

DR ROBERT KETTERER CS INC

1133 Village Way

Professional Development Plan (Act 48) | 2021 - 2024

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

Charter School

107653040

1133 Village Way, Latrobe, PA 15650

Brooke Pierce

brooke.pierce@ketterercharter.org

7245379110

Eric Guldin

eric.guldin@ketterercharter.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Theresa Matson	Adelphoi Director	Theresa Matson	School Board of Directors
Madalyn Kalning	HR Manager	Madalyn Kalning	School Board of Directors
Tyler Kopta	Guardian	Tyler Kopta	School Board of Directors
Nicole Myers	Assistant Principal	Nicole Myers	Administration Personnel
Brooke Pierce	Principal	Brooke Pierce	Administration Personnel
Tara Acthziger	Federal Programs Administrator	Tara Acthziger	Administration Personnel

Name	Title	Committee Role	Appointed By
Tina Desport	School Therapist	Tina Desport	Education Specialist
Mike Ungvarsky	Teacher	Mike Ungvarsky	Teacher
Karie Wilson	Teacher	Karie Wilson	Teacher

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.

Committee meets bi-annually. All professional staff are requested to complete a survey annually on topics that they feel would be relevant to their work and personal well-being. The committee analyzes the results and develops a yearly plan for professional development. They also look at outside opportunities for all staff to attend outside of the LEA.

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)	No
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

CURRICULUM DEVELOPMENT TEAMS

Action Step	Audience	Topics to be Included	Evidence of Learning
	All professional staff	Identification of academically at-risk students, hybrid RTII, Special Education, Behavioral Health Support, Personal Wellness	Quarterly grades of students, Study Island benchmarking, standardized test scores, fidelity and walk-through teacher observations by the administration, teacher survey
Lead Person/Position		Anticipated Timeline	
Brooke Pierce/Principal		12/01/2021 - 06/04/2024	

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	Once a month	1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction	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 team will meet and use qualitative and quantitative data to determine the effectiveness plan for each year. Adjustments will be administered following the recommendations of the committees

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