

WEST YORK AREA SD

1891 Loucks 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

West York Area School District

112678503

1891 Loucks Road, York, Pennsylvania 17408

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Melissa Appnel	Director of Education and Assessment	Melissa Appnel	Administration Personnel
Virginia Carter	Executive Assistant to the Assistant Superintendent	Virginia Carter	Administration Personnel
Amy Wiker	Teacher/Instructional Leader	Amy Wiker	Teacher
Terri Yacovelli	Teacher	Terri Yacovelli	Teacher
Erica Jolly	Teacher/Coach	Erica Jolly	Teacher
Lisa Konopinski	Teacher/Instructional Leader	Lisa Konopinski	Teacher

Name	Title	Committee Role	Appointed By
Wayne Dull	Assistant Principal	Wayne Dull	Administration Personnel
Teresa Gallup	Teacher	Teresa Gallup	Teacher
Jenifer Swope	Instructional Advisor	Jenifer Swope	Education Specialist
Steve Clutter	Director of Technology	Steve Clutter	Administration Personnel
Holly Holtzinger	Teacher	Holly Holtzinger	Teacher
Jennifer Myers	Reading Specialist	Jennifer Myers	Education Specialist
Shay Becker	Reading Specialist	Shay Becker	Education Specialist
Amy Bovender	Teacher/Instructional Leader	Amy Bovender	Teacher
Marsha Yanick	Teacher/Instructional Leader	Marsha Yanick	Teacher
Heidi Wolf	Media Teacher	Heidi Wolf	Education Specialist
Donna Meeks	Technology Integrator	Donna Meeks	Education Specialist
Taylor Schlemmer	Teacher/Instructional Leder	Taylor Schlemmer	Teacher
Catherine Kveragas	Principal	Catherine Kveragas	Administration Personnel
Christine McKee	Teacher/Instructional Leader	Christine McKee	Teacher
Jill Raudensky	Reading Specialists	Jill Raudensky	Education Specialist

Name	Title	Committee Role	Appointed By
Kirsty Houck	Teacher	Kirsty Houck	Teacher
Missy Halcott	Assistant Principal/Parent	Missy Halcott	Administration Personnel
Catherine Strathmeyer	Teacher	Catherine Strathmeyer	Teacher
Aaron Soullaird	Teacher/Instructional Leader	Aaron Soullaird	Teacher
Carrie Jones	Principal	Carrie Jones	Administration Personnel
Rebecca Holder	Teacher	Rebecca Holder	Teacher
Melissa Carl	Teacher/Parent	Melissa Carl	Teacher
Allison Godfrey	Teacher/Parent	Allison Godfrey	Teacher
Jonathan Hoffman	Principal/Parent	Jonathan Hoffman	Administration Personnel
Vanessa Bicher	Counselor/Parent	Vanessa Bicher	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.

There were 4 feedback opportunities during the comprehensive planning process specific to professional development. A smaller version of this committee will meet annually to review and evaluate plans for professional development as well as provide recommendations for future

needs in the upcoming school year.

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

EFFECTIVE TEACHING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Determine the best of the best resources internally and externally to support goals and teaching</p> <p>Engage all teachers in professional learning opportunities and relationships to support the needs of teachers and students</p> <p>Support classroom instruction strategy for West York learners with identified needs and strategies (trauma, culture, English learners, learning support) in all content areas in Tier 1, 2, and 3 in an MTSS System</p> <p>Reserve opportunities on the District calendar for professional learning both in and out of the classroom</p> <p>Grow and retain our existing teachers and substitutes</p> <p>Include trauma-informed strategy and culturally responsive practices for our diverse populations in our West York community.</p>	<p>Teachers and instructional assistants</p>	<p>High-quality instructional strategies to complement high-quality resources, Strategies for Diverse Learners, Trauma Informed Strategy, PDE Standards Aligned Systems, Standards/Priority Standards, EdCamp</p>	<p>Walkthroughs and student learning data collected throughout the year</p>

