participate in collegial conversations regarding best practices in math instruction. Teachers will collaborate |

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|------------------------------|----------|------------------------------------|-------------------------------------|
| instruction and achievement. | | instruction, vertical articulation | around student achievement in math. |

| Lead Person/Position | Anticipated Timeline |
|--|-------------------------|
| Elementary Principal Middle School Principal | 08/23/2023 - 06/01/2026 |

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) | Bi-weekly and/or monthly | 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students | Teaching Diverse Learners in Inclusive Settings |

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|--|--|
| <hr/> <hr/> | | | |

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

CULTURALLY RELEVANT AND SUSTAINING EDUCATION

| Audience | Topics to be Included | Evidence of Learning |
|--|--|---|
| All teachers | Provide all learners with equitable and differentiated opportunities to learn and succeed with a focus on students with disabilities, students living in poverty, and English Language Learners. | All staff members will reflect that they were given professional development opportunities to meet the needs of a diverse population of students in their classrooms. |
| Lead Person/Position | | Anticipated Timeline |
| Assistant Superintendent, Director of Exceptional Children, ESL teachers | | 09/01/2025 - 06/01/2025 |

LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|---|--|
| Workshop(s) | Yearly | 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning | Teaching Diverse Learners in Inclusive Settings |

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|--|--|
| | | 1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally | |
| Other | Yearly | | Common Ground: Culturally Relevant Sustaining Education |

PROFESSIONAL ETHICS

| Audience | Topics to be Included | Evidence of Learning |
|--------------------------------------|--|---|
| New teachers, All teachers and staff | PA Code of Professional Practice and Conduct for Educators, Code of Professional Ethics, Board policies, | All staff members will sign off that they received training on professional ethics and code of conduct. All new teachers will participate in a presentation delivered by the district solicitor as part of the New Teacher Induction Program. |

| Audience | Topics to be Included | Evidence of Learning |
|---|-----------------------|-----------------------------|
| Lead Person/Position | | Anticipated Timeline |
| Assistant Superintendent, Director of Human Resources, District Solicitor | | 08/16/2023 - 06/01/2026 |

LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|---|--|--|
| Other | In-person presentation at New Teacher Induction by district solicitor, Yearly online presentation | 4e: Growing and Developing Professionally 4f: Showing Professionalism | Professional Ethics |
| Other | Yearly | 4e: Growing and Developing Professionally 4f: Showing Professionalism | Professional Ethics |
| Inservice day | Yearly | 4e: Growing and Developing Professionally 4f: Showing Professionalism | Professional Ethics |

TRAUMA-INFORMED CARE

| Audience | Topics to be Included | Evidence of Learning |
|---|--|--|
| All professional staff | Trauma-informed practices for school climate, classroom instruction, and lesson design | Professional staff will sign off that they participated in a remote learning course, faculty meeting, or inservice day presentation related to trauma-informed care. |
| Lead Person/Position | | Anticipated Timeline |
| Assistant Superintendent, Building Principals, School Social Worker | | 08/23/2023 - 06/01/2026 |

LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|--|--|
| Other | Yearly | 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning | At Least 1-hour of Trauma-informed Care Training for All Staff |

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|--|--|
| | | 2a: Creating an Environment of Respect and Rapport 3a: Communicating with Students 2d: Managing Student Behavior | |

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 LEA 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)?

Building principals

Is the LEA 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 district will convene the Comprehensive Plan and/or Professional Development plan steering committees at least annually to evaluate progress toward the comprehensive plan goals. The Professional Development Committee will review the results of surveys conducted at the end of all professional development sessions. The results will be used to develop plans for the following year.