INTERBORO SD

900 Washington Ave

Professional Development Plan (Act 48) | 2023 - 2026

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

Interboro School District

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ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

HEGGERTY PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
All K-2 teachers will implement Heggerty as part of core curriculum to provide daily systematic, explicit instruction of phonemic/phonological awareness skills.	K-2 Teachers	Program components, lesson sequence, how to navigate teacher manual, and lesson walkthrough	Student growth on Acadience and OG assessments, walkthrough data, teacher feedback through reading specialist check-ins

Lead Person/Position	Anticipated Timeline
Supervisor of Literacy and Pre-K-2 Literacy Coach	09/05/2023 - 06/14/2024

LEARNING FORMAT

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

ACADIENCE PROGRESS MONITORING

Action Step	Audience	Topics to be Included	Evidence of Learning
Using benchmark data, all K-2 teachers will conduct monthly progress monitoring using Acadience tools based on student performance. All K-2 teachers will analyze monthly progress monitoring and participate in collaborative data-based discussions with colleagues. Students who are not meeting benchmark will receive targeted, direct intervention and progress monitoring by classroom teacher based on exhibited need.	K-2 Teachers	Assessment protocols, progress monitoring resources, data analysis, and data meetings	Student growth on Acadience assessments, teacher participation during data meetings, intervention/progress monitoring data

Lead Person/Position	Anticipated Timeline
K-2 Teachers and Reading Specialists	09/03/2024 - 06/12/2026

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)	Monthly	2b: Establishing a Culture for Learning	

SMALL GROUP INSTRUCTION BASED ON NEED

Action Step	Audience	Topics to be Included	Evidence of Learning
All K-2 teachers will create and monitor flexible, data driven groups to provide instruction in early literacy skills. All K-2 teachers will identify and achieve student growth goals.	K-2 Teachers	Professional development on needs based small group instruction, small group resources	Student progress on Acadience assessments, teacher participation during data meetings through reporting out of progress on student growth goals, walkthrough feedback

Lead Person/Position	Anticipated Timeline
K-2 Teachers and Reading Specialists	09/02/2025 - 06/12/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Six week intervals	3d: Using Assessment in Instruction	Structured Literacy

NEW TEACHER COACHING AND OG TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
All new teachers will participate in a coaching cycle to enhance their teaching of phonics instruction and create goals, as well as receive comprehensive OG training through IMSE (Institute for Multisensory Education).	New K-2 Teachers	Comprehensive OG training through IMSE, Coaching on phonics based instruction	Teachers implementing phonetic based instruction (Heggerty and OG) with fidelity

Lead Person/Position	Anticipated Timeline
Pre-K- 2 Literacy Coach and Supervisor of Literacy, Pre-K-12	09/03/2024 - 06/12/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	OG Comprehensive Training= 1 week of initial training Coaching= Initial 6 week cycle	4a: Reflecting on Teaching	Structured Literacy

ANALYZATION OF WEEKLY DICTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
All K-2 teachers will analyze daily and weekly dictation to monitor student progress and participate in collaborative data-based discussions with colleagues. All K-2 teachers will create and monitor flexible, data driven groups to provide instruction using researched based activities directly related to a substrand of Scarborough's Rope.	K-2 Teachers	Weekly dictation sheets, flexible small group resources	Implementation of flexible small groups, growth in phonetic learning data

Lead Person/Position	Anticipated Timeline
K-2 Teachers	09/05/2023 - 06/12/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Daily	3d: Using Assessment in Instruction	Structured Literacy

K-2 COACHING CYCLE

Action Step	Audience	Topics to be Included	Evidence of Learning
All K-2 teachers will participate in a coaching cycle to enhance their teaching of phonics instruction and create goals.	K-2 Teachers	Phonemic awareness instruction, OG instruction	Improved instructional practices stemming from classroom walkthroughs and observations, Literacy Coach feedback

Lead Person/Position	Anticipated Timeline
Pre-K-12 Literacy Coach	09/03/2024 - 06/12/2026

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)	6 week cycle	2b: Establishing a Culture for Learning	Structured Literacy

OG FOCUSED CLASSROOM WALKTHROUGHS AND OBSERVATIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
All building Principals will conduct OG focused walkthroughs and observations for teachers in order to provide explicit feedback.	Principals	Introduction of OG focused walkthrough tool, review of essential components of OG instruction	Explicit teacher feedback located in documents, check-ins with Supervisor of Literacy

