

## GROVE CITY AREA SD

511 Highland Ave

Professional Development Plan (Act 48) | 2023 - 2026

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### 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

Grove City Area School District

104432903

511 Highland Avenue, Grove City, PA 16127

Joshua J. Weaver

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724-458-6733 X 2122

Dr. Jeffrey A. Finch

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Rachel Anderson	Parent	Rachel Anderson	School Board of Directors
Deb Armstong	Teacher	Deb Armstong	Teacher
Stephanie Bazan	Teacher	Stephanie Bazan	Teacher
Pep Bernardi	Parent	Pep Bernardi	School Board of Directors
Brian Buchan	School Psychologies	Brian Buchan	Administration Personnel
Jennifer Connelly	Director of Pupil Services	Jennifer Connelly	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Lawrence Connelly	Principal	Lawrence Connelly	Administration Personnel
Adam Cook	YMCA Director	Adam Cook	Administration Personnel
Judy Dennis	Director of Technology	Judy Dennis	Administration Personnel
William Ford	Teacher	William Ford	Teacher
William Hoffman	Teacher	William Hoffman	Teacher
Michael Parulo	Math Coach	Michael Parulo	Education Specialist
Susyn Klingler	Teacher	Susyn Klingler	Teacher
Sara McCullough	Teacher	Sara McCullough	Teacher
Rebecca McGill	Teacher	Rebecca McGill	Teacher
Tammi Martin	Principal	Tammi Martin	Administration Personnel
Brendan Smith	Principal	Brendan Smith	Administration Personnel
Marisa Jackson	Parent	Marisa Jackson	School Board of Directors
Jennifer Nemet	Assistant Principal	Jennifer Nemet	Administration Personnel
Julie Pottinger	Teacher	Julie Pottinger	Teacher
Joshua Weaver	Assistant Superintendent	Joshua Weaver	Administration Personnel

Name	Title	Committee Role	Appointed By
Maggie Ranker	Student	Maggie Ranker	School Board of Directors
Alicia Johnson	Teacher	Alicia Johnson	Teacher
Rebecca Limberg	Teacher	Rebecca Limberg	Teacher
Megan Taggart	Teacher	Megan Taggart	Teacher
Jason Dunn	Teacher	Jason Dunn	Teacher
Stephani Damato	Teacher	Stephani Damato	Teacher
Emily Williams	Student	Emily Williams	School Board of Directors
TJ Mourtacos	Teacher	TJ Mourtacos	Teacher
Jacob Jefferis	Parent	Jacob Jefferis	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.**

The professional development committee is slated to meet at least three times each year. The committee will meet in the early spring to discuss the current year and plans for the following year. The committee reconvenes near the end of the year to review the year and collect feedback for the upcoming year. The group then meets in the fall to review the opening days of in-service and then we discuss any changes that may need to be taken into consideration. The PD committee, at times, will break into sub-committees in order to achieve work. Our

current sub-committee structure includes a group who evaluates Independent Professional Learning Plans (IPLPs) that allow staff to apply through a defined process to differentiate their individual professional development plans.

## 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? ( <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
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

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### COLLABORATIVE MEETINGS SHARING BEST PRACTICES AROUND PROCESS AND CONTENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Organize and schedule collaborative planning sessions focused on ELA interventions K-12	ELA staff K-12	PA standards, current curricular plans, current locally developed common assessments, standardized test results, research based interventions	K-12 Intervention plan
Lead Person/Position			Anticipated Timeline
Dr. Joshua J. Weaver - Assistant Superintendent and Department Chairs at all levels			09/01/2023 - 04/30/2024

### 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)	one time per month	3b: Using Questioning and Discussion Techniques  3c: Engaging Students in Learning  4d: Participating in a Professional	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**

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Community

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

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## ACTION PLAN REFLECTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Review and reflect on intervention action plans	ELA staff K-12	K-12 intervention plan	Pre and post survey

  

Lead Person/Position	Anticipated Timeline
Dr. Joshua J. Weaver - Assistant Superintendent and Department Chairs at all levels	05/03/2024 - 05/28/2024

## 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)	two meetings	3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students

## COLLABORATIVE MEETINGS FOR CURRICULAR DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Organize and schedule collaborative planning sessions focused on math interventions K-12	Math Staff K-12	PA standards, current curricular plans, current locally developed common assessments, standardized test results, research based interventions	K-12 intervention plan
Lead Person/Position		Anticipated Timeline	
Dr. Joshua J. Weaver - Assistant Superintendent and Department Chairs at all levels		09/01/2023 - 04/30/2024	

## 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)	one time per month	1a: Demonstrating Knowledge of Content and Pedagogy  3c: Engaging Students in Learning  3d: Using Assessment in Instruction  1e: Designing Coherent 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
		3b: Using Questioning and Discussion Techniques 4d: Participating in a Professional Community	

## ACTION PLAN REFLECTION

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Action Step	Audience	Topics to be Included	Evidence of Learning
Review and reflect on intervention action plans	Math staff K-12	K-12 intervention plan	Pre and post survey

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Lead Person/Position	Anticipated Timeline
Joshua J. Weaver - Assistant Superintendent and Department Chairs at all levels	05/03/2024 - 05/28/2024

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## LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	two meetings	4e: Growing and Developing Professionally  3e: Demonstrating Flexibility and Responsiveness  4a: Reflecting on Teaching	Teaching Diverse Learners in an Inclusive Setting

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## SCIENCE SCOPE AND SEQUENCE DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Schedule initial meeting for process review</p> <p>Organize and schedule subsequent work sessions with the team</p>	<p>Science teachers in grades K-12.</p>	<p>Science standards and a revision of the scope and sequence from grades K-12 would be included in this process.</p>	<p>Newly revised scope and sequence that is aligned to the updated standards published by PDE.</p>
Lead Person/Position			Anticipated Timeline
<p>Dr. Joshua Weaver - Assistant Superintendent and Science Department Chairs</p>			<p>07/03/2023 - 06/28/2024</p>

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
<p>Collaborative curriculum development</p>	<p>Monthly meetings</p>	<p>2c: Managing Classroom Procedures</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>4c: Communicating with Families</p> <p>3a: Communicating with Students</p> <p>1a: Demonstrating Knowledge of Content</p>	

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
		and Pedagogy  1e: Designing Coherent Instruction	

## **OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

Other Professional Development Activities are not included in this report



## **EVALUATION AND REVIEW**

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

The math and ELA intervention work will include pre- and post- surveys to gauge the growth and development of the staff throughout the process as well as the effectiveness of the implemented interventions. The District will also be monitoring the achievement and growth of students through our PSSA and Keystone results as well as our feedback in the Future Ready Index. Surveys will also be provided to staff for the mandatory trainings that are required of our district staff to gauge the effectiveness of the delivery as well as the content presented.

## 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

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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