



NORTH HILLS SCHOOL DISTRICT
Professional Development Plan (Act 48)
2022-2025



NORTH HILLS SD

135 6th Ave

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

Public School District
103026902
135 6th Ave, Pittsburgh, PA 15229

Dr. Beth Williams
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Beth Williams	Assistant Superintendent	Beth Williams	Administration Personnel
Kevin McKiernan	High School Principal	Kevin McKiernan	Administration Personnel
LaMont Lyons	Middle School Principal	LaMont Lyons	Administration Personnel
Kristy Bilderback	Elementary Principal	Kristy Bilderback	Administration Personnel
Carmen Washington	English Teacher	Carmen Washington	Teacher
Larry Dorenkamp	Social Studies Teacher	Larry Dorenkamp	Teacher

Name	Title	Committee Role	Appointed By
Jessica Porter	Special Education Teacher	Jessica Porter	Teacher
Meredith France	Elementary Teacher	Meredith France	Teacher
Fred Matheis	Elementary Teacher	Fred Matheis	Teacher
Amy Myers	Elementary Teacher	Amy Myers	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.

The committee meets at minimum 2 times per year to discuss professional development needs at all levels - elementary, middle, and high school. The teachers who serve on this committee are selected by the teachers' union. The committee creates an anonymous survey for staff to complete to provide candid feedback to identify needs, provide professional development, suggestions, and scheduling ideas. The professional development committee is working well as it provides open dialogue to work collaboratively to support our teachers - and ultimately our students - growth and achievement.

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)	No
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

TRAUMA INFORMED CLASSROOM TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
	All staff	What is trauma? How does it affect students? Trauma Informed Classroom Strategies for Implementation	Observation and Practice
Lead Person/Position			Anticipated Timeline
Dr. Beth Williams/Assistant Superintendent			07/01/2022 - 06/30/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	once per quarter		Trauma Informed Training (Act 18)

CURRICULUM WRITING AND CULTURALLY RESPONSIVE TEACHING

Action Step	Audience	Topics to be Included	Evidence of Learning
	Teachers on cycle to write curriculum	Culturally responsive teaching strategies	Addition to curriculum and practice
Lead Person/Position		Anticipated Timeline	
Dr. Beth Williams/Assistant Superintendent		07/01/2022 - 06/30/2023	

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	Annually		

DIFFERENTIATION AND ASSESSMENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
	Staff	How to differentiate assessments to meet each student's needs	Observation and Practice
Lead Person/Position		Anticipated Timeline	
Dr. Beth Williams/Assistant Superintendent		07/01/2022 - 06/30/2023	

LEARNING FORMAT

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

HOW AFFECTIVE NEEDS INFLUENCE ACADEMICS

Action Step	Audience	Topics to be Included	Evidence of Learning
	Staff	What are affective needs? How do they impact student learning?	Observation and Practice
Lead Person/Position		Anticipated Timeline	
Dr. Beth Williams/Assistant Superintendent		07/01/2022 - 06/30/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	2x per year		

STAFF/STUDENT MENTORSHIP

Action Step	Audience	Topics to be Included	Evidence of Learning
	Staff	What is mentoring? How do I mentor?	Observation and Practice
Lead Person/Position		Anticipated Timeline	
Dr. Beth Williams/Assistant Superintendent		07/01/2022 - 06/30/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Bi-annual training		

STUDENT WELLNESS TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
	Staff	What is the student wellness center room? How does it work? What procedures are involved in operating such a space?	Observation and Practice
Lead Person/Position			Anticipated Timeline
Dr. Beth Williams/Assistant Superintendent			07/01/2022 - 06/30/2023

LEARNING FORMAT

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

RESTORATIVE PRACTICE AND SWPBIS

Action Step	Audience	Topics to be Included	Evidence of Learning
	Staff	Restorative Practices and SWPBIS Training at Middle School	Observation and Practice
Lead Person/Position		Anticipated Timeline	
Dr. Beth Williams/Assistant Superintendent		07/01/2022 - 06/30/2023	

