

OXFORD AREA SD

125 Bell Tower Lane

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

Oxford Area School District

124156703

125 Bell Tower Lane, Oxford, PA 19363-1208

Margaret Billings-Jones, Ed.D.

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David Woods, Ed.D.

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
David Woods.	Superintemndent	David Woods.	School Board of Directors
Margaret Billings-Jones, Ed.D.	Assistant Superintendent	Margaret Billings-Jones, Ed.D.	School Board of Directors
Tami Motes	Principal	Tami Motes	Administration Personnel
Nicole Addis, Ed.D.	Principal	Nicole Addis, Ed.D.	Administration Personnel
Lisa Yingst Pyle	Principal	Lisa Yingst Pyle	Administration Personnel
James Canaday	Principal	James Canaday	Administration Personnel

Name	Title	Committee Role	Appointed By
Dave Hamburg, Ed.D.	Principal	Dave Hamburg, Ed.D.	Administration Personnel
Chad Kinsey, Ed.D.	Director of Special Education	Chad Kinsey, Ed.D.	Administration Personnel
Chris Garchinski, Ed.D.	Special Education Supervisor	Chris Garchinski, Ed.D.	Administration Personnel
Shawn Mellinger	Director of Technology	Shawn Mellinger	Administration Personnel
Suzy Lifestrand	Media Specialist	Suzy Lifestrand	Teacher
Sue Bernreuther	Community Member	Sue Bernreuther	Administration Personnel
Pamela Brown, Ed.D.	IST Teacher	Pamela Brown, Ed.D.	Teacher
Lauren Sharp	Elementary Teacher	Lauren Sharp	Teacher
Michael Garrison	Human Resource Director	Michael Garrison	Administration Personnel
Christine Boyer	ESL Teacher	Christine Boyer	Teacher
Joseph Tighe	School Board Member President	Joseph Tighe	School Board of Directors
Marsha Phillips	Community Member	Marsha Phillips	Administration Personnel
Mark Patterson	School Board Member	Mark Patterson	School Board of Directors
Matt Hovanec	Elk Ridge Principal	Matt Hovanec	Administration Personnel
Steve Roberts	Oxford Education Foundation	Steve Roberts	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 of administrators meets approximately six times per year. The professional development topics and timeline are presented publicly to the School Board and the community two to three times per year. Topics are generated by the members of the committee as designated above and provided to the district for implementation. The teacher association contributes major involvement for the November plan of PD. The committee does not meet as a whole, contributions are presented by subcommittees to address the needs of the district. The curriculum and the needs of the district based upon data, the use of new instructional resources, social and emotional development and technology use have been the driving factors for professional development.

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

SAVAAS

Action Step	Audience	Topics to be Included	Evidence of Learning
Delivery of Literacy Intervention in grades k-3	All ELA and ELD Teachers	Literacy at the specified grade level	Performance of students in ELA and language acquisition
Lead Person/Position		Anticipated Timeline	
Asst. Superintendent with school principals		08/30/2022 - 06/30/2025	

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 times per year		Language and Literacy Acquisition for All Students

MIF

Action Step	Audience	Topics to be Included	Evidence of Learning
All teachers demonstrate instruction using MIF with fidelity to the content and strategies	All math teachers	Math specific content and delivery	Student performance on assessments

Lead Person/Position	Anticipated Timeline
Asst. Superintendent and Principals	07/31/2022 - 06/30/2025

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)	4 times per year		Teaching Diverse Learners in an Inclusive Setting

MIF

Action Step	Audience	Topics to be Included	Evidence of Learning
All teachers demonstrate instruction using MIF with fidelity to the content and strategies	All teachers instructing MIF	MIF content	Student performance on assessments
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent and Principals		07/31/2022 - 06/30/2025	

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 times per year		Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ACT 126

Audience	Topics to be Included	Evidence of Learning
All educators	School Safety: Recognition of the signs of sexual misconduct, as defined in Act 126; Reporting requirements for suspected sexual misconduct set forth in the Educator Discipline Act; Provisions of the Educator Discipline Act, including mandatory reporting requirements; and Maintenance of Professional and Appropriate Relationships with Students.	Appropriate behavior, recognition and reporting of behavior not safe for students.
Lead Person/Position		Anticipated Timeline
Mr. Garrison/HR Director		08/01/2022 - 07/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Until completion 3 hrs. every 5 years		School Safety including Trauma-informed Education Awareness (Act 44)

