

WISSAHICKON SD

601 Knight Rd

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

School District

123469303

601 Knight Rd, Ambler, PA 19002-3441

Dr. Jennifer Schmidt

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Dr. James A Crisfield

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Mwenyewe Dawan	Assistant Superintendent	Mwenyewe Dawan	Administration Personnel
Jennifer Schmidt	Director of Teaching and Learning	Jennifer Schmidt	Administration Personnel
Keziah La Torre	Direct of Equity and Cultural Responsiveness	Keziah La Torre	Administration Personnel
Kelle Heim McCloskey	Director of Student Services	Kelle Heim McCloskey	Administration Personnel
Danielle Hey	Director of Personnel	Danielle Hey	Administration Personnel
James Crisfield	Superintendent	James Crisfield	Administration Personnel

Name	Title	Committee Role	Appointed By
Joe Antonio	Board Member	Joe Antonio	School Board of Directors
David Frank	Board Member	David Frank	School Board of Directors
Paul Badger	Board Member	Paul Badger	School Board of Directors
Felicia Glover	School Counselor	Felicia Glover	Education Specialist
Helen Lee	Teacher	Helen Lee	Teacher
Logan Wilson	Alumni	Logan Wilson	School Board of Directors
Gianni Hall	Student	Gianni Hall	School Board of Directors
Kwan Morrow	Parent	Kwan Morrow	School Board of Directors
Anthony Horton	Community Member	Anthony Horton	School Board of Directors
Danielle Duckett	Member	Danielle Duckett	School Board of Directors
Shyanne Torres	Alumni	Shyanne Torres	School Board of Directors
Nia Murray	Student	Nia Murray	School Board of Directors
Jamiylah Cooper-Burns	Parent	Jamiylah Cooper-Burns	School Board of Directors
Toni Reed	Parent	Toni Reed	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.

Members listed meet monthly to review district data and analyze our district's practices in order to make recommendations for action steps for administration. At these meetings, information is presented on current professional learning opportunities that are in place throughout the year for administrators and staff. These meetings include an opportunity for committee members to share feedback to move the district forward. WSD's professional development offers layered activities to support and foster equity and inclusion among staff, students, and families. The districtwide learning opportunities help us work toward the ultimate goal of equitable environments and outcomes that support all students' social, emotional, mental, behavioral, and academic wellness and success. Wissahickon School District remains committed to professional learning to ensure we are meeting the needs of each and every student.

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

DIFFERENTIATED INSTRUCTION "REFRESHER"

Action Step	Audience	Topics to be Included	Evidence of Learning
Differentiated Instruction "Refresher" Professional Learning Sessions	K-12 Staff and Administrators	Differentiated Instruction	Teachers will increase their use of differentiated instruction in classrooms.
Lead Person/Position			Anticipated Timeline
Dr. Jennifer Schmidt, Director of Teaching and Learning			08/29/2022 - 06/23/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing		Teaching Diverse Learners in an Inclusive Setting
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing		Teaching Diverse Learners in an Inclusive Setting

ASSESSMENT LITERACY

Action Step	Audience	Topics to be Included	Evidence of Learning
Assessment Literacy Professional Learning Sessions	K-12 Staff and Administrators	Using Assessments to Improve Student Learning	Teachers will use assessment data to inform daily instructional practices and identify students' needs for targeted interventions. Development of performance-based tasks that assess deeper learning.
Lead Person/Position			Anticipated Timeline
Dr. Jennifer Schmidt, Director of Teaching and Learning			08/29/2022 - 06/23/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing		

CULTURALLY RESPONSIVE PEDAGOGY

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue Professional Learning Sessions focused on Equity, Inclusive Practices, and Culturally Responsive Teaching	K-12 Staff and Administrators	Equity, Inclusive Practices, and Culturally Responsive Teaching	Implementation of culturally responsive teaching practices
Lead Person/Position		Anticipated Timeline	
Ms. Keziah La Torre, Director of Equity and Cultural Responsiveness		08/29/2022 - 06/27/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing		
Professional Learning Community (PLC)	Ongoing		
Book study	Ongoing		

