

## ROCKWOOD AREA SD

439 Somerset Ave

Professional Development Plan (Act 48) | 2022 - 2025

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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

Rockwood Area School District

108566303

439 Somerset Ave, Rockwood, PA 15557-1030

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Mark R. Bower

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Christy Hay	Act 48/Induction Chair	Christy Hay	School Board of Directors
Misty Demchak	High School Principal	Misty Demchak	Administration Personnel
Jonathan Hale	Elementary Principal	Jonathan Hale	Administration Personnel
Megan Hetrick	Supervisor of Special Education	Megan Hetrick	Administration Personnel
Nicholas Buterbaugh	K-12 Assistant Principal	Nicholas Buterbaugh	Administration Personnel
Greg King	Math Curriculum Coordinator	Greg King	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Jill Morgan	ELA Curriculum Coordinator	Jill Morgan	Teacher
Amber Walker	Fine Arts/Practical Arts Curriculum Coordinator	Amber Walker	Teacher
Joe Kush	Science Curriculum Coordinator	Joe Kush	Teacher
Cassie Ohler	Special Ed. Curriculum Coordinator	Cassie Ohler	Teacher
Jessica Miller	ELA Curriculum Coordinator	Jessica Miller	Teacher
Elyse Cordaro	Math Curriculum Coordinator	Elyse Cordaro	Teacher
Benjamin Baker	Science Curriculum Coordinator	Benjamin Baker	Teacher
Shanna Wilson	Social Studies Curriculum Coordinator	Shanna Wilson	Teacher

**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 committee meets quarterly or when needed to develop professional development agendas. The Act 48 committee breaks into High School and Elementary groups at different points in the school year. Teachers, administrators, and stakeholders are included on the Act 48 committee.

## 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

### MATHEMATICS: GRADE LEVEL SPECIFIC CURRICULUM AND INSTRUCTIONAL STRATEGIES

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Action Step	Audience	Topics to be Included	Evidence of Learning
Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	All teachers of math within RASD	Math curriculum alignment, SAS, and instructional strategies to meet student needs.	In-service agendas/sign in sheets, Evaluations/surveys of PD, and Teacher Lesson Plans/Observation records.

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Lead Person/Position	Anticipated Timeline
Administrative Team, Act 48 Chair, and Act 48 Committee	07/01/2022 - 06/30/2025

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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
Inservice day	1 x per year.	1e: Designing Coherent Instruction	

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## CURRICULUM ALIGNMENT FOCUSED ON DATA DRIVEN DECISION MAKING

Action Step	Audience	Topics to be Included	Evidence of Learning
Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	All RASD teachers and support staff members	Data driven decision making, data review of grade level/subject specific assessments, and instructional planning.	Curriculum maps/standards of focus - semester specific, In-Service agendas/sign in sheets, PD evaluations/surveys, and Teacher Observations
Lead Person/Position			Anticipated Timeline
Administrative team, Act 48 Chair, and Act 48 Committee			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	2 x per year.	3d: Using Assessment in Instruction	

## LETRS - LANGUAGE ESSENTIALS FOR TEACHING READING AND SPELLING

Action Step	Audience	Topics to be Included	Evidence of Learning
Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Rockwood Elementary Teachers and Support Staff	Basic early literacy skills and LETRS modules - Phonemic awareness, phonics, comprehension, fluency, and vocabulary.	In-Service agendas/sign in sheets, PD evaluations/surveys, and Teacher Observations
Lead Person/Position		Anticipated Timeline	
Administrative team, Act 48 Chair, and Act 48 Committee		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)	1 x per year. When trainers are available.	1a: Demonstrating Knowledge of Content and Pedagogy	



# ENGLISH LANGUAGE ARTS: GRADE LEVEL SPECIFIC CURRICULUM AND INSTRUCTIONAL STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	All ELA teachers within RASD	Math curriculum alignment, SAS, and instructional strategies to meet student needs. Elementary: MTSS program and assessment data.	Curriculum maps/standards of focus - semester specific, In-Service agendas/sign in sheets, PD evaluations/surveys, and Teacher Observations.
Lead Person/Position			Anticipated Timeline
Administrative team, Act 48 Chair, and Act 48 Committee			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	1 x per year.	1e: Designing Coherent Instruction	

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
Faculty and Staff	Language and Literacy Acquisition for All Students	Post-activity participant evaluations, teacher observations, sign-in sheets and agendas, student performance on assessments.