LEARNING FORMAT

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

RESTORATIVE PRACTICE AND SWPBIS

Action Step	Audience	Topics to be Included	Evidence of Learning
	Staff	Restorative practices and SWPBIS training at the Middle School	Observation and Practice
Lead Person/Position		Anticipated Timeline	
Dr. Beth Williams/Assistant Superintendent		07/01/2022 - 06/30/2023	

LEARNING FORMAT

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

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION

Audience	Topics to be Included	Evidence of Learning
All staff	Five Components of Reading - Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension Science of Reading Data Team Meetings Culturally Responsive Curriculum Teaching and Addressing EL Students Addressing Dyslexic Readers	Data Analysis Assessments Evaluation PVAAS
Lead Person/Position		Anticipated Timeline
North Hills School District		08/17/2021 - 08/17/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	ongoing throughout the school year		Language and Literacy Acquisition for All Students
Workshop(s)	ongoing throughout the school year		Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	annually per curriculum cycle		Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	ongoing as needed		Language and Literacy Acquisition for All Students
Other	ongoing as needed		Language and Literacy Acquisition for All Students

CULTURAL COMPETENCY FOR HIGH PERFORMING SCHOOLS

Audience	Topics to be Included	Evidence of Learning
All staff	Cultural Competency Learning Styles Understanding and teaching impoverished students Creating a culturally responsive curriculum using culturally responsive teaching	Framework for Teaching Evaluation Process Professional Development Goal Pedagogical Practices Act 48 Credit

Lead Person/Position	Anticipated Timeline
North Hills School District	08/17/2021 - 08/17/2026

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	annually per curriculum cycle		Teaching Diverse Learners in an Inclusive Setting
Inservice day	ongoing throughout school year		Teaching Diverse Learners in an Inclusive Setting
Professional Learning Community (PLC)	ongoing throughout school year		Teaching Diverse Learners in an Inclusive Setting
Inservice day	ongoing as needed		Teaching Diverse Learners in an Inclusive Setting
Inservice day	ongoing as needed		Teaching Diverse Learners in an Inclusive Setting

TRAUMA INFORMED CLASSROOM

Audience	Topics to be Included	Evidence of Learning
All staff	Best practices for teaching for trauma informed students Knowledge of school policies/responsibilities/protocol Deescalation Techniques Focus on Social Emotional Practices	Active Engagement in Training Classroom Application Act 48 Credit
Lead Person/Position	Anticipated Timeline	
North Hills School District	08/17/2021 - 08/17/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	every other year		Trauma Informed Training (Act 18)

SCHOOL SAFETY

Audience	Topics to be Included	Evidence of Learning
All staff	Safety and Security Drills and Reunification Sandy Hook Promise Trauma Informed Classroom Act 71 Training Opioid Training Title IX Training	Active Participation Knowledge of school policies, practices, and protocol Drill practice Act 48 Credit
Lead Person/Position	Anticipated Timeline	
North Hills School District	08/17/2021 - 08/17/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	as per state requirements		School Safety including Trauma-informed Education Awareness (Act 44)

EVALUATION AND REVIEW

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

Professional Development Plans are reviewed by the following: 1. Professional Development Committee. - meetings with elementary, middle, and high school teachers and administrators to offer input regarding professional development needs 2. Teacher Surveys are used to solicit anonymous feedback on trainings and professional development needs 3. Data Team Meetings - review student data as it pertains to growth, acquisition of skills and the correlation to pedagogical practices 4. Grade/Team/Department Meetings to discuss students' and curricular strengths and needs 5. Curriculum Cycle - to evaluate, review, revise, and write responsive curriculum 6. Student/Parent Group Meetings with building level administration to discuss topics as it pertains to educating students 7. Adhering to all new state mandates 8. Professional Development activities such as trainings, webinars, professional learning communities, workshops, seminars, etc.