

ROCKWOOD AREA SD

439 Somerset Ave

Professional Development Plan (Act 48) | 2025 - 2028

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

Rockwood Area School District

108566303

439 Somerset Ave, Rockwood, PA 15557-1030

Act 48 Chair, Mrs. Christy Hay

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Mark R. Bower

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Greg King	Curriculum Coordinator	High School Teacher	Teacher
Joe Kush	Curriculum Coordinator	High School Teacher	Teacher
Roni Langley-Burkhart	Curriculum Coordinator	High School Teacher	Teacher
Jim Wagner	Curriculum Coordinator	High School Teacher	Teacher
Amber Walker	Curriculum Coordinator	High School Teacher	Teacher
Cassie Wright	Curriculum Coordinator	High School Teacher	Teacher

Name	Title	Committee Role	Appointed By
Benjamin Baker	Curriculum Coordinator	Elementary Teacher	Teacher
Shanna Wilson	Curriculum Coordinator	Elementary Teacher	Teacher
Jessica Miller	Curriculum Coordinator	Elementary Teacher	Teacher
Elyse Cordaro	Curriculum Coordinator	Elementary Teacher	Teacher
Jenna Wintersteen	Curriculum Coordinator	Elementary Teacher	Teacher
Christy Hay	Curriculum Coordinator	Elementary Teacher	Teacher
Misty Demchak	Jr./Sr. High Principal	Administrator	Administration Personnel
Nicholas Buterbaugh	K-12 Assistant Principal	Administrator	Administration Personnel
Jonathan Hale	Elementary Principal	Administrator	Administration Personnel
Carissa Shipley	Parent/Community Member	Parent of Child Attending	School Board of Directors
Sharon Clapper	Business Rep.	Local Business Representative	School Board of Directors
Ashley Baker	Board Member	Other	School Board of Directors
Megan Hetrick	Special Ed. Supervisor/School Psychologist	Education Specialist	Administration Personnel
Loretta Hostetler	Parent	Parent of Child Attending	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 Act 48 professional development committee typically meets quarterly, resulting in four meetings per year, although the exact number can vary based on the committee's specific needs and the policies of the school district or organization. The committee has several key functions. It plans professional development programs by designing and organizing activities that fulfill Act 48 requirements and align with district goals and state regulations. It reviews and approves proposed activities to ensure they meet quality standards and count toward Act 48 hours for teachers. The committee monitors compliance by tracking the completion of Act 48 hours and ensuring that all activities adhere to state standards. It also gathers and analyzes feedback from participants to assess the effectiveness of programs and make necessary improvements. The committee advises on professional development needs by identifying emerging trends in education and consulting with teachers, administrators, business leaders, and parents to ensure a comprehensive approach. Additionally, the committee facilitates collaboration among these stakeholders to enhance the quality and relevance of professional development programs, promoting a shared vision for educational improvement within the community.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

MATHEMATICS: GRADE LEVEL SPECIFIC CURRICULUM AND INSTRUCTIONAL STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
District system has been established that fully ensures the consistent implementation of effective instructional practices across all classroom in each school.	All RASD teachers and support staff members	Data-driven decision-making, analysis of grade-level and subject-specific assessments, and strategic instructional planning.	Semester-specific curriculum maps and standards of focus, in-service agendas and sing-in sheets, professional development evaluations and surveys, and teacher observations.
Lead Person/Position		Anticipated Timeline	
Administrative teams, Act 48 Chair, and Act 48 Committee.		07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 x per school year.		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

