PROFESSIONAL DEVELOPMENT PLAN (ACT 48)
2021 - 2024

BLaST

BRADFORD LYCOMING SULLIVAN TIOGA

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

Intermediate Unit
117000000
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STEERING COMMITTEE

NAME	TITLE	COMMITTEE ROLE	CHOSEN/APPOINTED BY
Dr. Brooke Beiter	Director of Educational Planning	Dr. Brooke Beiter	Administration Personnel
Rebecca Gibboney	Professional Learning Coordinator	Rebecca Gibboney	Administration Personnel
Dr. Amy Martell	Assistant Executive Director/Director of Student Services	Dr. Amy Martell	Administration Personnel
Maria Pierce	Supervisor, Student Services	Maria Pierce	Administration Personnel
Jim Rinehimer	Educational Consultant	Jim Rinehimer	Education Specialist
Andra Sauers	Supervisor, Student Services	Andra Sauers	Administration Personnel
Renee Peluso	Technology Services	Renee Peluso	Administration Personnel
Courtney Sexton	Wellness Coordinator	Courtney Sexton	Administration Personnel
Tiffany Putnam	Teacher	Tiffany Putnam	Teacher
Corrie Roadarmel	Teacher, Early Intervention	Corrie Roadarmel	Teacher
Ashley Rupert	Teacher	Ashley Rupert	Teacher
Amy Pardee	Teacher	Amy Pardee	Teacher
Sheena Hindman	Teacher	Sheena Hindman	Teacher
Dana Vermilya	BLaSTEA President	Dana Vermilya	Teacher
Ben Comfort	Paraprofessional	Ben Comfort	Teacher
Judy Belzer	Paraprofessional	Judy Belzer	Teacher
Scott Johnson	Board Member	Scott Johnson	School Board of Directors

STEERING COMMITTEE

NAME	TITLE	COMMITTEE ROLE	CHOSEN/APPOINTED BY
Megan Rogers	Parent	Megan Rogers	School Board of Directors
Diana Logan	Community Member	Diana Logan	School Board of Directors
Lori Baer	Board President	Lori Baer	School Board of Directors
Cristy Rachau	Skills of Central PA	Cristy Rachau	School Board of Directors
Monica Amditis	Office of Vocational Rehabilitation	Monica Amditis	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 Professional Development Committee will lead the professional development plan, outlined in Chapter 4 of BLaST Intermediate Unit 17's Comprehensive Plan, with integrity. The committee will meet twice a year to evaluate the professional development plan provided throughout the year and to ensure that it is aligned to the needs and goals of BLaST Intermediate Unit 17. Additionally, this committee will meet to coordinate efforts for an aligned inservice that will meet the needs of our own divisions and programs.

PROFESSIONAL EDUCATION PLAN GUIDELINES   YES/NO

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 communitee 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

NEW EMPLOYEE ONBOARDING PROCESS

ACTION STEP	AUDIENCE	TOPICS TO BE INCLUDED	EVIDENCE OF LEARNING
Enhance the current new employee onboarding process	Executive Cabinet/Division Directors, Personnel Specialist, New Employees	Phases of the onboarding process and effective practices in onboarding	Schoology Course Onboarding Course

LEAD PERSON/POSITION	ANTICIPATED TIMELINE
Division Directors	07/01/2021 - 12/30/2021

LEARNING FORMAT

TYPE OF ACTIVITIES	FREQUENCY	DANIELSON FRAMEWORK COMPONENT MET IN THIS PLAN
Seminar(s)	Upon Hire	4b: Maintaining Accurate Records 4f: Showing Professionalism 4e: Growing and Developing Professionally

