

CORRY AREA SD

540 East Pleasant Street

Professional Development Plan (Act 48) | 2022 - 2025

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

Corry Area School District

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Mike Woods	Teacher	Mike Woods	Teacher
Erica Bayle	Teacher	Erica Bayle	Teacher
Amy Heslop	Teacher	Amy Heslop	Teacher
Jen Dow	School Counselor	Jen Dow	Teacher
Melissa Nuhfer	Principal	Melissa Nuhfer	Administration Personnel
Amy Helsley	Director Special Education	Amy Helsley	Administration Personnel

Name	Title	Committee Role	Appointed By
Bill West	Director of Secondary Education	Bill West	Administration Personnel
Jen Hasbrouck	Parent	Jen Hasbrouck	School Board of Directors
JT Colwell	Business Representative	JT Colwell	School Board of Directors
Missy Swartzfager	Business Representative	Missy Swartzfager	School Board of Directors
Brody Howard	Community Representative	Brody Howard	School Board of Directors
Bobbi Jo Kafferlin	Parent	Bobbi Jo Kafferlin	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.

Each year the a professional development calendar is developed with outlines the professional development activities for the school year. The Steering Committee will meet in August to review the professional development calendar for the upcoming school year which includes the planned topics for the school year. along with our Professional Development Plan The committee will also meet mid-year to review the progress on our professional development activities and then again toward the close of the school year to review the activities throughout the school year and discuss topics and priorities for the next school year.

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? (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
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

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

WRITTEN CURRICULUM TEMPLATE

Action Step	Audience	Topics to be Included	Evidence of Learning
Communicate goal for developing curriculum and provide written template	Pre-12th Grade Teachers	Curriculum Template	Teachers will create a written curriculum map for each of their courses

Lead Person/Position	Anticipated Timeline
Building Administrators	08/26/2022 - 08/30/2022

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One time	1a: Demonstrating Knowledge of Content and Pedagogy	

CURRICULUM DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Teacher teams develop written curriculum Checkpoints with grade levels/departments/content areas	Pre-12th Grade Teachers	Curriculum Template, Standards, Curriculum Resources	Teachers will create a written curriculum map for each of their courses
Lead Person/Position	Anticipated Timeline		
Building Administrators	09/01/2022 - 06/06/2024		

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	Multiple meetings over two periods	1a: Demonstrating Knowledge of Content and Pedagogy 4d: Participating in a Professional Community 1c: Setting Instructional Outcomes 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
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REVIEW, UPDATE, AND REVISE CURRICULUM MAPS

Action Step	Audience	Topics to be Included	Evidence of Learning
Cross-reference standards with new curriculum map	Pre-12th Grade Teachers	Curriculum Template, Standards, Curriculum Resources	Curriculum maps will remain current and updated
Implement end-of-year annual review, refinement, and revision of curriculum maps			
Lead Person/Position		Anticipated Timeline	
Building Administrators		09/01/2024 - 06/06/2025	

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	Multiple meetings throughout Year 3	1a: Demonstrating Knowledge of Content and Pedagogy	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1d: Demonstrating Knowledge of Resources 4d: Participating in a Professional Community 4f: Showing Professionalism	

NWEA MAP GROWTH PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide NWEA Map Growth Basics Professional Development	Pre-K to 12th Grade Teachers and Building and District Administrators	NWEA Map Basics and NWEA Map Reports	Teacher and Administrators will be able to administer the NWEA Growth assessment and review and analyze data through the reporting features
Provide MAP Growth Reports Professional Development			
Lead Person/Position			Anticipated Timeline

Lead Person/Position

Director of Secondary Education/Director of Elementary Education

Anticipated Timeline

08/26/2022 - 10/30/2022

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One training in August and one training in October	1f: Designing Student Assessments 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students	

PRE-NOCTI/NOCTI DATA ANALYSIS WITH TODD LUKE

Action Step	Audience	Topics to be Included	Evidence of Learning
With CTC teachers, review and analyze Pre-NOCTI and NOCTI data	CTC Teachers	Pre-NOCTI and NOCTI Data, Instructional Strategies	CTC teachers will review and analyze data to create and implement a response to the data for their CTC program
Monitor planned response and adjust accordingly after each administration of Pre-NOCTI and NOCTI			