STRUCTURED LITERACY FRAMEWORK: SCIENCE OF READING

Audience	Topics to be Included	Evidence of Learning
Pre-K to 4 Certified Educators 4 to 8 Grade Certified Educators Pre-K to 12th Grade Certified Reading Specialists Pre-K to 12th Grade Certified Special Education Educators English as a Second Language (ESL) Certified Educators	(1) Effectively teaching the reading literacy skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension (2) Differentiating instruction for teaching students with advanced reading skills and students with dyslexia or other language-based learning disabilities (3) Identifying and teaching students with dyslexia and other language-based learning disabilities using appropriate scientific research and brain-based multisensory intervention methods and strategies (4) Implementing reading instruction using high-quality instructional materials (5) Using developmentally appropriate supports to ensure that students can effectively access reading instruction (6) Administering universal reading screeners to students.	PDE SAS course completion certificates for newly hired teachers (Induction), Act 48 sign-in sheets/agendas
Lead Person/Position	Anticipated Timeline	
Act 48 Chair, Committee, and District Administrative team.	07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 x per year	1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	Structured Literacy

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
K-12 teachers	Examine the framework for making ethical decisions. Explain the importance of Pennsylvania’s Code of Professional Practice and Conduct for Educators and the Model Code of Ethics for Educators. Describe your obligation to be an ethical educator when you are acting in person or online, regardless of if school is in session. Identify the consequences that can occur when an educator violates the requirements for ethical behavior.	Completed each assessment within the PDE SAS course - Conceptualizing Professional Ethics for Educators (Chapter 49)

Lead Person/Position	Anticipated Timeline
Act 48 Chair Act 48 Committee Administrative Team	07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	1 time	4e: Growing and Developing Professionally 4f: Showing Professionalism	Professional Ethics
Inservice day	1 x per year.	4e: Growing and Developing Professionally 4d: Participating in a Professional Community 4d: Participating in a Professional Community	Professional Ethics

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All Teachers K-12 including: Pre-K to 4 Certified Educators 4 to 8 Grade Certified Educators Pre-K to 12th Grade Certified Reading Specialists Pre-K to 12th Grade Certified Special Education Educators English as a Second Language (ESL) Certified Educators	(1) Effectively teaching the reading literacy skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension (2) Differentiating instruction for teaching students with advanced reading skills and students with dyslexia or other language-based learning disabilities (3) Identifying and teaching students with dyslexia and other language-based learning disabilities using appropriate scientific research and brain-based multisensory intervention methods and strategies (4) Implementing reading instruction using high-quality instructional materials (5) Using developmentally appropriate supports to ensure that students can effectively access reading instruction (6) Administering universal reading screeners to students.	Act 48 sign-in sheets/agendas

Audience	Topics to be Included	Evidence of Learning
Lead Person/Position		Anticipated Timeline
Act 48 Chair Act 48 Committee Administrative Team		07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 x per year, included with Structured Literacy.	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
All K-12	Get to know your students Learn about their backgrounds and interests, and show genuine interest in their	Act 48

Audience	Topics to be Included	Evidence of Learning
educators and District administrators	<p>lives. You can use surveys, suggestion boxes, or activities to get to know them. Create an inclusive environment Make students feel safe and valued for their perspectives. You can do this by: Promoting cultural sensitivity Acknowledging and respecting every student Providing opportunities for peer mentoring Use differentiated instruction Tailor your teaching strategies to meet the needs of different learners. You can do this by: Using flexible seating Using personalized assignments Combining students with different learning abilities into groups Use technology Use adaptive software or translators to remove barriers. You can also use digital tools to build student profiles and share information with other teachers. Create a space for emotional regulation Provide a location in the classroom where students can go to regulate their emotions. You can also model calming strategies throughout the day. Communicate consistently Use audio and verbal cues to help students understand transitions. You can also speak with speech pathologists to learn how to support language development.</p>	Agenda and Sign In Sheet

Lead Person/Position	Anticipated Timeline
Act 48 Chair Act 48 Committee Administrative Team	07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 x per year	1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3e: Demonstrating Flexibility and Responsiveness	