Lead Person/Position	Anticipated Timeline
Supervisor of Literacy, Pre-K-12	10/02/2023 - 06/12/2026

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	Monthly	1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

CURRICULUM AUDIT AND CURRICULUM WRITING

Action Step	Audience	Topics to be Included	Evidence of Learning
Curriculum audit and writing for courses Core 6 through Algebra 1 Content focused professional development for teachers in 6th grade through Algebra 1 courses	Middle school regular and special education math teachers	How to conduct a curriculum audit, Understanding By Design Curriculum writing, Universal Design lesson planning	Audit is conducted and areas of need are focused on for curriculum writing. Curriculum will be written using the UBD template design.

Lead Person/Position	Anticipated Timeline
PreK-12 Supervisor of Math	08/28/2023 - 08/30/2025

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	Monthly during Early Wednesdays as well as during full day PD days.	1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings

MIDDLE SCHOOL MATH INTERVENTION PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Create a middle school intervention program using MAP, IXL, CDT, SpringMath and teacher created materials. Content focused professional development for teachers in 6th grade through Algebra 1 courses	Middle school regular and special education math teachers	How to determine what intervention matches which student need, data informed decision making	Teachers will implement individual and class wide interventions a minimum of 3 times a week for 15 minutes a day within the 90 minute math block.

Lead Person/Position	Anticipated Timeline
PreK-12 Supervisor of Math	08/28/2023 - 08/30/2025

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	Monthly during data meetings	1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings

COMMON ASSESSMENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop Standards Based Common Assessments for all 6th through Algebra 1 math courses	Middle school regular and special education math teachers	How to design valid assessment questions	Each math unit will have a common assessment that is standards based
Content focused professional development for teachers in 6th grade through Algebra 1 courses			

Lead Person/Position	Anticipated Timeline
PreK-12 Supervisor of Math	08/28/2023 - 08/30/2025

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	Monthly during early Wednesdays	1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings

COTEACHING IN THE MATH CLASSROOM

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop CoTeaching model to be used in cotaught math classes	Middle school regular and special education math teachers	Designing a coteaching model, expectations, common planning	Coteaching model is implemented with researched back methodologies, student and teacher feedback. A walkthrough tool developed by faculty members at the University of Alabama departments of Mathematics and department of Curriculum and Instruction will be utilized to determine if implementation of the coteaching model is being utilized and is effective.

Lead Person/Position	Anticipated Timeline
PreK-12 Supervisor of Math	08/28/2023 - 08/30/2025

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)	During full day PD Days	2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings

REVISING THE HIGH SCHOOL PROGRAM OF STUDIES

Action Step	Audience	Topics to be Included	Evidence of Learning
All High School departments will analyze and compare course offerings in high schools and post-secondary institutions throughout the region and regional career trends. All students in grades 8-12 will be surveyed to gather student interests and needs for future course offerings	High School Professional Staff (all core and elective areas), School Counselors	Research on tri-state area course offerings, post-secondary plans, student interests, regional career trends	Longitudinal plan for future-ready course offerings in all departments, Student interest survey analysis

Lead Person/Position	Anticipated Timeline
High School Principal	07/01/2023 - 01/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Monthly	1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy	

HIGH SCHOOL CURRICULUM RE-DESIGN

Action Step	Audience	Topics to be Included	Evidence of Learning
All High School departments will create a timeline for curriculum revision and integration of new course offerings that correspond with the High School renovation of learning spaces. Based on departmental timeline, departments will design curriculum for new and revised courses using a common, District-wide framework All Future-Ready pathways will offer a minimum of one course that results in students achieving an industry-based certification.	High School Professional Staff (all core and elective areas), School Counselors	Curriculum writing, Understanding By Design Curriculum writing, Industry-based learning	Longitudinal plan for future-ready course offerings in all departments, curriculum frameworks, implementation of industry-based learning opportunities

Lead Person/Position	Anticipated Timeline
High School Principal	09/01/2024 - 06/30/2026

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	1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1e: Designing Coherent Instruction	
		1c: Setting Instructional Outcomes	
		1a: Demonstrating Knowledge of Content and Pedagogy	

HIGH SCHOOL EXPERIENTIAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
A High School scheduling team will be developed and opportunities for experiential learning with non-traditional schedules will be explored. An internship and job shadowing program will be fully developed.	High School Scheduling Team (Teachers, School Counselors, Administrators)	Experiential learning, approaches to student scheduling, setting up internships and job shadows	Updated High School Schedule, Student enrollment in internships and job shadows

