

## **CARBON-LEHIGH IU 21**

4210 Independence Dr

Professional Development Plan (Act 48) | 2021 - 2024

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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.

IU 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 IU 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

Carbon-Lehigh Intermediate Unit 21

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4210 Independence Drive, Schnecksville, PA 18078

Eric Lech

leche@cliu.org

6107694111 X 1013

Dr. Elaine Eib

eibe@cliu.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Eric Lech	Director of Curriculum & Instruction/Educational Technologies	Eric Lech	Administration Personnel
Kim Talipan	Assistant to the Executive Director	Kim Talipan	Administration Personnel
Mark Scott	Director of Special Services	Mark Scott	Administration Personnel
Maia Geiger	School Social Worker	Maia Geiger	Education Specialist
Tracy Miller	Elementary Special Education Teacher	Tracy Miller	Teacher
Cheryl Faustner	Human Resources Specialist	Cheryl Faustner	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Kari Walbert	Middle School Special Education Teacher	Kari Walbert	Teacher
Evelyne Bamba	Parent	Evelyne Bamba	Administration Personnel
Wayne Wentz	Board Member	Wayne Wentz	School Board of Directors
Tony Mirabito	Staff Development Facilitator	Tony Mirabito	Education Specialist
Laura Williams	LVHN - Outreach Liaison	Laura Williams	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 committee is intended to meet quarterly. However, this plan was adjusted over the previous school year due to the pandemic. Moving forward the committee will meet as scheduled with the first meeting taking place in the fall of 2021.

## 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

### CURRICULUM DEVELOPMENT PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Prepare Math Curriculum Framework Team for curriculum revision process.	Curriculum Framework Team	Understanding Standards, Curriculum Framework Essentials, Curriculum vs Materials/Resources.	Teams will use learning to improve curriculum development process.
Lead Person/Position	Anticipated Timeline		
Director of Curriculum & Instruction	11/01/2021 - 01/30/2022		

### 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)	Monthly	1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	

## CURRICULUM IMPLEMENTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Design and deliver curriculum review and implementation meetings/sessions with program staff.</p> <p>Provide professional learning opportunities related to selected materials and resources to support instruction of curriculum.</p>	<p>CLIU Educator Staff</p>	<p>Reading and understanding curriculum frameworks, identifying student competencies, leveraging the appropriate resources to deliver curriculum</p>	<p>Curriculum implementation in classrooms</p>
Lead Person/Position	Anticipated Timeline		
<p>SPS Facilitators</p>	<p>07/01/2023 - 10/31/2023</p>		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
<p>Workshop(s)</p>	<p>As needed (Summer Academy, Other workshops)</p>	<p>1d: Demonstrating Knowledge of Resources</p>	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	As needed and available during initial implementation	1c: Setting Instructional Outcomes  1a: Demonstrating Knowledge of Content and Pedagogy  4a: Reflecting on Teaching	
		1e: Designing Coherent Instruction  1a: Demonstrating Knowledge of Content and Pedagogy  4a: Reflecting on Teaching  1d: Demonstrating Knowledge of Resources  1c: Setting Instructional Outcomes	



## CLIMATE PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
	CLIU Staff	D.E.I., S.E.L., Other topics as determined by need and committee actions	Reflections and surveys to demonstrate lessons learned.
Lead Person/Position		Anticipated Timeline	
TBD by need		08/01/2023 - 06/30/2024	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Determined by CLIU Climate Teams	4e: Growing and Developing Professionally  2b: Establishing a Culture for Learning  4d: Participating in a Professional Community  4f: Showing Professionalism	

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### LANGUAGE & LITERACY ACQUISITION

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
All special services staff	LETRS and Reading Mastery	Classroom observations and fidelity check completed by facilitators and supervisors

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
Mark Scott/Special Services Director	07/01/2021 - 06/30/2024

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### LEARNING FORMAT

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<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>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed - minimum bi-annual	4e: Growing and Developing Professionally  1a: Demonstrating Knowledge of Content and Pedagogy  3d: Using Assessment in Instruction	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
		3c: Engaging Students in Learning	
		2b: Establishing a Culture for Learning	
		1d: Demonstrating Knowledge of Resources	

## TRAUMA INFORMED CARE

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
All Intermediate Unit Employees	Trauma Informed Care 101	Completion of Online Module Verification

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
Lisa Schumacher/ Assistant Director of Special Programs	07/01/2022 - 06/30/2024

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## LEARNING FORMAT

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<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>
Other	Yearly	4e: Growing and Developing Professionally  3a: Communicating with Students  2a: Creating and Environment of Respect and Rapport	Trauma Informed Training (Act 18)

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## **EVALUATION AND REVIEW**

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

The Professional Development Plan will be evaluated regularly and revised as needed. Achievement of the program goals and competencies is directly related to how well the program served staff and students; therefore, acquisition and evaluation of participant feedback data will be essential and provides the basis for program revisions and continuous improvement. Systematic data collection on the design, implementation, and outcomes will include: Competency checks during and after learning - to determine level of participants' learning Survey of participants – to determine levels of satisfaction and effectiveness and to understand the strengths and weakness of the program. Analysis of activities and resources used in the program. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observations tools) to determine the impact of participants and their students. The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of staff will form the basis for adjustments and improvements in program design for future years.

## **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.

Executive Director:

Date