

MORRISVILLE BOROUGH SD

550 W Palmer 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

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Sean Haines	Superintendent	Sean Haines	School Board of Directors
Ruth Demshick	Supervisor of Special Education	Ruth Demshick	Administration Personnel
Heather Brahan	Middle/Senior High School Principal	Heather Brahan	Administration Personnel
Julieann Cappuccino	Elementary/Intermediate School Principal	Julieann Cappuccino	Administration Personnel
Elizabeth Glaum-Lathbury	Teacher	Elizabeth Glaum-Lathbury	Administration Personnel
Corina Hippler	Teacher	Corina Hippler	Administration Personnel

Name	Title	Committee Role	Appointed By
Kimberly Connell	Teacher	Kimberly Connell	Administration Personnel
Megan Saxton	School Psychologist	Megan Saxton	Administration Personnel
Luz Waters	Parent	Luz Waters	Administration Personnel
Donna Getty	Board Member	Donna Getty	School Board of Directors
Damon Miller	Board Member	Damon Miller	School Board of Directors

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 meets once a year in the late spring to review the professional development feedback from the year as well as engage in discussions focused on the plans for the subsequent year. While we do not formally have subcommittee structures, there are times where they occur informally and several people work on projects and/or planning together in order to bring together professional development events, etc. As we are a small district, the members of this committee are on several other committee's so much of that work is highly interconnected.

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

95% GROUP PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue professional development of early literacy programming and interventions.	K-2 Teachers	Systematic and Sequential Phonics Instruction	Lesson Planning, on track for 3rd grade literacy benchmark
Lead Person/Position	Anticipated Timeline		
Principal	08/23/2023 - 08/23/2023		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One time, with feedback and coaching to follow.	1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	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	
Classroom/school visitation	As needed and supported	3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

TRAUMA INFORMED CLASSROOM ENVIRONMENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Expand SEL curriculum K-12 (TKF Curriculum implementation at secondary as an example).	K-12 Educators	Understanding the prevalence of trauma and adversity and their impacts on health and behavior; Recognizing the effects of trauma and adversity on health and behavior; Training leadership, providers, and staff on responding to patients with best practices in trauma-informed care; Integrating knowledge about trauma and adversity into policies, procedures, practices and treatment planning; and Avoiding re-traumatization by approaching patients who have experienced ACEs and/or other adversities with non-judgmental support.	Ticket Out, Lesson Planning, Formal Observation, Informal observation and

Action Step	Audience	Topics to be Included	Evidence of Learning
			feedback
Lead Person/Position	Anticipated Timeline		
Principals	08/23/2023 - 08/23/2023		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One time presentation; monthly faculty meeting focus as well as instructional walk through focus.	3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)

DATA LITERACY

Action Step	Audience	Topics to be Included	Evidence of Learning
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Begin data review and data team meetings with secondary staff including professional learning on the use of LinkIt! To develop differentiated small groups.	Secondary Teachers	Use of LinkIt! to group students, data team protocols, using data to inform instruction and instructional design	Data Team Meeting success; LinkIt! Usage data, lesson planning, walk throughs
Lead Person/Position	Anticipated Timeline		
Secondary Principal	08/17/2023 - 06/15/2024		

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 or more frequently dependent on schedule	1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 3c: Engaging Students in Learning	

ACTION RESEARCH PROJECT

Action Step	Audience	Topics to be Included	Evidence of Learning
Partner with the Bucks IU Programs and Services division to engage in an Action Research Project focus on high impact instructional practices. Something about teacher generated questions focused on their instructional practices.	K-12 Educators	Participating educators will identify areas of inquiry to grow and receive coaching and feedback.	Reflections, lesson design, implementation of new practices.
Lead Person/Position	Anticipated Timeline		
Superintendent	01/01/2023 - 06/15/2024		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Cycles of inquiry as determined by each participant	4e: Growing and Developing Professionally 4a: Reflecting on Teaching	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

BEST PRACTICES IN UNIVERSAL DESIGN FOR LEARNING

Audience	Topics to be Included	Evidence of Learning
K-12 Teachers	Throughout the year during faculty meetings our principals chunk elements of Universal Design for Learning in their faculty meeting professional learning.	Ticket Out, instructional lesson plans, instructional walk throughs, feedback and coaching
Lead Person/Position		Anticipated Timeline
Principal		09/02/2022 - 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
Professional Learning Community (PLC)	Monthly faculty meetings; instructional walk throughs	3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 3c: Engaging Students in	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Learning	
		3e: Demonstrating Flexibility and Responsiveness	
		1e: Designing Coherent Instruction	
		1b: Demonstrating Knowledge of Students	

EVALUATION AND REVIEW

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

We utilize consistent communication between teachers and principal to provide informal feedback about the success of our professional learning. Survey tools as well as checks for understanding are utilized when appropriate. Application of new learning is often expected to be visible in instructional design as evidenced through walkthroughs and/or lesson planning. When possible, available achievement data is reviewed first through the lens of changing instruction and then through a system wide lens that allows us to re-prioritize. We align professional learning through the comprehensive planning process to ensure that we maintain focus on our goals.

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

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