

## LANCASTER-LEBANON IU 13

1020 New Holland Avenue

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.

IU 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 IU 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

Lancaster-Lebanon Intermediate Unit 13

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1020 New Holland Ave, Lancaster, Pennsylvania 17601

Mr. Matthew Stem

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717-606-1779

Dr. Brian Barnhart

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Peter Caddick	CNH/Global Platform Manager	Peter Caddick	School Board of Directors
Ina Hosszu	Parent	Ina Hosszu	School Board of Directors
Anna Ramos	Lancaster County WIB	Anna Ramos	School Board of Directors
Patricia Donley	Wellspan/ Chief Nursing Officer	Patricia Donley	School Board of Directors
Deb Bierly	President, Lancaster-Lebanon Education Foundation	Deb Bierly	School Board of Directors
Cheryl Hiester	Executive Director, Lancaster-Lebanon Literacy Council	Cheryl Hiester	School Board of Directors

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Pam Overmeyer	Special Education Consultant	Pam Overmeyer	Teacher
Heather Brown	Teacher	Heather Brown	Teacher
Lauren Wise	Service Coordinator	Lauren Wise	Teacher
Tom Esposito	Special Education Consultant	Tom Esposito	Teacher
Diane Donat	Reading Specialist	Diane Donat	Teacher
Angie Gornish	School Psychologist	Angie Gornish	Education Specialist
Carrie Bruey	Supervisor	Carrie Bruey	Administration Personnel
Sherry Zubeck	Department Director	Sherry Zubeck	Administration Personnel
Jennifer Shmidheiser	Reading Specialist	Jennifer Shmidheiser	Teacher
Kelly Galbraith	Program Director	Kelly Galbraith	Administration Personnel
Ann Spinner	Supervisor	Ann Spinner	Administration Personnel
Matthew Witmer	School Psychologist	Matthew Witmer	Education Specialist
Cathy Hower	Social Worker	Cathy Hower	Education Specialist
Laura Lent	Supervisor	Laura Lent	Administration Personnel
Matthew Stem	Assistant Executive Director	Matthew Stem	Administration Personnel

Name	Title	Committee Role	Appointed By
Joey Bertrand	Department Director	Joey Bertrand	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 committee meets once a year to develop the annual goals for professional development and review the progress made on the goals. In addition, the department directors and supervisors meet with their respective staff several times a year to monitor the status of the implementation of the professional development goals.

## 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

### DATA ANALYSIS TO IDENTIFY SIGNIFICANT DISPROPORTIONALITY IN ECSES PROGRAMS

Action Step	Audience	Topics to be Included	Evidence of Learning
	ECSES Supervisors	The definition of significant disproportionality and its implications for special education students, data analysis strategies to identify trends and patterns in data, and the application of data analysis skills to most recent ECSES data.	Data analysis reports indicating areas of concern will be shared with the department director and senior leaders in ECSES.
Lead Person/Position		Anticipated Timeline	
Sherry Zubeck		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
Other	Monthly supervisors' meetings	4a: Reflecting on Teaching	

### ACCESS, OPPORTUNITY AND BELONGING PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
	IU13 administrators, professionals, and support staff	The topics for professional learning will be identified through a needs assessment (year 1), listed in an action plan (year 2), and offered to staff to build their capacity to implement the action plan (year 3).	Each professional learning opportunity will include appropriate evidence of learning based on the specific content. The Act 48 survey will be used as a tool to collect general evidence of learning and award Act 48 credit.
Lead Person/Position		Anticipated Timeline	
Joey Bertrand		07/01/2023 - 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)	Multiple workshops will be offered throughout the year.		Teaching Diverse Learners in an Inclusive Setting
Book study	Several book studies will be offered throughout the year.		Teaching Diverse Learners in an Inclusive Setting
Professional	PLCs will be offered throughout the year to provide		Teaching Diverse Learners in



Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Learning Community (PLC)	ongoing learning as a follow-up to workshops.		an Inclusive Setting

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### LANGUAGE AND LITERACY ACQUISITION IN STUDENTS WITH SPECIAL NEEDS

Audience	Topics to be Included	Evidence of Learning
Teachers of multiple disabilities and teachers of autism	Expressive and receptive language acquisition; and Use of low, medium and high tech assistive technology as determined by individual student needs	Increased evidence of students' receptive and expressive language as measure by progress monitoring on their IEPs
Lead Person/Position		Anticipated Timeline
Sherry Zubeck, Department Director		07/01/2021 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly/monthly as needed or annual professional development days	1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

## TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
Professional staff, Instructional Support staff, and Act 93 staff	Instructional Strategies to Meet the Needs of Diverse Learners; Foundations of Diversity, Equity, and Inclusion; Supporting Diverse Learners in the General Education Classroom, Implementing Restorative Practices in Schools; Understanding the School to Prison Pipeline	Act 48 evaluations, follow-up requests for training and technical assistance
Lead Person/Position		Anticipated Timeline
Laura Lent, Supervisor		07/01/2021 - 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
Conference	Yearly	3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

## LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Professional staff, Instructional Support staff, and Act 93 staff	Reading Comprehension; Vocabulary; Memory Study Skills and Note Taking;	Act 48 evaluations, follow-up requests for training and technical assistance
Lead Person/Position		Anticipated Timeline
Laura Lent, Supervisor		07/26/2021 - 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
Conference	Yearly	1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

## TRAUMA-INFORMED PRACTICES

Audience	Topics to be Included	Evidence of Learning
Newly hired staff and/or staff required to be trained in trauma-informed practices.	1. Understanding trauma in a broad and inclusive way 2. Describe how the brain and body respond to stress and trauma. 3. Outline the effects of trauma on students, staff and schools 4. Apply trauma knowledge to your daily work.	Evaluations, small group activities, and discussion.
Lead Person/Position		Anticipated Timeline
Susan Billy		07/01/2021 - 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)	Minimum of twice a year		Trauma Informed Training (Act 18)

## **EVALUATION AND REVIEW**

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

The following procedures will be used to evaluate and review the Professional Education Plan: 1. Quarterly review of students' IEP goals to monitor the progress of IU 13 students' expressive and receptive language acquisition 2. Observation of the use of new knowledge of skills and a generalization of the skills to new settings 3. Feedback from participants upon completion of trainings

## 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.

Executive Director:

Date