Lead Person/Position	Anticipated Timeline
Director of Curriculum and Instruction; High School Principal	07/01/2024 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Monthly	1b: Demonstrating Knowledge of Students	
		3c: Engaging Students in Learning	
		3e: Demonstrating Flexibility and Responsiveness	
		1d: Demonstrating Knowledge of Resources	
		1c: Setting Instructional Outcomes	

ACT 158 GRADUATION REQUIREMENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development on the Future Ready pathways and Act 158 Legislation post-secondary readiness for all teachers in grades 8-12 Collaborate with all stakeholders to develop a job description, expectations, and general schedules, training needs for post-secondary transition advisors. Develop a firm schedule for post-secondary transition advisement for the 26-27 school	Secondary Teachers, School Counselors, High School Administration	Future Ready Pathways, Act 158, Advising	Responses to survey following professional development; Creation of advisory program; Student post-secondary transition plans; Student responses to post-graduation survey

Action Step	Audience	Topics to be Included	Evidence of Learning
year.			

Lead Person/Position	Anticipated Timeline
Director of Curriculum and Instruction; High School Principal	07/01/2024 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Bi-Annual	1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records 1c: Setting Instructional Outcomes	
Collaborative curriculum development	Monthly	1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Students	
		2b: Establishing a Culture for Learning	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

STRUCTURED LITERACY COURSEWORK

Audience	Topics to be Included	Evidence of Learning
All educators in the Interboro School District who hold the following certifications: - Early Childhood (PK-3) - Elementary (K-6 or K-4) - Middle (4-8 or 6-9) - Special Education PreK—12 - English as a Second Language - Reading Specialist	Evidence-based intervention practices on structured literacy. Explicit and systematic instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge.	Certificate of Completion; Participant Evaluation; Administrative Walkthroughs; Student Learning Data

Lead Person/Position	Anticipated Timeline
Supervisor of ELA	06/01/2021 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Offered	1c: Setting Instructional Outcomes	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	Annually	1b: Demonstrating Knowledge of Students	
		1d: Demonstrating Knowledge of Resources	
		1e: Designing Coherent Instruction	
		1a: Demonstrating Knowledge of Content and Pedagogy	

RESTORATIVE PRACTICES

Audience	Topics to be Included	Evidence of Learning
All PK-12 Administrators and Professional Staff	Topics include the importance of being explicit about practice, how to set high expectations while being supportive, and ways to build community in the setting. Participants will learn to apply the restorative practices continuum, understanding which restorative processes are best for achieving certain goals or responding to particular situations. Participants will focus specifically on facilitating circles, an essential process for creating a positive learning environment and school culture. Circles can be used both proactively and responsively to build social capital, sustain relationships, address social problems, and respond when harm occurs.	Participant Evaluation; Administrative Walkthroughs; School Climate Survey Data, SWIS Reports

Lead Person/Position	Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Student Services; Director of Curriculum	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Two Days for Initial Training	1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education
Professional Learning Community	Quarterly	2a: Creating an Environment of Respect and	Common Ground: Culturally Relevant Sustaining Education

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

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

2d: Managing Student Behavior | |
| Workshop(s) | Following initial training - Restorative Justice Conferencing for Administrators and Helping Team and a Train the Trainer for Interested Administrators and Professional Staff | 1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior | Common Ground: Culturally Relevant Sustaining Education |

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All PK-12 Administrators and Professional Staff	Standards of behavior, values and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.	Participant Evaluation; Act 13 Reporting

Lead Person/Position	Anticipated Timeline
Director of Human Resources	08/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually	4a: Reflecting on Teaching	Professional Ethics

INCLUSIVE PRACTICES

Audience	Topics to be Included	Evidence of Learning
All PK-12 Administrators and Professional Staff	Co-teaching practices, differentiation, behavioral interventions, academic interventions	Participant Evaluation, Administrative Walkthroughs; School Climate Survey Data, SWIS Reports

Lead Person/Position	Anticipated Timeline
Director of Student Services	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness	

LANGUAGE AND LITERACY ACQUISITION

Audience	Topics to be Included	Evidence of Learning
All PK-12 Administrators and Professional Staff	EL accommodations and modifications, can-do descriptors	Participant Evaluation, Data analysis of student WIDA scores

