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

Intermediate Unit

113000000

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Mr. Matthew Stem

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Mr Matthew Stem

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Laura Lent	Program Director of Early Childhood & Special Education	Administrator	Administration Personnel
Kelly Galbraith	Program Director of Teaching and Learning	Administrator	Administration Personnel
Lynette Waller	Program Director of Organizational Culture	Administrator	Administration Personnel
Susan Billy	Manager of Behavioral Health Support Services	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Matthew Witmer	School Psychologist	Education Specialist	Education Specialist
Christopher Hynum	School Counselor	Education Specialist	Education Specialist
Pamela Overmyer	Special Education Consultant	Education Specialist	Education Specialist
Jessica Bigsby	Special Education Consultant	Education Specialist	Education Specialist
Brandy Crawford	Teacher of Special Education	K-12 Teacher	Teacher
Brenda Eichelberger	Teacher of Special Education	K-12 Teacher	Teacher
Peggy Anastasio	Program Director of Early Childhood and Special Education	Administrator	Administration Personnel
Noel Johns	Program Director of Human Resources	Administrator	Administration Personnel
Terrie Stauffer	Program Director of Student Services/Non-Public Services	Administrator	Administration Personnel
Joey Rider-Bertrand	Director of Instructional Services	Administrator	Administration Personnel
Sherry Zubeck	Director of Early Childhood and Special Education Services	Administrator	Administration Personnel
Ken Zimmerman	Parent/Assoc. Program Director	Parent of Child Attending	School Board of

Name	Title	Committee Role	Appointed By
			Directors
Lindsey Harper	Parent/Manager Online Services	Parent of Child Attending	School Board of Directors
Lara Willox	Dean of Education, Millersville University	Community Member	School Board of Directors
Kathy Blouch	Professor, Lebanon Valley College	Community Member	School Board of Directors
Anna Ramos	Executive Director, Lancaster Co. WDB	Local Business Representative	School Board of Directors
Heather Valudes	Executive Director, Lancaster Chamber	Local Business Representative	School Board of Directors
Diane Harlow	Director, Lebanon Valley Chamber	Local Business Representative	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 Steering Committee, which is a subset of the Comprehensive Plan Steering Committee, meets as needed to inform the IU13 Professional Development Plan and provide feedback to IU13 administration responsible for the planning and implementation of the plan. IU13

administrative representatives from the Executive Director's Office, Early Childhood and Special Education Services, Human Resources, and Instructional Services meet regularly to determine how to allocate time to implement state mandated trainings without diminishing mission-critical professional learning for IU13 employees to advance the goals of the organization and required training for professional and support staff who work with students with a wide array of significant disabilities who are served in IU13 classrooms and programs.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

SENIOR LEADERS ENGAGEMENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Strengthen and enrich the leadership development of IU13 Senior Leaders through regular whole-group meetings/engagements and the opportunity for individual leadership coaching.	Directors, Program/Project Directors, and Associate Program/Project Directors	General leadership topics; supervising/leading teams; fostering belonging; complex problem-solving; innovation and stewardship; agile approaches; and similar topics as needed to support senior leaders.	Observations; Participant reflections/feedback.

Lead Person/Position	Anticipated Timeline
Leadership Team	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3-4 days per year	1d: Demonstrating Knowledge of Resources 4f: Showing Professionalism 4e: Growing and Developing Professionally	

LEADERSHIP COUNCIL SESSIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
Strengthen and enrich the leadership development of IU13 Act 93 administrators through regular whole-group meetings/engagements.	Administrators	General leadership topics; supervising/leading teams; fostering belonging; complex problem-solving; innovation and stewardship; agile approaches; and similar topics as needed to support senior leaders.	Observations; Participant reflections/feedback.

Lead Person/Position	Anticipated Timeline
Leadership Team	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3-4 days per year	4f: Showing Professionalism 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources	

ACT 93 INDUCTION PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Contribute to the successful start of new IU13 Act 93 administrators through an Induction Program and department-specific onboarding.	Administrators	Profile/portrait of an IU13 leader; Human Resources 101; Human Resources 102; McGrath Training; Business Services Processes; PMO-Innovation and Stewardship (Service Design, Lean, etc.); Grant Services; and similar topics relevant to new IU13 administrators.	Observations; Participant reflections/feedback.