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
Administrative Team, Act 48 Chair, Act 48 Committee	07/01/2022 - 06/30/2025

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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>
Inservice day	1 time/year	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students

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## TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
Faculty	Offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings	Post-activity participant evaluations, teacher observations, sign-in sheets and agendas, student performance on assessments.
Lead Person/Position		Anticipated Timeline
Administrative Team, Act 48 Chair, Act 48 Committee		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	1 time/year	2a: Creating an Environment of Respect and Rapport  2b: Establishing a Culture for Learning  1a: Demonstrating Knowledge of Content and Pedagogy  1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting

## 1 HOUR OF TRAUMA-INFORMED CARE TRAINING FOR ALL STAFF

Audience	Topics to be Included	Evidence of Learning
Faculty and Staff	1 hour of trauma-informed care training for all staff.	Post-activity participant evaluations, teacher observations, sign-in sheets and agendas.

  

Lead Person/Position	Anticipated Timeline
Administrative Team, Act 48 Chair, Act 48 Committee	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	1 time/year	1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)

## SCHOOL SAFETY AND SECURITY TRAINING

Audience	Topics to be Included	Evidence of Learning
Faculty and Staff	Review of District Crisis Plans and Other School Safety and Security Topics	Post-activity participant evaluations, teacher observations, sign-in sheets and agendas.
Lead Person/Position		Anticipated Timeline
Administrative Team, Act 48 Chair, Act 48 Committee		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 and Ongoing	2d: Managing Student Behavior 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures	School Safety including Trauma-informed Education Awareness (Act 44)

## **EVALUATION AND REVIEW**

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

The Rockwood Area School District faculty, support staff, and administration value professional development and understand the importance of life long learning. Professional Development is supplied to members of the administration, faculty, and support staff. To evaluate professional development the RASD will review the five levels of evaluation as appropriate. Student outcomes; student learning is the basis of education. Professional development should lead to improved student achievement. the growth of a student will be measured in a variety of ways throughout their academic career. RASD will review student outcomes connected to professional development through curriculum based assessments, standardized assessments, benchmarks, teacher observations, and overall academic performance. Student outcomes will also be evaluated through referrals to SAP, School Social Work, outside services, and other supports connected to social and emotional needs. Participants' use of new knowledge and skills; The administrative team will work with teachers to support implementation of new instructional strategies and topics of professional development. Teachers will be encouraged to identify times that the new knowledge could be implemented and supported in the use of the topic. Differentiated Supervision plans will meet the diverse abilities of the professional staff, incorporating professional development topics to meet the Danielson model of teaching. New knowledge and skills will need to be developed and understood by both the learner and administrator. Participants' learning; The RASD will implement the use of train the trainer, sharing sessions, and evaluative approaches to gather information related to outcomes of professional learning. Surveys and participant questionnaires may be implemented to evaluate the effectiveness and support of Professional development topics. These same practices can be implemented and used to gauge participant reactions and buy in for topics. Organization support and change; Professional development that requires a change in policy, procedures, and/or programs that change the academic, social, and emotional experiences of children may require change within the classroom or school building. The administrative team and instructional leaders will work collaboratively with teachers and support staff to make the needed adjustments that move the process forward. Policies and procedures can be adjusted to support needed change to improve the supports of students.

## 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.

Christy Hay

07/05/2022

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.

Mark R. Bower

07/05/2022

Superintendent or Chief Administrative Officer:

Date