TRAUMA INFORMED CARE STUDENT AND EMPLOYEE SUPPORT

Audience	Topics to be Included	Evidence of Learning
All District employees and contracted employees that work with students.	What is Trauma? What are Adverse Childhood Experiences (ACES)? How are they different from trauma experienced at other times during the life course? What is Post-traumatic Stress Disorder (PTSD)? How does exposure to trauma affect brain development? What do we mean by trauma-informed services and why is such an approach important?? The Administrative Team, SAP Team, School Social Worker, and District Guidance Counselors will provide trainings to support the education of students experiencing trauma and educator supports for trauma based needs.	Act 48 agendas and sign in sheets
Lead Person/Position	Anticipated Timeline	
Act 48 Chair Act 48 Committee Administrative Team	07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3 - 1 hour training each year.	2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources	At Least 1-hour of Trauma-informed Care Training for All Staff

COMMON GROUND

Audience	Topics to be Included	Evidence of Learning
K-12 educators, support staff, and administrative team.	Common Ground Framework: Cultural Awareness, Trauma-Aware, Mental Health and Wellness, and Technological and Virtual Engagement The Rockwood Area School District will provide trainings related to PDE's Common Ground Framework connecting to trauma care.	Act 48 agendas and sign in sheets
Lead Person/Position	Anticipated Timeline	
Act 48 Chair Act 48 Committee Administrative Team	07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 x per year	3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 4c: Communicating with Families	Common Ground: Culturally Relevant Sustaining Education

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

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
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	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

Professional Education Plan Guidelines

Yes/No

When is the first year the LEA will offer Structured Literacy Training to the staff?

2023-
2024

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

Certifications Required to Receive Structured Literacy Professional Development: Pre-K to 4 Certified Educators 4 to 8 Grade Certified Educators Pre-K to 12th Grade Certified Reading Specialists Pre-K to 12th Grade Certified Special Education Educators English as a Second Language (ESL) Certified Educators The Rockwood Area School District understands the importance of quality literacy instruction. Professional development related to “structured literacy” began during the 2023-24 school year. Educators within the District will be provided professional development that supports explicit instruction of the components of this literary approach. The professional development of the Rockwood Area School District will address the four components of Act 55. Competencies of Structured Literacy will be the commonality of educators employed within the District. Current educators within the District and future employees will receive continual learning to boost instruction and intervention-based strategies.

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

EVALUATION AND REVIEW

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

The Rockwood Area School District (RASD) values professional development and recognizes the importance of lifelong learning for its faculty, support staff, and administration. Professional development opportunities are provided to all members of the administration, faculty, and support staff. To assess the effectiveness of these opportunities, RASD will apply the five levels of evaluation as applicable. Student Outcomes: Student learning is the foundation of education, and professional development should contribute to improved student achievement. The growth of students will be measured in various ways throughout their academic journey. RASD will assess student outcomes related to professional development through curriculum-based assessments, standardized tests, benchmarks, teacher observations, and overall academic performance. Additionally, student outcomes will be evaluated through referrals to the Student Assistance Program (SAP), school social work services, outside services, and other supports related to social and emotional needs. Participants' Use of New Knowledge and Skills: The administrative team will collaborate with teachers to support the implementation of new instructional strategies and topics introduced in professional development. Teachers will be encouraged to identify opportunities to apply the new knowledge in their teaching. Differentiated supervision plans will address the diverse abilities of the professional staff and integrate professional development topics aligned with the Danielson Framework for Teaching. Both learners and administrators will work together to develop and understand the new knowledge and skills. Participants' Learning: RASD will utilize methods such as "train the trainer" programs, sharing sessions, and evaluative approaches to gather information on the outcomes of professional learning. Surveys and participant questionnaires may be used to assess the effectiveness and relevance of professional development topics. These tools will also gauge participant reactions and their engagement with the content. Organizational Support and Change: Professional development that involves changes in policies, procedures, or programs, impacting students' academic, social, and emotional experiences, may necessitate adjustments within the classroom or school environment. The administrative team and instructional leaders will work collaboratively with teachers and support staff to make the necessary changes to advance the process. Policies and procedures will be adapted as needed to support improvements in student support services.

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

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