Lead Person/Position	Anticipated Timeline
Leadership Team	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3-4 sessions per year over 2 years	1d: Demonstrating Knowledge of Resources 4b: Maintaining Accurate Records 4e: Growing and Developing Professionally	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4f: Showing Professionalism	

BELONGING/CR-SE SESSION(S)

Action Step	Audience	Topics to be Included	Evidence of Learning
Plan and implement professional learning for administrators, professionals/teachers/instructors, and instructional support staff to enhance organizational culture through effective strategies/practices.	Administrators, Professionals/Instructors/Teachers, and Support Staff	Creating a community of belonging in the classroom; Building impactful teams through belonging; Creating an organizational culture of belonging; Culture of care and belonging; Building positive relationships for belonging.	Observations; Participant reflections/feedback.

Lead Person/Position	Anticipated Timeline
Lynette Waller, Program Director for Organizational Culture	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	2a: Creating an Environment of Respect and Rapport 4d: Participating in a Professional Community	Common Ground: Culturally Relevant Sustaining Education

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
Reading Specialists, PK-12 Special Education Teachers, Elementary-Certified Teachers, ESL-Certified Teachers, Early Childhood Educators, Middle School Teachers	Evidence-based intervention practices on structured literacy Explicit and systematic instruction in phonological and phonemic awareness The alphabetic principle, encoding and decoding, fluency and vocabulary Reading comprehension building content knowledge	Online course assessment results, classroom observations, student literacy assessment results, participant logs and reflections

Lead Person/Position	Anticipated Timeline
Kelly Galbraith, Program Director of Teaching and Learning	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	10-hr. PaTTAN Course	1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Online Hill Center Course - 6 self-paced modules or Hybrid (IU13-Hill Center) Science of Reading Academy	1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy
Course(s)	4 Sessions - Structured Literacy 101 for Administrators	1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy
Workshop(s)	Annually	1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All Newly-Hired Staff, All Staff	Responsibility to the profession Responsibility for professional competence Responsibility to students Responsibility to the school community Responsible and ethical use of technology	Staff observations; Reflections/feedback; Board policy review signatures (annual sign-offs)

Lead Person/Position	Anticipated Timeline
Noel Johns, Program Director Human Resources Services	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annually	4f: Showing Professionalism	Professional Ethics
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed	4f: Showing Professionalism	Professional Ethics

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
Head Start, Early Intervention, and Nonpublic Reading Specialists and Counselors	Language acquisition for ELs Verbal de-escalation strategies Check and Connect mentoring	End of session evaluations

Lead Person/Position	Anticipated Timeline
Associate Program Director for Training and Consultation	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly	2d: Managing Student Behavior 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

LANGUAGE AND LITERACY FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Early Intervention and Head Start staff, K-12 special education classroom staff, nonpublic reading specialists, special education consultants, supervisors, paraeducators, guest teachers	Use of Unique Learning Systems (ULS) online curriculum and PASA Dynamic Learning Maps (DLM) for teachers to create lesson plans aligned to PASA Phonics and Phonemic Awareness strategies	Review of progress monitoring (fidelity checks for growth and responsive planning) Lesson plan reviews

Lead Person/Position	Anticipated Timeline
Associate Program Director for Training and Consultation	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly	1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

TRAUMA-INFORMED CARE FOR ALL STAFF

Audience	Topics to be Included	Evidence of Learning
IU staff and/or staff required to be trained in trauma-informed practices	1.Recognition of the signs of trauma and strategies to promote resilience in students 2.Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multi-tiered systems of support 3. Recognition of the signs of impact of secondary trauma on staff and appropriate resources for those experiencing secondary trauma 4. Policies regarding trauma-informed approaches and connecting students with resources.	Small group activities and discussion and evaluations

Lead Person/Position	Anticipated Timeline
Susan Billy, Manager of Behavioral Health Support Services	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Bi-annually	1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff

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 IU will offer Structured Literacy Training to the staff?	2023-2024
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)? Structured Literacy Training will be offered to all staff, but will only be required of staff with the five certifications.	
Is the IU 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 following processes will be used to evaluate and review the Professional Development Plan: 1. Student Outcomes - Quarterly review of students' IEP goals to monitor the progress of students served by IU13; 2. Participant Use of New Knowledge and Skills - Observation of the use of new knowledge and skills, and a generalization of the skills through application in daily work by staff; 3. Participant Learning - Evaluations from participants upon successful completion of trainings; 4. Participant Reaction - Reflection/Feedback from participants upon completion of trainings and department/program informal feedback sessions; and 5. Regular review of state mandated trainings list to ensure accuracy, compliance, and balance with other trainings that are mission critical to the organization, as well as planning and implementation of professional development at the enterprise, department, and program levels.

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.

Executive Director: Date