Lead Person/Position

Director of K-12 Education and Assessment

Anticipated Timeline

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
Workshop(s)	Teachers will participate at a minimum annually in effective instructional practice professional development	1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1f: Designing Student Assessments 4a: Reflecting on Teaching 1b: Demonstrating	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
Coaching (peer-to-peer; school leader-to-teacher; other	Scheduled as coaches are available in the schedule, at minimum 1x per year in content areas or language support walkthroughs	Knowledge of Students 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques 4c: Communicating with Families	Teaching Diverse Learners in an Inclusive

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
coaching models)		Techniques 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 2a: Creating an Environment of Respect and Rapport 4d: Participating in a Professional Community 3d: Using Assessment in Instruction	Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Annually as available and relevant to district goals or articulated curriculum needs (CPM, Core Plus, Everyday Math, Fountas & Pinnell, Into Reading, Into Literature, FOSS, PLTW, State and National Teacher Associations of Content Areas)	4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students
Course(s)	Graduate Courses as approved and delivered in accordance with		

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
employment contracts and agreements.			

MULTI TIERED SYSTEMS OF SUPPORT

Action Step	Audience	Topics to be Included	Evidence of Learning
Evaluate existing MTSS academic and behavioral systems within each building/level, establish baselines for goals	Teachers	Academic and Behavioral Interventions, Culture and Climate, Supports for Inclusion and Diverse Student Needs, Topics in Equity, Culturally Responsive planning, Social Emotional Strategy	Implementation of Building Level MTSS plans, supportive of District goals
Develop and/or refine MTSS systems for behavior and academics at all levels based on data (intervention, strategy, culture)			
Engage all teachers in professional learning opportunities and relationships to support the needs of teachers and students			
Support classroom instruction strategy for West York learners with identified needs and strategies (trauma, culture, English learners, learning support) in all content areas in Tier 1, 2, and 3 in an MTSS System			
Consider equitable opportunities and practices for all			

Action Step	Audience	Topics to be Included	Evidence of Learning
learners			
Lead Person/Position	Anticipated Timeline		
C&I Leadership	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
Workshop(s)	Annually	2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 2c: Managing Classroom	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
		Procedures 3e: Demonstrating Flexibility and Responsiveness 2e: Organizing Physical Space 4c: Communicating with Families 2d: Managing Student Behavior 4b: Maintaining Accurate Records	
Coaching (peer-to-peer; school leader-to-teacher; other	Annually	4c: Communicating with Families	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
coaching models)		2d: Managing Student Behavior 4e: Growing and Developing Professionally 4d: Participating in a Professional Community 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures	
Conference	As appropriate and funding/coverage allows, to include LIU networks for additional MTSS Support. Additionally, considerations should include both behavioral and academic interventions supporting Tier 1 Curriculum	4d: Participating in a Professional	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
	needs.	Community 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 1c: Setting Instructional Outcomes 4a: Reflecting on Teaching	
Workshop(s)	CPI - Annual refresher for Crisis Prevention and Non-Violent De-escalation Intervention	3a: Communicating with Students 3e: Demonstrating Flexibility and	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
		Responsiveness 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior	

CURRICULUM DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Review standards and vertical alignments	Teachers and Leaders	Standards Aligned Systems, Vertical Articulation, Standards, Career Awareness and Career Learning Alignment k-12, 339 Plan, Best Practice in Instruction, Supports of ELs, Supports for Learning Support	Aligned Curriculum Maps
Include and develop career awareness opportunities within existing curriculum maps			
Align curriculum with supportive			

Action Step	Audience	Topics to be Included	Evidence of Learning
measures for learning support students and English learners			
Lead Person/Position	Anticipated Timeline		
Director of K-12 Education and Assessment	07/01/2022 - 06/03/2025		

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	annually	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting
Conference	annual	3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive

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 1f: Designing Student Assessments 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources	Setting
Workshop(s)	annually	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching	Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

EVALUATION AND REVIEW

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

A diverse group of district teachers, specialists, and leaders will meet annually at minimum to review the outline of professional development for the coming year. This group will assist in evaluation of opportunity following professional development and gathering of feedback, and provide recommendations for future adjustments to the professional development plan.

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.

Melissa M. Appnel

03/10/2022

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.

Superintendent or Chief Administrative Officer:

Date