



West York Area School District

Professional Development Plan

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional development plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional development 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.

Required Trainings

The following trainings/topics are required annually per PDE:

- Language and Literacy Acquisition for all students
- Offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings
- As per Act 18, as part of an LEA's Comprehensive Plan, the Professional Development section of the plan must include at least 1 hour of trauma-informed care training for all staff
- As per Act 44, LEAs are to provide at least three hours of professional development every 5 years based on 6 different topics related to school safety, including trauma-informed education awareness:
 - Situational Awareness, Trauma-Informed Educational Awareness, Behavioral Health Awareness, Suicide Prevention/Awareness, Bullying Prevention and Awareness, Substance Use Awareness, Emergency Training Drills

The WYASD Special Education Department participates in several required trainings annually and as appropriate in the cycle. These trainings are detailed below:

Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training, Indicator 13 Effective Practices in Transition Training, Special Education State Plan Training, PASA Administration Training, Indicator 14 Pennsylvania Post School Outcomes Training

Types of Professional Development

Professional Development for the West York Area School District includes the following options:

- a. Graduate level coursework
- b. Obtaining professionally-related master's degrees
- c. Building and level appropriate in-service
- d. Department approved in-service
- e. Curriculum development
- f. Attendance at professional conferences

Definitions:

Professionally-related Graduate Course Work: The Collective Bargaining Agreement allows for reimbursed expenses for graduate coursework aligned to an educator's academic/curricular pursuits.

Professionally-related Master's Degree: Courses at the collegiate level directly related to a professional's assignment, or towards credential at would allow the employee other opportunities within the district, at an accredited institution of higher education.

Curriculum Development Work: Time dedicated for departments (grade level or versions of K-12) to review, analyze, investigate, refine existing curriculum, or create new curriculum.

Professional Conferences: Approved attendance at conferences supporting curriculum, program, strategy, or mandate.

Development of the Plan

This plan was developed by the Director of Education and Assessment with feedback measures from the Comprehensive Plan Steering Committee and educators on the Professional Development Planning Steering Committee. Professional development action steps were developed from feedback from the Steering Committee that met in March 2021, September 2021, and February 2022. Feedback specific to professional development action steps was collected from diverse stakeholders in February 2022 and March 2022.

This plan was reviewed by the Professional Development Steering Committee members following feedback opportunities.

Professional Education Needs of the School Entity

The West York Area School District is over 40% diverse. Diverse learners were heavily considered within the development of this plan. Professional development activities will include workshops, conferences, and job embedded coaching to improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.

All professional employees will be offered opportunities to participate in professional development and/or continuing education focused on diverse learners in inclusive settings through local workshops, inservices, graduate level courses, or job-embedded coaching as available.

The WYASD will provide professional development to meet the educational needs of the community so that it may meet the specific needs of the students. Professional education for all levels of the West York Area School District will be based on sound research and promising practices that promote educators' skill over the long term. Professional development for staff will:

1. Enhance the educators content knowledge in the area of the educators certification or assignment
2. Increase the educators teaching skills based on research on effective practice, with attention given to interventions for struggling students
3. Provide educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making
4. Empower educators to work effectively with parents and community partners

Over the next 3 years, all professional development will be aligned to at least one component of one domain within the Danielson framework for teaching, per Professional Development Plan requirements.

The following Professional Development Action Steps were identified from the development of the Comprehensive Plan (table 1).