Lead Person/Position	Anticipated Timeline
Director of Student Services	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	1b: Demonstrating Knowledge of Students	

PA STEELS

Audience	Topics to be Included	Evidence of Learning
PK-12 Science and STEM Teachers and	STEELS standards overview, unpacking the standards, 3-D teaching & learning, science & engineering practices, cross-cutting concepts, cross-content connections, integration of environmental literacy and sustainability, phenomena driven instruction, and assessment	Participant Evaluation; Administrative Walkthroughs; Student

Audience	Topics to be Included		Evidence of Learning
Administrators			Learning Data

Lead Person/Position	Anticipated Timeline
Supervisor of STEM	07/01/2023 - 06/26/2023

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 Beginning July 2023	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	
Course(s)	Offered Annually	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Tri-Annually	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources	

TRAUMA INFORMED PRACTICES

Audience	Topics to be Included	Evidence of Learning
All PreK-12 Administrators and Professional Staff	Recognition of the signs of trauma in students Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma The school entity's policies regarding trauma-informed approaches The school entity's policies regarding connecting students with appropriate services. Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students.	Participant Evaluation, School Climate Survey Data

Lead Person/Position	Anticipated Timeline
Director of Student Services	07/01/2023 - 06/30/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	2a: Creating an Environment of Respect and Rapport 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness	At Least 1-hour of Trauma-informed Care Training for All Staff

MANDATED REPORTER

Audience	Topics to be Included	Evidence of Learning
All staff who have direct contact with children	Recognition of the signs of sexual misconduct, as defined in Act 126; Reporting requirements for suspected sexual misconduct set forth in the Educator Discipline Act; Provisions of the Educator Discipline Act, including mandatory reporting requirements; and Maintenance of Professional and Appropriate Relationships with Students.	Completion Certificate

Lead Person/Position	Anticipated Timeline
Director of Human Resources	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Minimum of three hours of training every five years; Required for hiring	2a: Creating an Environment of Respect and Rapport	Professional Ethics

SCHOOL SAFETY AND SECURITY TRAINING

Audience	Topics to be Included	Evidence of Learning
All District Employees	Situational awareness, Trauma-informed approaches, Behavioral health awareness	Participant Evaluation, School Climate Survey Data, SRO Walkthroughs, SWIS Data

Lead Person/Position	Anticipated Timeline
Superintendent of Schools	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Minimum of 2 hours annually	2d: Managing Student Behavior 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	

THREAT ASSESSMENT TRAINING

Audience	Topics to be Included	Evidence of Learning
Threat Assessment Team	The principles of threat assessment; Responsibilities and composition of Threat Assessment Teams; Conducting threat assessments (process overview); Identifying and reporting threats; Gathering information; Assessing the situation; Managing threats	Participant Evaluation

Lead Person/Position	Anticipated Timeline
Director of Student Services	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness	

SUICIDE AWARENESS AND PREVENTION

Audience	Topics to be Included	Evidence of Learning
Administrators and Professional Staff serving students in grades 6-12	Debunking Myths, School-Related Epidemiology, Risk Factors vs. Warning signs, Risk and Protective Factors, District Policies and Procedures, Postvention	Participant Evaluation, Completion Certificate

Lead Person/Position	Anticipated Timeline
Director of Human Resources	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	4 hours required every 5 years	2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students	

NON-DISCRIMINATION

Audience	Topics to be Included	Evidence of Learning
All District Employees	Workplace policies regarding discrimination and know their roles and obligations. This course is designed to provide basic awareness and understanding of discrimination. This awareness can help employees avoid discriminatory behaviors and build a school culture that reflects inclusivity and respect for all.	Completion Certificate

Lead Person/Position	Anticipated Timeline
Director of Human Resources	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Every three years with an annual refresher; Induction Programming	2a: Creating an Environment of Respect and Rapport	

TITLE IX TRAINING

Audience	Topics to be Included	Evidence of Learning
All District Employees	Overview of policy and reporting requirements - Title IX Coordinator, investigators, decision-makers and staff facilitating informal resolution processes – additional detailed training on definitions, scope of district programs/ activities, investigation and evidence standards and processes, and drafting of reports	Completion Certificate

Lead Person/Position	Anticipated Timeline
Director of Human Resources	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Every three years with an annual refresher; induction progamming		

BULLYING/CYBERBULLYING

Audience	Topics to be Included	Evidence of Learning
All PK-12 Administrators and Professional Staff	Effectively responding, intervening, reporting student bullying	Certificate