STAKEHOLDER PARTNERSHIP COLLABORATION

ACTION STEP	AUDIENCE	TOPICS TO BE INCLUDED	EVIDENCE OF LEARNING
Increase external stakeholder partnership visibility on social media and in public communications by at least two organizations/events/initiatives Increase external stakeholder partnership visibility on social media and in public communications by two additional organizations/events/initiatives; for a total of four partners	Outreach Specialists and Assistant Directors by Division; IU Ambassadors; Leadership Council	Partner Organization Mission, Vision, Strategic Goals, and Engagement Opportunities	Collaboration for like-missioned events and initiatives

LEAD PERSON/POSITION	ANTICIPATED TIMELINE
Outreach Specialists and Assistant Directors for each Division	07/01/2022 - 06/30/2024

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

LEARNING FORMAT

TYPE OF ACTIVITIES	FREQUENCY	DANIELSON FRAMEWORK COMPONENT MET IN THIS PLAN
Professional Learning Community (PLC)	Quarterly	2b: Establishing a Culture for Learning 4c: Communicating with Families 4e: Growing and Developing Professionally

LEARNING FORMAT

ACTION STEP	AUDIENCE	TOPICS TO BE INCLUDED	EVIDENCE OF LEARNING
• Design and Develop Governance Goals • Update all Board Procedural Policies • Update Board Operating Guidelines (BOG) • Board of Directors Training with PSBA/PAIU	Board of Directors and Executive Cabinet	Policy prioritization and IU governance practices	Agendas, Minutes, and Action Steps

LEAD PERSON/POSITION	ANTICIPATED TIMELINE
Executive Director	07/01/2021 - 06/30/2024

LEARNING FORMAT

TYPE OF ACTIVITIES	FREQUENCY	DANIELSON FRAMEWORK COMPONENT MET IN THIS PLAN
Other	Monthly	4f: Showing Professionalism 2c: Managing Classroom Procedures 4c: Communicating with Families 4b: Maintaining Accurate Records

OPERATIONALIZING THE GOVERNANCE MODEL

ACTION STEP	AUDIENCE	TOPICS TO BE INCLUDED	EVIDENCE OF LEARNING
Develop a systemic plan for communicating and integrating policy and regulations into operations	Executive Cabinet, Division Directors & Assistant Directors, and IU Program Supervisors	A system for communicating and implementing IU Board Policy	Administrative Regulations, Staff and Student Handbooks
Continue the integration of policy and regulations into operations			

LEAD PERSON/POSITION	ANTICIPATED TIMELINE
Executive Cabinet	07/01/2021 - 06/30/2024

LEARNING FORMAT

TYPE OF ACTIVITIES	FREQUENCY	DANIELSON FRAMEWORK COMPONENT MET IN THIS PLAN
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly	2c: Managing Classroom Procedures 4f: Showing Professionalism 4b: Maintaining Accurate Records 3a: Communicating with Students

OPERATIONALIZING THE GOVERNANCE MODEL

ACTION STEP	AUDIENCE	TOPICS TO BE INCLUDED	EVIDENCE OF LEARNING
Design and Develop Ambassador Program Content	Ambassador Program Facilitators	Program goals, objectives, and outcomes; Intermediate Unit mission, vision, core values; Organization and Program awareness; leadership skills	Program Scope and Sequence
Review Applications			
Ongoing Opportunities of Organizational			

OPERATIONALIZING THE GOVERNANCE MODEL CONTINUED

ACTION STEP	AUDIENCE	TOPICS TO BE INCLUDED	EVIDENCE OF LEARNING
Leadership Development for 1st Ambassador Cohort			

LEAD PERSON/POSITION	ANTICIPATED TIMELINE
Coordinator of Professional Learning	07/01/2021 - 05/30/2022

LEARNING FORMAT

TYPE OF ACTIVITIES	FREQUENCY	DANIELSON FRAMEWORK COMPONENT MET IN THIS PLAN
Collaborative curriculum development	Bi-Weekly	4e: Growing and Developing Professionally 2b: Establishing a Culture for Learning

