

## **MIFFLIN COUNTY SD**

201 Eighth St - Highland Park

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

Mifflin County School District

111444602

Administration Building, 201 Eighth Street, Lewistown, Pennsylvania 17044

Steven F. DeArment

sfd12@mcsdk12.org

(717) 248-0148 X 2548

Mr. Vance Varner

vsv55@mcsdk12.org

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### MTSS

---

Action Step	Audience	Topics to be Included	Evidence of Learning
Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III)	K-12 Teachers, Title I, Integration Teachers, Special Education Teachers , Psychologists, School Counselors, Principals	Research, design and implement effective interventions for at-risk students. (Tier II and Tier III)	Utilization of all available data to make instructional decisions and increase efficiency of Tier II and Tier III service delivery.
<b>Lead Person/Position</b>		<b>Anticipated Timeline</b>	

---

**Lead Person/Position****Anticipated Timeline**

Director of Student 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
Collaborative curriculum development	Monthly	1f: Designing Student Assessments 4b: Maintaining Accurate Records 4c: Communicating with Families 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

**STRUCTURED LITERACY**

Action Step	Audience	Topics to be Included	Evidence of Learning
K-3 teachers will add Core	K-3 teachers, Title I teachers, Elementary	Core Phonics Survey,	Utilization of Core Phonics

Action Step	Audience	Topics to be Included	Evidence of Learning
Phonics Survey resources into daily curriculum.	Special Education teachers, school psychologists, elementary principals	data analysis, phonics interventions	Survey data to differentiate student instruction.
Lead Person/Position		Anticipated Timeline	
Chief Academic Officer, Elementary Principals		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
Inservice day	Twice per year	1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally 3d: Using Assessment in Instruction	Structured Literacy

**Type of  
Activities**

**Frequency**

**Danielson Framework Component Met in this Plan**

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

---

---

## DIFFERENTIATED INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will incorporate Small Group Instruction / WIN time into daily planning and instruction.	All K-12 Teachers, Principals	Differentiating instruction, small group instruction, WIN time	Incorporation of differentiation strategies at all levels.
Lead Person/Position		Anticipated Timeline	
Chief Academic Officer, Building Principals		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
Inservice day	Two times per year	1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 4d: Participating in a Professional Community	Teaching Diverse Learners in Inclusive Settings

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### LETRS

---

Audience	Topics to be Included	Evidence of Learning
K-5 teachers, Title I teachers, Special Education teachers, Elementary Principals	Science of reading	Incorporation of instructional practices based on the science of reading in elementary classrooms
Lead Person/Position	Anticipated Timeline	
Chief Academic Officer, Elementary Principals	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)	Annually	2c: Managing Classroom Procedures  1d: Demonstrating Knowledge of Resources  1a: Demonstrating Knowledge of Content and Pedagogy  4d: Participating in a Professional Community	Structured Literacy



Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1e: Designing Coherent Instruction	
		3c: Engaging Students in Learning	
		1c: Setting Instructional Outcomes	
		4e: Growing and Developing Professionally	

## NGSS

Audience	Topics to be Included	Evidence of Learning
K-5 teachers, 6-12 science teachers, learning support teachers, building principals	Next Generation Science Standards, STEELS	Incorporation of NGSS standards and practices into instruction
Lead Person/Position	Anticipated Timeline	
Chief Academic Officer, Science Coordinator, Building Principals	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
--------------------	-----------	--	--

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Three times per year	2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 2c: Managing Classroom Procedures 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources 4d: Participating in a Professional Community	Teaching Diverse Learners in Inclusive Settings

## 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? ( <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
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? ( <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

**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?

2024-  
2025

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)?

Only the required certification areas will receive Structured Literacy Training at this time.

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.**

The Mifflin County School District engages in a constant review cycle. Meetings will occur three times per year for the purposes of examining district, building, and grade level trends. Once a complete data analysis has been completed goal setting will ensure a targeted approach to professional development which will ensure student outcomes. Administrators will be asked to present action planning items for their schools/programs. Administration will also follow up on data driven goals and self-directed learning targets that enhance their professional organization. For the next three-year period a specific focus will be on MTSS and student achievement. In order to achieve aligned goals specific professional learning topics need to be established. The central office role in the building/teacher/student specific goals will be to align the system and provide time/resources for administrators to work collaboratively with a team of teachers and parents in order to meet the diverse needs of our learning community. Each year, principals will provide an administrative update to all administrative members on their building goals, action steps take, successes and challenges. This ensures accountability throughout the system.

## 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