

## KANE AREA SD

400 West Hemlock Avenue

Professional Development Plan (Act 48) | 2022 - 2025

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### ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

## PROFILE AND PLAN ESSENTIALS

Kane Area SD

109422303

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Todd Stanko

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Anna Kearney

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Ann Kearney	Superintendent	Ann Kearney	School Board of Directors
Todd Stanko	High School Principal	Todd Stanko	Administration Personnel
Jeannine Kloss	Elementary School Principal	Jeannine Kloss	Administration Personnel
Jay Israel	Middle School Principal	Jay Israel	Administration Personnel
Linda Lorenzo	Special Education Supervisor	Linda Lorenzo	Administration Personnel
Shannon Olson	Assistant HS Principal	Shannon Olson	Administration Personnel

Name	Title	Committee Role	Appointed By
Rae El Whitman	Teacher	Rae El Whitman	Administration Personnel
Kelly Johnson	Teacher	Kelly Johnson	Administration Personnel
Ashley Komidar	Teacher	Ashley Komidar	Administration Personnel
Tyler Lehman	Teacher	Tyler Lehman	Administration Personnel
Aimee Kemick	Teacher	Aimee Kemick	Administration Personnel

**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.**

Administrators meet monthly. Administrators discuss professional development opportunities quarterly. Teachers provide input annually through surveys on trainings needed. Departments meet monthly. Administrators meet with faculty monthly.

## 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

## K-12 SEL PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
	Teachers, Counselors, Mental Health Support Staff, Social Worker, Administrators	Strategies to deliver the Getting Along Together Curriculum and the WhyTry Curriculum	Effective classroom strategies, improved student achievement, increased engagement, improved discipline and attendance data
Lead Person/Position		Anticipated Timeline	
Administration		07/01/2022 - 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	Annually		Trauma Informed Training (Act 18)

## DISTRICT-WIDE PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
	Teachers, Counselors, Mental Health Support Staff, Social Worker, Administrators	Trauma sensitive practices, behavior strategies and supports, staff self-care, academic best practices	Effective classroom strategies, improved student achievement, increased engagement, improved discipline and attendance data
Lead Person/Position		Anticipated Timeline	
Administration		07/01/2022 - 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	as needed		Teaching Diverse Learners in an Inclusive Setting
Book study	as requested		Teaching Diverse Learners in an Inclusive Setting

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES



## **EVALUATION AND REVIEW**

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

The Professional Education Plan will be presented at the initial faculty meetings/in-service of the first year of the plan and reviewed annually. The Administrative team will review the annual achievement and growth data for students. Participants' use of new knowledge and skills will be monitored through the observations of faculty using PAETEP as the documentation of the continued use of new methodologies. Participant learning will be continued through the sharing of successful lessons at monthly faculty meetings. Surveys and/or written comments could be used to track the various reactions of the professional staff concerning the new trainings that will occur each year of the plan. Administrators would meet and review the survey and participant input to monitor and make alterations to the plan as needed.

## 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.

Todd Stanko

01/03/2022

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.

Anna Kearney

01/18/2022

Superintendent or Chief Administrative Officer:

Date