OPERATIONALIZING THE GOVERNANCE MODEL CONTINUED

ACTION STEP	AUDIENCE	TOPICS TO BE INCLUDED	EVIDENCE OF LEARNING
Pilot 1st Cohort of IU Ambassadors	Employees	Organization and Program awareness; leadership skills	Surveys; Engagement in Ongoing IU Leadership
2nd Cohort of IU Ambassadors			

LEAD PERSON/POSITION	ANTICIPATED TIMELINE
Coordinator of Professional Learning	08/01/2022 - 06/30/2024

LEARNING FORMAT

TYPE OF ACTIVITIES	FREQUENCY	DANIELSON FRAMEWORK COMPONENT MET IN THIS PLAN
Seminar(s)	To Be Determined	2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 4f: Showing Professionalism

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

AUDIENCE

Early Intervention and School-age classroom teachers

TOPICS TO BE INCLUDED

Language Comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) and Word Recognition (phonological awareness, decoding, sight recognition)

EVIDENCE OF LEARNING

Student Data and Teacher Reflection

LEAD PERSON/POSITION
MTSS-Literacy TAC, and Program Supervisors

ANTICIPATED TIMELINE
08/01/2021 - 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
Workshop(s)	Once a year	3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

AUDIENCE

All employees

TOPICS TO BE INCLUDED

Annual inservice topics which include: accessibility, Universal Design for Learning, managing student behavior, school climate, inclusive practices, IEP best practices, social emotional learning, goal setting, classroom management, trauma-informed practices, literacy, instructional technology, etc.

EVIDENCE OF LEARNING

Inservice Post-Survey

LEAD PERSON/POSITION
Division of Educational Planning Consultants

ANTICIPATED TIMELINE
08/01/2021 - 08/30/2024

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LEARNING FORMAT

TYPE OF ACTIVITIES	FREQUENCY	DANIELSON FRAMEWORK COMPONENT MET IN THIS PLAN	THIS STEP MEETS THE REQUIREMENTS OF STATE REQUIRED TRAININGS
Workshops	Annually	4c: Communicating with Families 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 2a: Creating and Environment of Respect and Rapport 2d: Managing Student Behavior 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

ANNUAL FISCAL TRAINING

AUDIENCE	TOPICS TO BE INCLUDED	EVIDENCE OF LEARNING
Division of Student Services and Division of Management Services	APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B	Accurate Reporting and Submissions

LEAD PERSON/POSITION	ANTICIPATED TIMELINE
Director of Management Services	08/01/2021 - 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
Seminar(s)	Annually	4b: Maintaining Accurate Records	Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

INDICATOR 13 EFFECTIVE PRACTICES IN TRANSITION TRAINING

AUDIENCE

Special Education Supervisors, Special Education Teachers, and Related Service Providers

TOPICS TO BE INCLUDED

IEP Best Practice Series Training. Also, when an LEA is monitored for Indicator 13 Compliance, Teachers and Related Service Providers are included in the Indicator 13 Effective Practices Schoology Course through PaTTAN with support and consultation from the IU's Transition TaC

EVIDENCE OF LEARNING

Teachers and Related Service Providers submit a "pre" and "post" IEP that is scored using the Indicator 13 Checklist

LEAD PERSON/POSITION
Transition TAC

ANTICIPATED TIMELINE
08/01/2021 - 05/30/2024

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)	Annually	1c: Setting Instructional Outcomes 4a: Reflecting on Teaching 4b: Maintaining Accurate Records	Indicator 13 Effective Practices in Transition Training

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

SPECIAL EDUCATION STATE PLAN TRAINING PASA ADMINISTRATION TRAINING

AUDIENCE

Teachers of low incidence students, Special Ed administrators

TOPICS TO BE INCLUDED

New PASA format and administration information

EVIDENCE OF LEARNING

Certification for online course accessed through PATTAN website

LEAD PERSON/POSITION

Inclusive Practices TAC, IU Assessment Coordinator, Special Education Supervisors

