

SEVEN GENERATIONS CS

154 E. Minor Street

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

Charter School

188392660

154 East Minor Street, Emmaus, PA 18049

Jennifer Hersh

jennifer.hersh@sevengen.org

610-421-8844

Amanda Cossman

Amanda.Cossman@sevengen.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Mandy Suro	Parent	Mandy Suro	Administration Personnel
Leah Naylor	Board of Trustees Co-Chair	Leah Naylor	School Board of Directors
Emily Palmieri	Parent	Emily Palmieri	Administration Personnel
Denise Bauer	Educational Director	Denise Bauer	Administration Personnel
Kim Bandi	Valley Family Therapy Supervisor	Kim Bandi	Administration Personnel
Kelly Baughman	Kindergarten Liaison	Kelly Baughman	Teacher

Name	Title	Committee Role	Appointed By
Angela Waldraff	1st Grade Liaison	Angela Waldraff	Teacher
Delia Mitchell	Center for Humanistic Change	Delia Mitchell	Administration Personnel
Shannon Feeser	Concern	Shannon Feeser	Administration Personnel
Rachel Baker	Counselor	Rachel Baker	Administration Personnel
Tatiana Galota	2nd Grade Liaison	Tatiana Galota	Teacher
Kelly Paxton	Supervisor of Special Education	Kelly Paxton	School Board of Directors
Meg Ramirez	Middle School Liaison	Meg Ramirez	Teacher
Melissa Walton	3rd Grade Liaison	Melissa Walton	Teacher
Amanda Brady	5th Grade Liaison	Amanda Brady	Teacher
Jen Hersh	Elementary Director of Curriculum	Jen Hersh	School Board of Directors
Keith Pellak	Middle School Liaison	Keith Pellak	Teacher
Katie Unger	4th Grade Liaison	Katie Unger	Teacher
Carolan Gehret	Reading Specialist	Carolan Gehret	Administration Personnel
Amanda Cossman	Principal/CEO	Amanda Cossman	School Board of Directors
Danielle McConaghy	Special Education Chair	Danielle McConaghy	Administration Personnel

Name	Title	Committee Role	Appointed By
Johanna Roche	Secondary Director of Curriculum	Johanna Roche	School Board of Directors
Nicole Neagley	Director of Student Services	Nicole Neagley	School Board of Directors
Maria Schaller	Community Member	Maria Schaller	School Board of Directors
Diana Reeves	Instructional Coach	Diana Reeves	Administration Personnel

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 committee meets at least monthly to review school needs, identify short-term and long-term goals, and develop action plans to elevate the school's mission and vision. As the committee is made up of various school-stakeholders, the committee functions fluidly to address school-wide needs. As needed, the committee divides into subcommittees to address and plan for specific needs. Subcommittees include community engagement committee, Middle School Curriculum Sub Committee, Middle School Culture Sub Committee, SWPBIS Sub Committee, MTSS Behavior Sub Committee, MTSS Academic Sub Committee, and other committees as needed.

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

DEPARTMENT APPROVED IN-SERVICE COURSES

Action Step	Audience	Topics to be Included	Evidence of Learning
Each grade will fully implement an annual environmentally focused service learning activity inspired by the EIC curriculum and in collaboration with a community partner.	Instructional Staff	1. Differentiation of content in Product, Process, Content, and Environment 2. Flexible group design 3. Best Practices in Literacy Instruction 4. Best Practices in Math Instruction 5. How to Initiate, Develop, and Implement a Service Learning Project 6. School-Wide Positive Behavior Systems for the Adolescent	1. Post-Professional Development Survey 2. Informal and Formal Teacher Evaluation 3. Teacher Driven Lesson Studies
Design a professional development plan and identify related trainings for middle school curriculum and instructional practices.			
Design a professional development plan and design related trainings for best practices and small group instruction in math			
Design a professional development plan and design related trainings for best practices and small group instruction in literacy			

Lead Person/Position**Anticipated Timeline**

Administrative Team (Principal, Supervisor of Special Education, Director of Curriculum, Director of Student Services)

08/25/2022 -
08/31/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1. Beginning of year All Staff Professional Development (2 days) 2. Once a month (2hrs) 3. Fall and Winter full days	1e: Designing Coherent Instruction 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing throughout the school year	1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting

CURRICULUM-BASED TRAININGS

Action Step	Audience	Topics to be Included	Evidence of Learning
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Action Step	Audience	Topics to be Included	Evidence of Learning
Design a professional development plan and identify related trainings for middle school curriculum and instructional practices.	Instructional Staff	1. Responsive Classroom (Elementary Student, Adolescent Student) 2. Connected Mathematics Project (Middle School Student) 3. Best Practices in Secondary Mathematics Instruction 4. Next Steps in Guided Reading 5. PITSCO Grade 6 Science Modules 6. Instructional Coaching Toolkit Series 7. Best Practices in Instruction and Universal Design for Learning	1. Post-Professional Development Survey 2. Informal and Formal Teacher Evaluation 3. Teacher Driven Lesson Studies
Design a professional development plan and design related trainings for best practices and small group instruction in math			
Design a professional development plan and design related trainings for best practices and small group instruction in literacy			

Lead Person/Position	Anticipated Timeline
1. Responsive Classroom -Elementary Student, Adolescent Student 2. Michigan State University - Connected Mathematics Project 3. First Educational Resources - Best Practices in Secondary Math Instruction 4. Jan Richardson - Next Steps in	06/01/2022 -

Lead Person/Position**Anticipated
Timeline**

Guided Reading (DVD Modules) 5. PITSCO 6. First Educational Resources - Instructional Coaching Toolkit Series 7. IU21,
PATTAN

08/31/2025

LEARNING FORMAT

**Type of
Activities****Frequency****Danielson Framework Component
Met in this Plan****This Step Meets the Requirements
of State Required Trainings**

Course(s) Beginning of year and on-going during the (as relevant
trainings are offered and time allows)

2b: Establishing a Culture for
Learning

1e: Designing Coherent
Instruction

1a: Demonstrating Knowledge of
Content and Pedagogy

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

EVALUATION AND REVIEW

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

SGCS reviews and evaluates all components of the professional development plan annually. This includes: student outcomes, participants' use of new knowledge and skills, participants' learning, participants' reaction, and organizational support and change. This evaluation is done using the following practices and protocols: Annual end of year staff survey, fall and spring school safety and climate staff surveys (SWPBIS), mid year staff satisfaction survey (by Board of Trustees), Induction Program annual review, professional development trainings post reflections, teacher evaluation data (Danielson rubric).

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.

Jen Hersh

06/06/2022

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