

JENKINTOWN SD

West and Highland Avenues

Professional Development Plan (Act 48) | 2024 - 2027

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

The School District of Jenkintown

123463803

325 Highland Avenue, Jenkintown, PA 19046

Dr. Jill Takacs

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Megan O Brien	Board Member	Community Member	School Board of Directors
Katie Costandino	Board Member	Community Member	School Board of Directors
Bridget Reilly-Beauchamp	Board Member	Community Member	School Board of Directors
Dr. Jill Takacs	Superintendent	Administrator	Administration Personnel
Tom Roller	MS/HS Principal	Administrator	Administration Personnel
Dr. Christopher Jahnke	ES Principal	Administrator	Administration Personnel
Jim Cummins	Director of Technology	Administrator	Administration Personnel
Michele Glennon	Director of Special Education/Pupil Services	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Karen Ovington	Business Manager	Administrator	Administration Personnel
Mike Nickerson	Facilities Manager	Administrator	Administration Personnel
Rosie Torres	Community Member	Community Member	School Board of Directors
Leslie Vnenchak	Parent	Parent of Child Attending	School Board of Directors
Stephanie Feaster	Parent	Parent of Child Attending	School Board of Directors
Sarah Berry	Parent	Parent of Child Attending	School Board of Directors
Grant Schmucker	Parent	Parent of Child Attending	School Board of Directors
Dareth Zeccardi	Parent	Parent of Child Attending	School Board of Directors
Rochelle Shearlds	Parent	Parent of Child Attending	School Board of Directors
Kelly Huson	Parent	Parent of Child Attending	School Board of Directors
India Simons	Teacher	Education Specialist	Education Specialist
Elizabeth Hetrick	Nurse	Education Specialist	Education Specialist
Sarah Thatcher	Teacher	Middle School Teacher	Teacher
Catherine Lamplugh	Teacher	High School Teacher	Teacher
Carrie Flanagan	Teacher	Elementary Teacher	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 complete committee meets once a year to review the full professional development plan. Sub committees engage in planning to support the professional development needs of the system, evaluate their success, and present findings throughout the year at Education Committee meetings of the board of directors.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

ONGOING STRUCTURED LITERACY PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide Structured Literacy Training for required staff. Elementary Literacy Pilot-Schoolwide	K-5 Literacy Teachers, K-12 Reading Specialists, K-12 Special Educators, K-12 Administrators, K-12 ELL Teachers	Speech sound system (phonology), Writing system (orthography), Structure of sentences (syntax), Meaningful parts of words (morphology), Relationships among words (semantics), and. Organization of spoken and written discourse.	Teacher lesson plans, walk through observations, tickets out
Lead Person/Position		Anticipated Timeline	
Literacy Consultant		09/01/2024 - 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
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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	Utilize time on multiple non instructional days	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources	Structured Literacy
Other	Faculty Meeting structures, intermittently	3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

STEELS IMPLEMENTATION PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Complete curricular rewrites for Science K-12	K-12 Science Teachers	Foundation Boxes, revisions to curricular frameworks, phenomenon based learning	Lesson Plans, teacher observations, ticket out, teacher surveys

Lead Person/Position**Anticipated Timeline**

Building principals

09/01/2024 - 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	Multiple non instructional days	1e: Designing Coherent Instruction 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques	

STRENGTHENING DATA LITERACY PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Form a dedicated District Data Team consisting of educators, and administrators. Determine what common assessments and other valuable data are available. This might include standardized test scores, teacher assessments, student surveys, etc. Ensure consistency in data collection methods. This includes timelines, formats, and tools for collecting and storing data.</p> <p>Enhance Data Collection and Analysis for MTSS Tiered Interventions</p> <p>Analyze Data Effectively: Employ data analysis techniques to derive meaningful insights. Identify patterns, trends, and areas for improvement. Use statistical tools and methodologies as needed. Look for instructional practices that have a demonstrated positive impact on student learning outcomes.</p> <p>Implement Data-Driven Decision-Making Protocols</p> <p>Develop Targeted Professional Development for Intervention Teams</p> <p>Engage Teachers and Administrators: Collaborate with educators and administrators to discuss findings. Seek their insights into the data and invite suggestions for high-impact instructional practices.</p> <p>Establish a Data-Driven Professional Learning Community (PLC)</p>	<p>K-12 Educators</p>	<p>Data Protocols, Data Analysis including item analysis, ability to disaggregate data, instructional decision making.</p>	<p>Data team meetings, strengthened MTSS tiered intervention systems, improved achievement data amongst subgroup populations</p>
Lead Person/Position	Anticipated Timeline		
All admin	09/01/2024 - 07/31/2027		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Multiple opportunities throughout the window to engage in new learning.	1f: Designing Student Assessments 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 4d: Participating in a Professional Community 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 3e: Demonstrating Flexibility and Responsiveness	
Professional Learning Community (PLC)	Use of data team meetings on biweekly, monthly, and/or quarterly basis.	1f: Designing Student Assessments	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students	
		3e: Demonstrating Flexibility and Responsiveness	
		1e: Designing Coherent Instruction	
		1d: Demonstrating Knowledge of Resources	
		4d: Participating in a Professional Community	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		3d: Using Assessment in Instruction	
		1c: Setting Instructional Outcomes	
		4a: Reflecting on Teaching	