ANTICIPATED TIMELINE

08/01/2021 - 06/03/2024

LEARNING FORMAT

TYPE OF ACTIVITIES	FREQUENCY	DANIELSON FRAMEWORK COMPONENT MET IN THIS PLAN	THIS STEP MEETS THE REQUIREMENTS OF STATE REQUIRED TRAININGS
Course(s)	Annually	1f: Designing Student Assessments 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources	PASA Administration Training

INDICATOR 14 PA POST SCHOOL OUTCOMES TRAINING

AUDIENCE

LEAs that are selected by the BSE for the Pa-POS "exit" and "post" Cohorts

TOPICS TO BE INCLUDED

LEAs determining what students will be exiting Special Education in the next year either by graduating or reaching the age of majority. "Post" cohorts involve LEAs providing the Post Outcome survey to each student who exited the year before by graduating or reaching the age of majority.

EVIDENCE OF LEARNING

Submit completed student surveys in the Leader Services system

LEAD PERSON/POSITION

Transition TAC and Director of Student Services

ANTICIPATED TIMELINE

08/01/2021 - 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
Professional Learning Community (PLC)	Annually	4b: Maintaining Accurate Records 4d: Participating in a Professional Community	Indicator 14 Pennsylvania Post School Outcomes Training

BUILDING TRAUMA-INFORMED SCHOOLS

AUDIENCE

All Educators and Staff

TOPICS TO BE INCLUDED

How to build and maintain trauma-informed schools with a focus on using the five trauma-informed care values throughout the implementation process.

EVIDENCE OF LEARNING

Course/Workshop Completion

LEAD PERSON/POSITION
School Outreach Specialist

ANTICIPATED TIMELINE
08/01/2021 - 06/30/2024

LEARNING FORMAT

TYPE OF ACTIVITIES

Workshop(s)

FREQUENCY

One Hour Annually

DANIELSON FRAMEWORK COMPONENT MET IN THIS PLAN

2a: Creating and Environment of Respect and Rapport
3c: Engaging Students in Learning
3e: Demonstrating Flexibility and Responsiveness

THIS STEP MEETS THE REQUIREMENTS OF STATE REQUIRED TRAININGS

Trauma Informed Training (Act 18)

TRAUMA-INFORMED PROGRAMS - MODULES 1, 2, & 3

AUDIENCE

All Educators and Staff

TOPICS TO BE INCLUDED

Pennsylvania's approach to trauma-informed schools with a goal of developing common language and providing a comprehensive introduction to trauma and trauma-informed schools; Adverse Childhood Experiences (ACEs) with a focus on how they can impact development and learning, as well as introduce you to the concept of resiliency; child development through a neurodevelop-mental focus.

EVIDENCE OF LEARNING

Course/Workshop Completion

LEAD PERSON/POSITION
School Outreach Specialist

ANTICIPATED TIMELINE
08/01/2021 - 06/30/2024

LEARNING FORMAT

TYPE OF ACTIVITIES

Workshop(s)

FREQUENCY

3 hours every 5 years

DANIELSON FRAMEWORK COMPONENT MET IN THIS PLAN

3c: Engaging Students in Learning
3e: Demonstrating Flexibility and Responsiveness
2a: Creating and Environment of Respect and Rapport

THIS STEP MEETS THE REQUIREMENTS OF STATE REQUIRED TRAININGS

School Safety including Trauma-informed Education Awareness (Act 44)

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

The Professional Development Plan will be reviewed annually by the IU senior level Cabinet team to ensure that all required training needs have been satisfied, and that the professional development activities associated with the comprehensive plan are progressing in alignment with the plan's timeline. Should adjustments need to be made, a collaborative decision will be made, and updates will be made to the program supervisors' professional learning calendars. In addition, professional learning feedback surveys are given after inservice and professional learning workshops, so educator feedback and requests are considered. Classroom observation and practice data, and student performance data will also continue to inform the professional learning needs of IU educators.

We affirm that this ProfessionalEducation 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 sta learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Executive Director   DATE

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