

BRISTOL TOWNSHIP SD

5 Blue Lake Rd

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

School District

122091352

5 Blue Lake Rd, Levittown, PA 19057

Amy Coleman

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267-599-2015 X none

Mr Michael A Nitti

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Amy Coleman	Chief Academic Officer	Administrator	Administration Personnel
Bernadette Hannah	Elementary Supervisor	Administrator	Administration Personnel
Robert Findlay	Secondary Supervisor	Administrator	Administration Personnel
Al Oberman	Director of Student Services	Administrator	Administration Personnel
Chris Polzer	Assistant Superintendent	Administrator	Administration Personnel
Mary Sharble	Parent	Parent of Child Attending	School Board of Directors

Name	Title	Committee Role	Appointed By
Chris Harkins	Parent	Community Member	School Board of Directors
Malikah Upchurch	ELL specialist	Education Specialist	Education Specialist
Megan Gancarz	Teacher	Middle School Teacher	Teacher
Jillian Cargill	Teacher	Elementary Teacher	Teacher
Jessica Festa	Teacher	Elementary Teacher	Teacher
Suzanne Denny	Teacher	High School Teacher	Teacher
Kyle Hoffman	Teacher	High School Teacher	Teacher
Damita Harvey	Non profit Business Member	Local Business Representative	School Board of Directors
Eric Sarappo	Teacher	Middle School 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 Professional Development Committee meets quarterly. There are subcommittees that meet related to each level of instruction, elementary, middle school, and high school when it comes time to plan and carry out the specific events for professional learning. A survey is sent to all staff regarding professional development and is used to plan additional topics.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

UNIVERSAL DESIGN FOR LEARNING PROFESSIONAL LEARNING OPPORTUNITIES

Action Step	Audience	Topics to be Included	Evidence of Learning
An intentional focus on Universal Design for Learning and its impact on instructional design.	All teachers	providing multiple means of engagement to tap into learners' interests, offering multiple means of representation to give diverse learners options for acquiring information and knowledge, and providing multiple means of action and expression to demonstrate what they know	Aside from surveys from professional learning experiences, implementation of principles in lesson design and implementation.
Lead Person/Position		Anticipated Timeline	
Curriculum Supervisors, Special Education Supervisors		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
Coaching (peer-to-peer; school leader-to-teacher; other coaching)	As needed	1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
models)		1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 2a: Creating an Environment of Respect and Rapport 1d: Demonstrating Knowledge of Resources	Settings
Workshop(s)	Throughout the school year, combinations of usage of non instructional days and faculty meetings	1c: Setting Instructional Outcomes 1d: Demonstrating	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
		Knowledge of Resources 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	

FOSTERING A GREATER SENSE OF BELONGING PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Strengthen a greater sense of belonging for all members of our school community. Continued implementation of the Culturally-Relevant and Sustaining Education Program Framework Guidelines from Pennsylvania Department of	All educators and support	Key components of the CRSE Common	Aside from surveys, a greater use of common language. Expectations of achievement data improving as a result of students and staff feeling connected to the

Action Step	Audience	Topics to be Included	Evidence of Learning
Education.	staff	Ground Framework	school and one another.
Lead Person/Position	Anticipated Timeline		
Central Office	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
Inservice day	Throughout the year	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy	Common Ground: Culturally Relevant Sustaining Education

STRUCTURED LITERACY PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Structured Literacy Professional Learning and Implementation	Required certificated teachers as well as additional teachers who might benefit	Aside from the Structured Literacy Framework, these major topics- Phonology Sound-Symbol Association (Phonics) Syllable Instruction Morphology Syntax Semantics	Teacher feedback, lesson plans and quality instruction, increased achievement data.
Lead Person/Position		Anticipated Timeline	
Curriculum Supervisors		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
Inservice day	Throughout the year.	3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students	Structured Literacy

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)	As needed	1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
		2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL ETHICS FRAMEWORK PROFESSIONAL LEARNING

Audience	Topics to be Included	Evidence of Learning
All Educators	A review of the Professional Ethics Framework along with scenario discussion	Educator participation and feedback survey

Lead Person/Position	Anticipated Timeline
Director of Curriculum and Supervisors	08/15/2024 - 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 Meeting; implemented by principals one time	4f: Showing Professionalism	Professional Ethics

TRAUMA INFORMED INSTRUCTION

Audience	Topics to be Included	Evidence of Learning
All K-12 Educators	Understanding Trauma and Its Impact on Learning and Behavior Principles of Trauma-Informed Care Recognizing Signs of Trauma in Students Creating Trauma-Sensitive Classroom Environments Building Resilience and Social-Emotional Learning (SEL) Trauma-Informed Teaching Strategies Supporting Traumatized Students Self-Care for Educators Collaborating with Families and Communities Cultural Competence in Trauma-Informed Education Legal and Ethical Considerations Implementing Trauma-Informed Practices School-Wide	Feedback surveys, teacher lesson plans and instructional delivery

Lead Person/Position	Anticipated Timeline
Curriculum Supervisors	08/01/2024 - 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
Workshop(s)	One time, faculty meetings facilitated by principals	1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	

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

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?

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)?

As of now it will just be the required certifications however we are considering people who may be good candidates to transfer into roles where this knowledge would support student learning.

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.

Once a year, our professional development planning team reviews the feedback and outcomes from the prior year and then develops plans for the following year. As part of that review, some elements of student achievement data are reviewed. In addition, direct feedback from teachers about what was successful and what was not is also considered. The surveys that are collected also ask for which parts of their new learning are most applicable and useful. We leverage principal feedback and guidance on instructional trends as well as our instructional coaches to help determine future priorities as well.

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.

Amy Coleman

02/12/2024

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