CURRICULUM EQUITY AUDIT

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue with Curriculum Equity Audit	K-12 Staff and Administrators	Curriculum Equity & Using the Curriculum Audit Tool	Revision of curriculum units in content areas (including Mathematics and ELA) that reflect deeper learning principles and include culturally relevant materials.
Lead Person/Position			Anticipated Timeline
Dr. Jennifer Schmidt, Director of Teaching and Learning			08/29/2022 - 06/27/2025

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		
Workshop(s)	Ongoing		

MTSS IS EQUITY

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Explore and adopt data collection system, and develop systematic data analysis protocols to support decision making within the MTSS framework.</p> <p>Re-establish and/or create building-based MTSS teams and conduct Professional Development sessions for building-based teams.</p> <p>Differentiated Instruction "Refresher" Professional Learning Sessions</p> <p>Refine the Child Study Team (CST) process K-12.</p>	<p>K-12 Staff and Administrators</p>	<p>Understanding MTSS as a Framework for Equity in Education; Role and Expectations for Building-based MTSS Teams; Role of Differentiation Instruction in MTSS; Role and Responsibilities of Child Study Teams in an Effective MTSS Framework</p>	<p>Improve MTSS (Multi-Tiered Systems of Support) framework by strengthening academic, behavioral, and social-emotional core instruction and interventions to support students' needs. Teachers will increase their use of differentiated instruction in classrooms and use assessment data to inform daily instructional practices and identify students' needs for targeted interventions.</p>

Lead Person/Position

Anticipated Timeline

Lead Person/Position

Dr. Kelle Heim-McCloskey, Director of Student Services

Anticipated Timeline

08/29/2022 - 06/23/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	Ongoing		Teaching Diverse Learners in an Inclusive Setting
Professional Learning Community (PLC)	Ongoing		Teaching Diverse Learners in an Inclusive Setting
Workshop(s)	Ongoing		Teaching Diverse Learners in an Inclusive Setting

RESTORATIVE PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional learning to develop common understanding regarding the principles of and purpose for implementing Restorative Practices. Determine structural processes and changes required for implementing	K-12 Staff and Administrators	Understanding the Principles of and Purpose for Implementing Restorative Practices; Restorative Practices in Action;	Improvements in relationships among students and teachers; increase in positive

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Restorative Practices.</p> <p>Restorative Practices training will continue with the cohort model while also building capacity for developing internal Restorative Practices leaders who can continue with facilitating internal trainings until all staff are trained.</p> <p>Professional learning to highlight results of Code of Conduct Microstudy analysis and relevant action steps.</p> <p>Identify necessary revisions in Code of Conduct (K-12) to support school level implementation of Restorative Practices</p> <p>Implement Restorative Practices in all schools and all classrooms</p>		Code of Conduct Microstudy Results	student behaviors; reduction in suspension rates.

Lead Person/Position	Anticipated Timeline
Ms. Keziah La Torre, Director of Equity and Cultural Responsiveness	08/29/2022 - 06/27/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings

Workshop(s)	Ongoing
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
Professional Learning Community (PLC)	Ongoing

SOCIAL AND EMOTIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Continue Professional Learning Sessions focused on Social and Emotional Learning</p> <p>Continue to assess and monitor the degree to which students, staff, and parents/caregivers in our district perceive a sense of belonging.</p>	K-12 Staff and Administrators	Social and Emotional Learning; Culturally Responsiveness; Understanding SEL Competencies; SEL in Action--Making Moves in Elementary; SEL in Action--Making Moves in Secondary; Belongingness	Improved self-concept and perception of others; increased connection to the school community; increase in positive social behavior; improvements in academic performance; and reduced behavioral concerns and emotional conflict.
Lead Person/Position			Anticipated Timeline
Ms. Keziah La Torre, Director of Equity and Cultural Responsiveness			08/29/2022 - 06/27/2025

Lead Person/Position

Anticipated Timeline

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing		
Professional Learning Community (PLC)	Ongoing		