Table 1 - Professional Development Action Steps from Comprehensive Plan

Measurable Goals	Evidence-based Strategy	Action Steps
1. Instructional Coaching - Teacher Leadership 2. High Quality PD 3. Academic and Social Emotional Support for All (MTSS) 4. Professional Learning - Inclusive Instruction 5. Increase Applicants	Effective Teaching	Engage all teachers in professional learning opportunities and relationships to support needs of teachers and students
1. Instructional Coaching - Teacher Leadership 2. High Quality PD 3. Academic and Social Emotional Support for All (MTSS) 4. Professional Learning - Inclusive Instruction 5. Increase Applicants	Effective Teaching	Identify needs for school safety updates within professional learning plan
1. Instructional Coaching - Teacher Leadership 2. High Quality PD 3. Academic and Social Emotional Support for All (MTSS) 4. Professional Learning - Inclusive Instruction 5. Increase Applicants	Effective Teaching	Include trauma informed strategy and culturally responsive practices for our diverse populations in our West York community.
1. Instructional Coaching - Teacher Leadership 2. High Quality PD 3. Academic and Social Emotional Support for All (MTSS) 4. Professional Learning - Inclusive Instruction 5. Increase Applicants	Effective Teaching	Determine the Best of the Best opportunities internally and externally to support goals and teaching
1. Instructional Coaching - Teacher Leadership 2. High Quality PD 3. Academic and Social Emotional Support for All (MTSS) 4. Professional Learning - Inclusive Instruction 5. Increase Applicants	Effective Teaching	Grow and retain our existing teachers and substitutes
1. Guaranteed and Viable Curriiculum 2. Academic and Social Emotional Support for All (MTSS) 3. Professional Learning - Inclusive Instruction	Multi Tiered Systems of Support	Reserve opportunities on the District calendar for professional learning both in and out of the classroom
1. Guaranteed and Viable Curriiculum 2. Academic and Social Emotional Support for All (MTSS) 3. Professional Learning - Inclusive Instruction	Multi Tiered Systems of Support	Develop and/or refine MTSS systems for behavior and academics at all levels based on data (intervention, strategy, culture),
1. Guaranteed and Viable Curriiculum 2. Academic and Social Emotional Support for All (MTSS) 3. Professional Learning - Inclusive Instruction	Multi Tiered Systems of Support	Evaluate existing MTSS academic and behavioral systems within each building/level, establish baselines for goals
1. Guaranteed and Viable Curriiculum 2. Academic and Social Emotional Support for All (MTSS) 3. Professional Learning - Inclusive Instruction	Multi Tiered Systems of Support	Support classroom instruction strategy for West York learners with identified needs and strategies (trauma, culture, english learners, learning support) in all content areas
1. Guaranteed and Viable Curriiculum 2. Academic and Social Emotional Support for All (MTSS) 3. Professional Learning - Inclusive Instruction	Multi Tiered Systems of Support	Consider equitable opportunities and practices for all learners.
1. Guaranteed and Viable Curriiculum 2. Academic and Social Emotional Support for All (MTSS) 3. Professional Learning - Inclusive Instruction	Multi Tiered Systems of Support	Review materials available on PDEs Standards Aligned Systems
1. Guaranteed and Viable Curriiculum 2. Academic and Social Emotional Support for All (MTSS) 3. Professional Learning - Inclusive Instruction	Guaranteed and Viable Curriculum	Review standards and vertical alignments
1. Guaranteed and Viable Curriiculum 2. Academic and Social Emotional Support for All (MTSS) 3. Professional Learning - Inclusive Instruction	Guaranteed and Viable Curriculum	Include and develop career awareness opportunities within existing curriculum maps
1. Guaranteed and Viable Curriiculum 2. Academic and Social Emotional Support for All (MTSS) 3. Professional Learning - Inclusive Instruction	Guaranteed and Viable Curriculum	Align curriculum with supportive measures for learning support students and English learners

Feedback from the Professional Development Committee indicated great value and priority in the following items:

- Tapping into talent within the District in the development of local professional development opportunities and coaching, particularly in Classroom Management and Learning Management tools
- Developing Internal Coaches and schedules to support an effective model
- Trauma Informed Instruction
- Considerations and Strategies for Diverse Learners, appropriate for varied levels
- Edcamp opportunities
- Educator choice
- Time for learning and collaboration with other grade levels within a content
- Established focus at the beginning of each year
- Opportunities to observe peers in each others classrooms
- Job embedded professional development with coaching and shared planning
- Continue to focus on building expertise with instructional resources currently in place
- Attendance at conferences with professional groups or curriculum networks
- Development of local coaching models to support existing models within the District
- Educator Self-Care

Curricular updates and professional development will reflect back to the PA Academic/PA Core Standards and/or Act 48/44 Requirements.

Curriculum-specific Professional Development may include:

Kid Writing, Foundations, Fountas and Pinnell Classroom strategies, EverydayMath 4, Second Step, Leader in Me, Link Crew, 9th Grade Academy, Mathematical Practices, Core Plus Math Project, CPM, Project Lead the Way, Canvas, Google Education, FOSS, Career Awareness/339 Planning, Counseling Plans

Strategy-specific Professional Development may include:

Blended Learning Technologies, Mathematical Practices Questioning, Reading and Writing in the Content Areas, English Learning Inclusion strategies, Learning Support Inclusion strategies, Assessment, Curriculum Planning, Project Based Learning, Trauma Informed Strategy, Supporting Diverse Needs of West York Students, Safety and Security, Technology Care and Welfare, Multi-Tiered Systems of Support, Parent Involvement, Career Awareness

Induction:

The District Induction Plan is a 3-year experience that will support new teachers.