BEST PRACTICES IN FORMATIVE ASSESSMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop and Implement a Standardized Observation Protocol	K-12 Educators	Formative Assessment Best Practices, Data Driven Instruction, Use of Technology for real time personalized learning practices.	Lesson Planning, Teacher Observation, Feedback from surveys and tickets out.
Implement Formative Assessment Practices for Real-Time Data Collection			

Lead Person/Position	Anticipated Timeline
Building Principals	09/01/2024 - 07/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Multiple Opportunities on non instructional days	1f: Designing Student Assessments 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		of Resources 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources	

Type of Activities

Frequency

**Danielson Framework
Component Met in this Plan**

**This Step Meets the Requirements
of State Required Trainings**

3e: Demonstrating Flexibility
and Responsiveness

1a: Demonstrating Knowledge
of Content and Pedagogy

3b: Using Questioning and
Discussion Techniques

1b: Demonstrating Knowledge
of Students

3c: Engaging Students in
Learning

1e: Designing Coherent
Instruction

1c: Setting Instructional
Outcomes

3d: Using Assessment in
Instruction

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA INFORMED INSTRUCTION AND WELLNESS

Audience	Topics to be Included	Evidence of Learning
K-12 Educators	Supporting educators understanding of the core tenets of trauma informed care in the classroom including physical, academic, and psychological safety, creating a trusting environment for the learners, and empowering learners through agency. Additional focus on cultural awareness and how each learners unique strengths and talents contribute to the community of learners as assets.	Walkthroughs, lesson plans with intentional instructional design.
Lead Person/Position	Anticipated Timeline	
Principals	09/01/2024 - 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)	Faculty Meetings	2b: Establishing a Culture for Learning 3a: Communicating with Students	At Least 1-hour of Trauma-informed Care Training for All Staff

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		<p>1b: Demonstrating Knowledge of Students</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>3e: Demonstrating Flexibility and Responsiveness</p>	
Workshop(s)	Faculty meetings and Non Instructional Day components	<p>1b: Demonstrating Knowledge of Students</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>3e: Demonstrating Flexibility and Responsiveness</p>	Common Ground: Culturally Relevant Sustaining Education

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
K-12 Educators	The competencies of the new Professional Ethics Framework; scenarios that promote ethical decision making	Discussion, ticket out
Lead Person/Position	Anticipated Timeline	
Principals	09/01/2024 - 12/31/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Faculty Meeting	4e: Growing and Developing Professionally 4f: Showing Professionalism	Professional Ethics

STRENGTHENING INSTRUCTIONAL PRACTICES FOR ENGLISH LEARNERS

Audience	Topics to be Included	Evidence of Learning
K-12	Best practices for teaching English learners including	Lesson plans, checks for understanding at the end of sessions,

Audience	Topics to be Included	Evidence of Learning
Educators	strategies to make appropriate accommodations and leverage existing technologies.	classroom observations, strengthened achievement and growth data for English Learners.

Lead Person/Position	Anticipated Timeline
Principals	09/01/2024 - 07/31/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Faculty Meetings	1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3e: Demonstrating Flexibility and Responsiveness 2a: Creating an Environment of Respect and Rapport	

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 LEA 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)?

All administrators

Is the LEA 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.

At the end of each school year a committee of educators and administrators review the professional development activities for the year. They review feedback from participants as well as a review of existing data and analyze the potential impact new learning had on student outcomes including growth and achievement. These discussions and analysis will be used to review the plan for the subsequent year and make any changes to topics, structures, and/or focus. It should be noted that feedback and checks for understanding are collected throughout the year at the end of professional learning experiences and adjustments are made as reasonably as possible during the year itself.

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