CULTURALLY RESPONSIVE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Action Step	Audience	Topics to be Included	Evidence of Learning
Assess current systems (and implement new systems where needed) for data-based decision making to support the needs of students in order to promote positive behavior and a positive classroom climate.	K-12 Staff and Administrators	Understanding Culturally Responsive Positive Behavioral Interventions and Supports (PBIS); Data-based Decision Making in PBIS; Integration of Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Trauma Informed Teaching, and Social and Emotional Learning	Clear, consistent routines and expectations that lead to better functioning classroom and school communities;
Professional Learning Sessions focused on the			

Action Step	Audience	Topics to be Included	Evidence of Learning
Integration of Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Trauma Informed Teaching and Social and Emotional Learning (which all work together to build safer more effective schools)			reduction in suspension rates
Lead Person/Position		Anticipated Timeline	
Dr. Kelle Heim-McCloskey, Director of Student Services		08/29/2022 - 06/27/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing		

FUNDATIONS, K-2

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Learning Sessions focused on early literacy skills development; Five Components of Reading -Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension;	K-2 Staff and Elementary-Level Administrators	Foundations	Foundations program will be implemented with fidelity in grades K-2.
Lead Person/Position		Anticipated Timeline	
Dr. Jennifer Schmidt, Director of Teaching and Learning		08/29/2022 - 06/23/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing		Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing		Language and Literacy Acquisition for All Students

ELA COLLABORATIVE CURRICULUM DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Learning Sessions focused on early literacy skills development; Five Components of Reading - Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension;	Grades 3-12	Five Components of Reading -Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension; Reading and Writing in Science and Social Studies	Implementation of a literacy framework developed and implemented.
Lead Person/Position		Anticipated Timeline	
Dr. Jennifer Schmidt, Director of Teaching and Learning		08/29/2022 - 06/27/2025	

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		Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	Ongoing		Language and Literacy Acquisition for All Students

SUPPORTING ENGLISH LEARNERS' LANGUAGE ACQUISITION

Action Step	Audience	Topics to be Included	Evidence of Learning
Meeting the Needs of English Learners; Culturally Responsive Teaching Practices	All K-12 Staff	Providing differentiated, high-quality language and literacy instruction with varying levels of intensity; a focus on social and academic language development; language acquisition, and the role of English language proficiency in reading achievement. Activate prior knowledge, make learning contextual, and incorporate culturally relevant resources.	Strategies implemented to support language development in all classrooms.
Lead Person/Position		Anticipated Timeline	
Dr. Jennifer Schmidt, Director of Teaching and Learning		08/29/2022 - 06/27/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing		Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing		Language and Literacy Acquisition for All Students

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA-INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
Special Education Staff	Trauma-informed practices	Successful implementation of trauma-informed practices

Lead Person/Position	Anticipated Timeline
Dr. Kelle Heim-McCloskey	08/30/2022 - 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
Inservice day	Annual Training		Trauma Informed Training (Act 18)

STATE ASSESSMENT TRAINING

Audience	Topics to be Included	Evidence of Learning
Teachers of Assessed Content/Subject Areas	Test Administration: PSSA, Keystone Exams, PASA, WIDA Access for ELs	Successful implementation of state assessment protocols and procedures.

Lead Person/Position	Anticipated Timeline
Dr. Jennifer Schmidt/Dr. Kelle Heim-McCloskey	08/30/2022 - 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
Other	Annual training		PASA Administration Training

EVALUATION AND REVIEW

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

The Wissahickon School District's plan for professional learning is reviewed and evaluated annually. Revisions to the plan are guided by multiple sources of information, which include: district goals and priorities, which are driven by student outcomes and educational needs of the students and staff; surveys of professional staff following each of the professional development days scheduled throughout the school year; surveys of staff to conduct a needs assessments. Ongoing feedback from the professional staff indicates satisfaction with professional learning experiences, new knowledge and/or skills gained by participants, degree of quality of the design and delivery of information, the organization's advocacy, support, and facilitation of professional learning activities, and student academic, social, and emotional outcomes.

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.

Dr. Jennifer Schmidt

06/15/2022

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.

James A. Crisfield

06/15/2022

Superintendent or Chief Administrative Officer:

Date