Lead Person/Position	Anticipated Timeline
Director of Human Resources	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Every three years; Induction Programming	2a: Creating an Environment of Respect and Rapport 1d: Demonstrating Knowledge of Resources	

SAFETY CARES

Audience	Topics to be Included	Evidence of Learning
School Safety Cares Team; All PK-12 Administrators	Safety Cares training provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care delivers the tools participants need to be safe when working with behaviorally challenging individuals using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS).	Certificate; Participant Evaluation

Lead Person/Position	Anticipated Timeline
Director of Student Services	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Initial 2 day training; Annual re-certification training	1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2b: Establishing a Culture for Learning 2d: Managing Student Behavior	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students	
		2a: Creating an Environment of Respect and Rapport	
		2d: Managing Student Behavior	
		1d: Demonstrating Knowledge of Resources	
		1b: Demonstrating Knowledge of Students	

WORKING WITH HOMELESS CHILDREN AND YOUTH IN FOSTER CARE

Audience	Topics to be Included	Evidence of Learning
All PK-12 Administrators and Professional Staff	Definitions; Procedures and School Responsibilities; Student Enrollment, Placement and Transportation; Current Legislation; McKinney Vento	Participant Evaluation

Lead Person/Position	Anticipated Timeline
Director of Student Services	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annually	1b: Demonstrating Knowledge of Students	
		1d: Demonstrating Knowledge of Resources	
		1b: Demonstrating Knowledge of Students	
		2a: Creating an Environment of Respect and Rapport	
		2a: Creating an Environment of Respect and Rapport	
		1d: Demonstrating Knowledge of Resources	

GIFTED EDUCATION TRAINING

Audience	Topics to be Included	Evidence of Learning
Gifted and regular teachers, principals, administrators and support staff responsible for gifted education	Criteria for Designation, Evaluation Process, GIEP, Personnel and District Policies and Procedures, Dual Exceptionality	Participant Evaluation

Lead Person/Position	Anticipated Timeline
Director of Student Services	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	

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?	2021-2022
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)? All professional staff who hold the following certificates will receive Structured Literacy Training: This message if for any members who hold the following certifications: - Early Childhood (PK-3) - Elementary (K-6 or K-4) - Middle (4-8 or 6-9) - Special Education PreK—12 - English as a Second Language - Reading Specialist	
Is the LEA using or planning to implement Structured Literacy (Select One)? Yes, full implementation.	

EVALUATION AND REVIEW

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

The Interboro School District utilizes a variety of methods to analyze the success of professional development initiatives and revises the plan as needed. Directly following a professional development offering, participants are surveyed. The District examines student learning data, current legislation, and stakeholder feedback when planning professional development. To the best extent possible, professional development is rooted in Adult Learning Principles, taking into consideration staff experiences, time, and willingness to learn. Professional development opportunities are often differentiated and provide both self-exploration and collaborative elements with the goal of timely application to practice. Directly after completing a training, participants provide feedback regarding their preparedness for participation, the effectiveness of the training, and the extent to which they feel the training will impact their practice. The District runs reports through Frontline Growth to analyze immediate responses to professional development. If trends reveal gaps in or concerns about the initial training, the administrative team follows up with the provider to troubleshoot to ensure participants are able to put training into practice. Throughout the school year, the professional development team continues to elicit feedback from participants through follow-up surveys to determine participants' perceptions of the impact of training and assess continued needs. Interboro School District administrators also conduct daily walkthroughs of the learning environment. Depending on the grade level/subject and/or time of the walkthrough, the administrator may use either a general walkthrough instrument that is based upon the Domains of Effective Teaching or a program-specific instrument. Currently, Interboro has program program-specific look for instruments for Orton Gillingham, Benchmark Advanced, Bridges Math, Spire, Secondary Mathematics, and Open Sci Ed. Data from walkthroughs is analyzed through reports in Frontline Growth and helps to determine the effectiveness of professional development and identify needs for continued training. Through data teams, child study, grade level and departmental meetings, and faculty meetings, we consistently monitor students' academic, behavioral, and social-emotional data. Trends in such data help to identify if the professional development is achieving initial goals and needs for future staff training opportunities. Professional development is critical to the growth of the Interboro School District. Professional staff must receive meaningful, sustained, research-based training to best support our students. Our team engages in a constant cycle of improvement – planning, implementing, evaluating, and adjusting professional development.

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