

MIDD-WEST SD

568 E Main St

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

Midd-West School District

116555003

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Dr. Thor R. Edmiston

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Mr. Joe Stroup

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Mr. Joe Stroup	Superintendent	Mr. Joe Stroup	Administration Personnel
Dr. Thor Edmiston	Director of Curriculum and Instruction	Dr. Thor Edmiston	Administration Personnel
Ms. Erin Sheedy	Supervisor of Special Education	Ms. Erin Sheedy	Administration Personnel
Mrs. Heidi Oldt	Parent	Mrs. Heidi Oldt	School Board of Directors
Mrs. Mandi Romig	English Teacher	Mrs. Mandi Romig	Teacher
Mrs. Brandi Shawver	English Teacher	Mrs. Brandi Shawver	Teacher

Name	Title	Committee Role	Appointed By
Mrs. Courtney Trawitz	Elementary Teacher	Mrs. Courtney Trawitz	Teacher
Mrs. Karie Gunkle	Learning Support	Mrs. Karie Gunkle	Education Specialist
Mr. Ryan VanHorn	Business Owner	Mr. Ryan VanHorn	School Board of Directors
Mr. Brent Bobb	Community Member	Mr. Brent Bobb	School Board of Directors
Mr. Brian Beward	Parent	Mr. Brian Beward	School Board of Directors
Mr. Matthew Dietz	Technology Education Teacher	Mr. Matthew Dietz	Teacher
Officer Paul Maul	Community Member	Officer Paul Maul	School Board of Directors
Mrs. Allison Hornberger	Elementary Teacher	Mrs. Allison Hornberger	Teacher
Mrs. Ashley Kuhns	Middle Level Music Teacher	Mrs. Ashley Kuhns	Teacher
Mr. Jason Gemberling	Curriculum Council Member	Mr. Jason Gemberling	Education Specialist
Mrs. Mandi Romig	Curriculum Council Member	Mrs. Mandi Romig	Education Specialist
Mrs. Monica Romig	Curriculum Council Member	Mrs. Monica Romig	Education Specialist
Mr. Peter Voss	Curriculum Council Member	Mr. Peter Voss	Education Specialist
Mrs. Lori Keister	Curriculum Council Member	Mrs. Lori Keister	Education Specialist
Mrs. Melinda Callendar	Curriculum Council Member	Mrs. Melinda Callendar	Education Specialist

Name	Title	Committee Role	Appointed By
Mrs. Nichole Snyder	Curriculum Council Member	Mrs. Nichole Snyder	Education Specialist
Mrs. Tanna Stenger	Curriculum Council Member	Mrs. Tanna Stenger	Education Specialist
Ms. Emily Kramer	Curriculum Council Member	Ms. Emily Kramer	Education Specialist

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 committee meets in the fall of the new school year and during the second semester of the same school year. The Midd-West School District surveys all relevant stakeholders on a yearly basis to determine the professional development needs of the district and its staff. The committee reviews the previous year's data and determines if the professional development opportunities offered to the staff meet the needs the data indicates are priorities. Additionally, the committee will review the data collected during the second semester of the school year and assist administration with suggestions for professional development opportunities for the upcoming school year. Additionally, members of the steering committee also serve on the District's Curriculum Council. The Curriculum Council meets monthly with the Director of Curriculum and Instruction to discuss curricular needs such as the curriculum cycle, posted curriculum, professional development needs, and other related activities.

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

SCIENCE CURRICULUM WRITING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Science department will meet to discuss test dates for PSSA and Keystone Biology exams to assist in the determination of curricular changes.</p> <p>Provide time to the science department members to re-write curricula based on the team's analysis of the new standards and current programming. Utilize STEM consultant from local IU to support the team's re-writing efforts.</p> <p>The new science curriculum will continue to be monitored and revised as needed.</p> <p>Professional Development for Science Curriculum re-write</p>	All elementary teachers along with MS and HS science teachers	Curriculum Writing to address new Science Standards	Finalized Curriculum document
Lead Person/Position	Anticipated Timeline		
Director of Curriculum and Instruction	08/17/2022 - 05/26/2023		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 times a year	1c: Setting Instructional Outcomes 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students
Collaborative curriculum development	weekly	1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

CAREER READINESS/POST-SECONDARY TRANSITION TO SCHOOL, WORK, MILITARY

Action Step	Audience	Topics to be Included	Evidence of Learning
All grade level teams will to discuss the addition of career readiness curriculum based on the district's unifying beliefs.	All teachers, administrators, and guidance staff in the district	Curriculum Writing to address inclusion of district Unifying Beliefs at all grade levels	Assessment Document to be included with quarterly report cards. Curriculum Document
Lead Person/Position		Anticipated Timeline	
Director of Curriculum and Instruction/Building Administrators		08/17/2022 - 05/26/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 times a year	1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students
Collaborative curriculum development	monthly	1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

PRE-ALGEBRA TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development for 7th Grade Pre-Algebra program	7th grade math teachers	Mathematics Instruction	Classroom Observations
Lead Person/Position		Anticipated Timeline	
Director of Curriculum and Instruction/Building Administrators		08/17/2022 - 05/26/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	2 - 3 times yearly	1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

STUDYSYNC 6TH - 12TH GRADE ELA TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development for StudySync ELA 6-12 program	6th - 12th grade ELA teachers	ELA Instruction	Classroom Observations
Lead Person/Position		Anticipated Timeline	
Director of Curriculum and Instruction/Building Administrators		08/17/2022 - 05/26/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	2-3 times yearly	1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

