

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

Central Fulton School District

111291304

151 East Cherry Street, McConnellsburg, PA 17233

Michelle D. Hall

Michelle D. Hall

717-485-7000

Dr. Michelle D. Hall

mhall@cfsd.info

Steering Committee

Name	Title	Committee Role	Appointed By
Maureen Litton	PreK Teacher	Maureen Litton	Teacher
David Gourley	Special Education Teacher	David Gourley	Education Specialist
Val Alexander	Grade 5 Teacher	Val Alexander	Teacher
Michelle Eichelberger	Physics & Chemistry Teacher	Michelle Eichelberger	Teacher
Alicia Mellott	Elementary Principal	Alicia Mellott	Administration Personnel
Billie Jo Beatty	Assistant Elementary Principal	Billie Jo Beatty	Administration Personnel
Christina Ramsey	MS/HS Principal	Christina Ramsey	Administration Personnel
Jessica Curfman	Assistant MS/HS Principal	Jessica Curfman	Administration Personnel
Janet Foor	Director of Student Services	Janet Foor	Administration Personnel
Julia Dovey	Board Member	Julia Dovey	School Board of Directors

Name	Title	Committee Role	Appointed By
Amy Ross	Parent	Amy Ross	School Board of Directors
Lisa Culler	Community Member	Lisa Culler	School Board of Directors
Erik Damgaard	Executive Director of FCAVTS	Erik Damgaard	Administration Personnel
Michelle Hall	Superintendent	Michelle Hall	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 Professional Development Committee meets at least three times per year. We plan the professional learning calendar for the year, plan the agenda for a joint in-service day with a neighboring district, and analyze the survey results.

Professional Education Plan ?

Lead In

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Steps to Complete this Section:

1. Check a response to each question.

Fields with asterisks (*) are required.

Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4) *

Yes No

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 No

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 No

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 No

Was the professional education plan approved by the professional education committee and the board of the school entity? (Section 1205.1(b), 22 Pa. Code 49.17(a)) *

Yes No

Does the professional development plan align with educator needs? (Act 48, Section 2) *

Yes No

Do the implementation steps cover at least a three year implementation horizon? (Section 1205.1(a), 22 Pa. Code(a)) *

Yes No

Action Plans Steps from Comprehensive Plan

Curriculum Mapping

Action Step	Audience	Topics to be Included	Evidence of Learning
	All teachers	Understanding by Design model	Completed unit plans

Lead Person/Position	Anticipated Timeline
Superintendent & Administrative Team	07/01/2020 - 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
Collaborative curriculum development	Monthly		

Other Professional Development Activities

Curriculum Mapping

Audience	Topics to be Included	Evidence of Learning
PreK - Grade 12 Teachers	Backward Design (UbD), standards, essential questions, enduring understandings, knowledge, skills, assessments, learning activities	Completion of unit maps
Lead Person/Position		Anticipated Timeline
Dr. Michelle D. Hall / Superintendent		08/19/2020 - 06/01/2023

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	Monthly (early dismissal days), Three 1/2 days per year, and 1-2 days in the summer	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3c: Engaging Students in Learning 3b: Using Questioning and	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
		Discussion Techniques 3d: Using Assessment in Instruction	

Trauma-informed Instruction

Audience	Topics to be Included	Evidence of Learning
All teachers, counselors, nurses, and paraprofessionals	Trauma-informed practices	Application of strategies
Lead Person/Position	Anticipated Timeline	
Dr. Janet Foor / Director of Student Services	08/17/2020 - 06/01/2021	

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 1/2 days (10-12 hours)	1b: Demonstrating Knowledge of Students 2a: Creating and Environment of Respect and Rapport 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting
Book study	Once per year; Topic - Trauma in Students' Lives	4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

Differentiated Instruction

Audience	Topics to be Included	Evidence of Learning
Teachers and paraprofessionals	Differentiation, Student Engagement Strategies	Classroom application