Action Step**Audience****Topics to be Included****Evidence of Learning**

assessments

Lead Person/Position**Anticipated Timeline**

Supervisor of Vocational Education

10/01/2022 - 06/06/2025

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)	Multiple times per year	1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 4a: Reflecting on Teaching 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction	

NWEA MAP GROWTH PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide NWEA Map Growth Basics Professional Development	Pre-K to 12th Grade Teachers and Building and District Administrators	NWEA Map Basics and NWEA Map Reports	Teacher and Administrators will be able to administer the NWEA Growth assessment and review and analyze data through the reporting features
Provide MAP Growth Reports Professional Development			
Lead Person/Position		Anticipated Timeline	
Director of Secondary Education/Director of Elementary Education		08/26/2022 - 10/30/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One training in August and one training in October	1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1c: Setting Instructional Outcomes	
		3d: Using Assessment in Instruction	

PRE-NOCTI/NOCTI DATA ANALYSIS WITH TODD LUKE

Action Step	Audience	Topics to be Included	Evidence of Learning
With CTC teachers, review and analyze Pre-NOCTI and NOCTI data	CTC Teachers	Pre-NOCTI and NOCTI Data, Instructional Strategies	CTC teachers will review and analyze data to create and implement a response to the data for their CTC program
Monitor planned response and adjust accordingly after each administration of Pre-NOCTI and NOCTI assessments			
Lead Person/Position	Anticipated Timeline		
Supervisor of Vocational Education	10/01/2022 - 06/06/2025		

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)

Multiple times per year

- 1a: Demonstrating Knowledge of Content and Pedagogy
 - 4a: Reflecting on Teaching
 - 1b: Demonstrating Knowledge of Students
 - 1c: Setting Instructional Outcomes
 - 3d: Using Assessment in Instruction
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OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ACT 13

Audience	Topics to be Included	Evidence of Learning
All Certified Educators	Student Performance Measures, Building Scores	Educators will produce a Student Performance Measure

Lead Person/Position	Anticipated Timeline
Building Administrators	10/10/2022 - 01/23/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Initial session and then on-going work to complete Student Performance Measure	1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	

EFFECTIVE INSTRUCTIONAL STRATEGIES FOR TEACHING MATHEMATICS

Audience	Topics to be Included	Evidence of Learning
Math Teachers	Instructional Strategies	Teachers will be observed implementing the instructional strategies during their classes

Lead Person/Position	Anticipated Timeline
Director of Secondary Education/Director of Elementary Education	08/30/2022 - 06/09/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly throughout the school year	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

SAFETY AND SECURITY

Audience	Topics to be Included	Evidence of Learning
All School Personnel	Act 44 Topics	School personnel will demonstrate understanding of topics on Safety and Security

Lead Person/Position	Anticipated Timeline
Director of Elementary Education	08/30/2022 - 06/10/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Provided on in-service days throughout each school year	4e: Growing and Developing Professionally 4d: Participating in a Professional Community	School Safety including Trauma-informed Education Awareness (Act 44)

MAX TEACHING

Audience	Topics to be Included	Evidence of Learning
Secondary Teachers	Instructional Strategies	Teachers will be observed implementing the instructional strategies during their classes
Lead Person/Position	Anticipated Timeline	
Supervisor of Vocational Education	02/17/2023 - 06/09/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Initial workshop followed by classroom implementation	3d: Using Assessment in Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

TRAUMA INFORMED

Audience	Topics to be Included	Evidence of Learning
All Educators	Understanding Trauma, Impact of Trauma, Working with Students Experiencing Trauma	Educators will identify and support students who are dealing with trauma
Lead Person/Position		Anticipated Timeline
Mental Health Counselor		08/30/2022 - 06/10/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Workshops provided throughout each school year	2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)
		1b: Demonstrating Knowledge of Students	

ENGLISH LANGUAGE LEARNING

Audience	Topics to be Included	Evidence of Learning
All Educators	Supporting ELL Students	Educators will provide opportunities for students to be successful in the general education classroom

Lead Person/Position	Anticipated Timeline
Supervisor of Vocational Education	03/17/2022 - 03/17/2022

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Professional development will be provided annually	1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