MATH COACHING AND RESOURCE REVIEW

Audience	Topics to be Included	Evidence of Learning
Math Teachers grades K-12	Math K-8 MIF and 8-11 Algebra	Increased student performance in Math

Lead Person/Position	Anticipated Timeline
Margaret Billings-Jones, Ed.D. through the use of Math Solutions/Assistant Superintendent	09/29/2021 - 07/02/2023

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)	minimum of four times per month		Teaching Diverse Learners in an Inclusive Setting

SAFETY TECHNIQUES, SCHOOL SAFETY AND TRAUMA INFORMED PRACTICES

Audience	Topics to be Included	Evidence of Learning	Anticipated Timeline
All staff	Student and staff safety, SAP Training, Risk Management Teams, Safety training	Culture of informed staff to maintain school safety, incidents of violence do not occur. Discipline incidence re reduced.	08/30/2022 - 07/30/2025
Lead Person/Position			
Superintendent Woods and Dr. Billings-Jones, Safety Coordinator, in concert with Safety and District Security, Management, SPO and First Responders including community members in each organization			

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	monthly drills and review, safety training to include risk management and SAP teams and table top exercises and county communication.		School Safety including Trauma-informed Education Awareness (Act 44)

CURRICULUM DESIGN AND IMPLEMENTATION

Audience	Topics to be Included	Evidence of Learning
Curriculum Committee consisting of a grade level representative in each discipline	Standards and curriculum alignment to standards, resource selection and use	Increased student performance in the various content areas
Lead Person/Position	Anticipated Timeline	
Dr. Billings-Jones/Assistant Superintendent	08/30/2022 - 07/30/2025	

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	Use of 4 year curriculum review cycle to include: Analysis, Design, Implement and Evaluate for each area as designated and published in the review cycle.		Language and Literacy Acquisition for All Students

STRATEGIES USING TECHNOLOGY TO DELIVER EFFECTIVE INSTRUCTION

Audience	Topics to be Included	Evidence of Learning
All educators	Strategies using technology, BlackBoard use, Microsoft teams, App usage, Apple product usage i.e. IPADS, Apple TV, use of digital software. Providing Instructional strategies for effective teaching.	Increase student performance in all groups including specialized services for students that make up the district's student subgroups
Lead Person/Position		Anticipated Timeline
Shawn Mellinger/Director of Technology in concert with Assistant Superintendent		08/30/2022 - 07/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Throughout the year as needed to increase individual teacher capacity, in addition to group presentation annually.		Teaching Diverse Learners in an Inclusive Setting

UNDERSTANDING THE NEEDS OF ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All educators	The needs of students with IEPs, EL learners, economically disadvantaged students, homeless students and other student groups with diverse needs	Comprehensive Programming and instruction that meets the needs for all students. Effective MTSS process in each school.
Lead Person/Position		Anticipated Timeline
Dr. Billings-Jones/ Assistant Superintendent with each school principal and the District school psychologist		08/30/2022 - 07/31/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	monthly		Teaching Diverse Learners in an Inclusive Setting
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly at a minimum		Language and Literacy Acquisition for All Students

COACHING IN LITERACY

Audience	Topics to be Included	Evidence of Learning
ELA instructors	Use of Text Dependent Analysis and Effective use of District resources	Increased performance in English Language Arts
Lead Person/Position		Anticipated Timeline
Dr. Billings-Jones/Assistant Superintendent with SAVAAS Coach and building principals		05/02/2022 - 06/04/2023

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)	Minimum of 4 times per year.		Language and Literacy Acquisition for All Students

EVALUATION AND REVIEW

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

Annual review of school and district level data of student performance. Annual Review of SAP reports and discipline incidents.

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.

Margaret Billings-Jones, Ed.D.

05/02/2022

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.

David A. Woods, Ed.D.

07/21/2022

Superintendent or Chief Administrative Officer:

Date