Lead Person/Position	Anticipated Timeline
Dr. Christina Ramsey & Mrs. Alicia Mellott / Principals	08/16/2022 - 06/01/2023

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	Once per year; Topic-Differentiation/Research-based Strategies for the Classroom (Marzano's Research)	1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Two times per year (observe others using differentiation & provide feedback to a peer)		Teaching Diverse Learners in an Inclusive Setting
Workshop(s)	Two times per year (Possible Trainer - Diane Hubona - IU #10)	3c: Engaging Students in Learning 4a: Reflecting on Teaching	Language and Literacy Acquisition for All Students

STEAM in the Classroom

Audience	Topics to be Included	Evidence of Learning
Teachers	STEAM, problem-based learning, project-based learning	Classroom application
Lead Person/Position	Anticipated Timeline	
Christina Ramsey & Alicia Mellott / Principals; Tuscarora Intermediate Unit #11 will possibly provide the training	08/22/2022 - 06/01/2023	

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Twice per year	2b: Establishing a Culture for Learning 2e: Organizing Physical Space 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning	

PBIS

Audience	Topics to be Included	Evidence of Learning
All teachers and staff	Positive Behavior Support, Tier 1, Tier 2, and Tier 3	A decline in student discipline data
Lead Person/Position		Anticipated Timeline
Mrs. Jessica Curfman & Mrs. Billie Jo Beatty / Assistant Principals		08/16/2021 - 06/01/2023

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Four times per year (Data analysis at end of MP 1, 2, 3, & 4)	1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3e: Demonstrating Flexibility and Responsiveness 3a: Communicating with Students	Teaching Diverse Learners in an Inclusive Setting
Book study	Once per year; Topic - Positive Behavior Supports	4d: Participating in a Professional Community 4e: Growing and Developing Professionally	

Using Canvas as a Learning Management Tool

Audience	Topics to be Included	Evidence of Learning
Teachers	online learning platform	Application of Canvas for lesson planning

Lead Person/Position	Anticipated Timeline
Mr. Jason Carbaugh / Director of Technology & Innovation	08/15/2020 - 06/01/2023

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Ongoing support during this three-year cycle with initial training in the summer of 2020	1d: Demonstrating Knowledge of Resources 3a: Communicating with Students 4b: Maintaining Accurate Records 4e: Growing and Developing Professionally	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On an as-needed basis	4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism 1d: Demonstrating	

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

		Knowledge of Resources	
--	--	------------------------	--

Evidence-based Practices in Mathematics

Audience	Topics to be Included	Evidence of Learning
All Mathematics & Science Teachers	STEM/STEAM	Implementation in classroom

Lead Person/Position	Anticipated Timeline
Superintendent & Administrative Team	07/01/2021 - 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
Classroom/school visitation	As often as possible, but at least once per year	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2e: Organizing Physical Space 2c: Managing Classroom Procedures 3b: Using Questioning and Discussion Techniques	

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

3c: Engaging Students in Learning
 3d: Using Assessment in Instruction
 4e: Growing and Developing Professionally

Workshop(s)

As often as possible, but at least once per year

1a: Demonstrating Knowledge of Content and Pedagogy
 1c: Setting Instructional Outcomes
 1d: Demonstrating Knowledge of Resources
 1e: Designing Coherent Instruction
 1f: Designing Student Assessments
 3b: Using Questioning and Discussion Techniques
 3c: Engaging Students in Learning
 3e: Demonstrating Flexibility and Responsiveness
 4d: Participating in a Professional Community
 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
--------------------	-----------	---	--

Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

We evaluate our professional learning efforts by collecting the following information: 1. Survey results for each activity identifying what participants learned and how they perceived the professional learning experience 2. Observation of the application of new knowledge and skills during formal observations and walk-throughs 3. Improvement in student data results 4. Increased participation in professional learning communities and/or conversations 5. Improved culture of putting kids first

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