ANNUAL FISCAL (APSEM, CONTINGENCY, ACT 16, SIGNIFICANT DISPROPORTIONALITY, IDEA-B) TRAINING

Audience	Topics to be Included	Evidence of Learning
Business Manager/Special Education Administrative Assistant	Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training	Completion of required reporting
Lead Person/Position	Anticipated Timeline	
Business Manager	08/30/2022 - 06/10/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	As needed	1b: Demonstrating Knowledge of Students	Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

SCIENCE AND TECHNOLOGY STANDARDS

Audience	Topics to be Included	Evidence of Learning
Science and Technology Education Teachers	New Standards	Curriculum maps aligned to the new standards
Lead Person/Position	Anticipated Timeline	
Director of Secondary Education/Director of Elementary Education	08/30/2022 - 06/10/2025	

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	Ongoing throughout	1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy	

SREB TRAINING PROGRAMS

Audience	Topics to be Included	Evidence of Learning
Career and Technical	High Quality CTE Programs, Leadership Training, Data Analysis	CTE programs will aligned with the 12

Audience	Topics to be Included	Evidence of Learning
Education Teachers, Administrators	Training, Occupational Advisory Committees, Career Pathways	elements for High Quality CTE Programs of Study
Lead Person/Position		Anticipated Timeline
Supervisor of Vocational Education		08/30/2022 - 06/10/2022

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	6 days throughout the school year	1e: Designing Coherent Instruction 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 4d: Participating in a Professional Community 3d: Using Assessment in Instruction	Nontraditional (equity) Regional Workshops

CTC TEACHING/COACHING CLINICS

Audience	Topics to be Included	Evidence of Learning
Career and Technical Education Teachers/General Education Teachers	Mentor Teachers and Instructional Coaches, Best Practices, Integration Strategies in CTE Programs	Improved practices observed in the classroom
Lead Person/Position		Anticipated Timeline
Supervisor of Vocational Education		08/30/2022 - 06/10/2025

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)	3 days each school year	3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting

WORKING WITH STUDENTS WITH AUTISM

Audience	Topics to be Included	Evidence of Learning
All Teachers, Paraprofessionals, and Administrators	Characteristics of Students with Autism, Sensory Needs, Strategies and Interventions to improve social and communication skills	Strategies and interventions will be provided in all classrooms to help meet the needs of students with Autism
Lead Person/Position		Anticipated Timeline
Director of Special Education		08/30/2023 - 06/10/2024

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 Session	1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

Audience	Topics to be Included	Evidence of Learning
All Building Personnel	School Wide Positive Behavior Intervention and Support	Decrease in Office Discipline Referrals
Lead Person/Position		Anticipated Timeline
Director of Special Education		08/30/2022 - 06/10/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Multiple sessions over the three year period	2d: Managing Student Behavior 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	Special Education State Plan Training

TRANSITION

Audience	Topics to be Included	Evidence of Learning
Special Education Teachers and Building Administrators	Best Practices for Transition Planning	IEPs will include best practices to support students as they transition from High School

Lead Person/Position	Anticipated Timeline
Director of Special Education	08/30/2022 - 06/10/2025

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 session per year	1b: Demonstrating Knowledge of Students 4c: Communicating with Families	Indicator 14 Pennsylvania Post School Outcomes Training

IEP DEVELOPMENT

Audience	Topics to be Included	Evidence of Learning
Special Education Teachers and Administrators	IEP Development, Procedures, Guidelines, and Compliance	Properly created and written IEPs
Lead Person/Position	Anticipated Timeline	
Director of Special Education	08/30/2022 - 06/10/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	One session per year	4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students 4c: Communicating with Families	Special Education State Plan Training

EVALUATION AND REVIEW

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

The Professional Development Plan will be evaluated annually to determine if the goals are being accomplished and new practices are being implemented within the schools and classrooms. The Steering Committee will review multiple forms of student data including attendance, discipline, classroom grades, PASS, NOCTI/NIMS, and state assessments. In addition, observations will look for evidence of implementation of new learning being incorporated in the classroom to indicate the use of new knowledge and skills. Discussions between teachers and supervisors along with feedback from teacher leaders and building administrators will inform the District on the feelings on the professional development activities.

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