WRITING ACROSS THE CURRICULUM - COLLINS WRITING

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development for Collins Writing	All teachers K-12	Writing across the curriculum	Classroom Observations, Posted Student Work
Lead Person/Position			Anticipated Timeline
Director of Curriculum and Instruction/Building Administrators			08/17/2022 - 05/25/2025

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)	weekly	1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students
Workshop(s)	several times per	1e: Designing Coherent Instruction	Language and Literacy Acquisition for All

Type of Activities

Frequency

**Danielson Framework Component Met
in this Plan**

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

year

1d: Demonstrating Knowledge of
Resources

Students

MTSS DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
MTSS Professional Development	All teachers K-12	Tiered Interventions, Structure at each level	Classroom Observations
Lead Person/Position		Anticipated Timeline	
Director of Curriculum and Instruction/Building Administrators		08/17/2022 - 05/25/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 time a year	1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students
Workshop(s)	2-3 times per year	1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA INFORMED CLASSROOM

Audience	Topics to be Included	Evidence of Learning
All teaching and paraprofessional staff	Trauma Informed Classroom Curriculum, Brain Breaks, and Regulatory Strategies	Observation and Practice

Lead Person/Position	Anticipated Timeline
Dr. Joshua MacNeill	08/19/2021 - 08/19/2021

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 times in 2021-2022 school year	1b: Demonstrating Knowledge of Students 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness	Trauma Informed Training (Act 18)

**Type of
Activities**

Frequency

**Danielson Framework Component Met in this
Plan**

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

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

LITERACY INTERVENTIONS

Audience	Topics to be Included	Evidence of Learning
Regular education elementary teachers	Literacy interventions	Administrative observations

Lead Person/Position	Anticipated Timeline
Title I reading staff	08/17/2022 - 10/28/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	twice yearly	3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS

Audience	Topics to be Included	Evidence of Learning
All regular education professional staff	Teaching diverse learners in inclusive settings	LS observations, administrative observations
Lead Person/Position	Anticipated Timeline	
Supervisor of Special Education, LS staff	08/17/2022 - 08/19/2024	

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)	beginning of each year and periodically when needed	1c: Setting Instructional Outcomes 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 1e: Designing Coherent	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
		Instruction 4a: Reflecting on Teaching	

ACT 44 TRAINING

Audience	Topics to be Included	Evidence of Learning
All staff	Situational Awareness, Behavioral Health Awareness, Suicide Prevention/Awareness, Bullying Prevention and Awareness, Substance Use Awareness, Emergency Training Drills	Certificates awarded at the completion of training, performance during Emergency training drills

Lead Person/Position	Anticipated Timeline
Director of Curriculum and Instruction, Building administration, District Crisis and Safety Team	08/17/2022 - 05/25/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	yearly	3a: Communicating with Students	School Safety including Trauma-informed Education

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2e: Organizing Physical Space 2c: Managing Classroom Procedures 4d: Participating in a Professional Community 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness	Awareness (Act 44)
Classroom/school visitation	twice yearly	3e: Demonstrating Flexibility and Responsiveness	School Safety including Trauma-informed Education Awareness (Act 44)

BUREAU OF CAREER AND TECHNICAL EDUCATION

Audience	Topics to be Included	Evidence of Learning
Careers departments	Nontraditional (equity) Regional Workshops Perkins Postsecondary Approval in CATs	Administrative Observation
Lead Person/Position	Anticipated Timeline	
Director of Curriculum and Instruction	08/17/2022 - 05/25/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Yearly	1a: Demonstrating Knowledge of Content and Pedagogy	Nontraditional (equity) Regional Workshops
Action research	Yearly	1a: Demonstrating Knowledge of Content and Pedagogy	Perkins Postsecondary Approval in CATs

BUREAU OF SPECIAL EDUCATION

Audience	Topics to be Included	Evidence of Learning
All staff	Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training, Indicator 13 Effective Practices in Transition Training, Special Education State Plan Training, PASA Administration Training, Indicator 14 Pennsylvania Post School Outcomes Training	Supervisor of Special Education observations
Lead Person/Position	Anticipated Timeline	
Supervisor of Special Education	08/17/2022 - 05/25/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	yearly	4e: Growing and Developing Professionally	Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training
Other	yearly	4f: Showing Professionalism	Indicator 13 Effective Practices in Transition Training
Seminar(s)	Yearly	1a: Demonstrating Knowledge of Content and Pedagogy	Special Education State Plan Training
Other	Yearly	1b: Demonstrating Knowledge of	PASA Administration Training

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Students 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments	
Other	Yearly	3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students	Indicator 14 Pennsylvania Post School Outcomes Training

EVALUATION AND REVIEW

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

The review of the professional education plan is multi-tiered. The Mid-West School District has formed a Curriculum Council, a team made up of administrators and educators, who meet monthly to discuss the District goals and professional development activities. Based on these discussions, the delivery system is either maintained or altered to best meet the needs of individuals impacted by the plan. In addition to discussing professional development activities, the curriculum council also reviews student data. The Mid-West School District also surveys all professional staff each year to determine if the current year's professional development activities are meeting their needs. In this survey, participants will not only relay their reaction to the trainings given during that academic year, but also provide input on professional development for the upcoming year.

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