

## HATBORO-HORSHAM SD

229 Meetinghouse Rd

Professional Development Plan (Act 48) | 2024 - 2027

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### 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

School District

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Ted Domers

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Ryan Thomas	Supervisor of Curriculum	Education Specialist	Administration Personnel
Christine Jenkins	Supervisor of Curriculum	Education Specialist	Administration Personnel
Ted Domers	Assistant Superintendent	Education Specialist	Administration Personnel
Brea D'Angelo	Director of Special Projects and Systems	Education Specialist	Administration Personnel
David Weber	Director of Curriculum	Education Specialist	Administration Personnel
Andre' McLaurin	Director of Educational Programming	Education Specialist	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Daniel Beck	Elementary Teacher	Elementary Teacher	Teacher
Bryan Moore	High School Teacher	High School Teacher	Teacher
Kate Rae	Middle School Teacher	Middle School Teacher	Teacher
Robert Campman	Elementary Assistant Principal	Administrator	Education Specialist
John Ewerth	Middle School Assistant Principal	Administrator	Education Specialist
Angela Whelan	High School Assistant Principal	Administrator	Education Specialist
Suzy Krzaczek	Hatboro-Horsham Educational Foundation	Community Member	School Board of Directors
Theresa Brown	School Board Member	Community Member	School Board of Directors
Jennifer Wilson	Parent	Parent of Child Attending	School Board of Directors
Susan Hunsinger-Hoff	School Board Member	Local Business Representative	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 Professional Development Committee of the Hatboro-Horsham School District holds three meetings per school year to promote growth and improvement, focusing on enhancing student learning outcomes. One of the committee's primary objectives is to align professional development activities with the district's curriculum and educational goals to ensure that teachers receive training that supports high-quality

instruction. This involves addressing diverse learning needs through differentiated instruction, integrating technology effectively into the classroom, and promoting data-driven decision-making based on student assessment data. The committee also strives to create a supportive and inclusive environment for education. This includes providing training on inclusive education practices, cultural competence, and strategies for accommodating students with diverse needs. Collaborative teaching practices and forming professional learning communities (PLCs) are focused on facilitating knowledge-sharing and mutual support among educators. In addition to academic goals, the committee recognizes the importance of educator well-being. Professional development initiatives may address effective classroom management, legal and ethical educational standards, and strategies for promoting educator wellness. By promoting this approach to professional development, the committee contributes to creating positive and inclusive learning environments, fostering the overall success of educators and students within the school district.

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### PLC PRINCIPLES AND IMPLEMENTATION

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Action Step	Audience	Topics to be Included	Evidence of Learning
HHSD will prioritize Professional Learning Community (PLC) as the central mode of educator professional development. HHSD will build a shared understanding of PLCs through a common framework of collaborative practice to implement a cycle of improvement rooted in data analysis, differentiated instructional strategies, and impactful assessments to support an inclusive environment for all students. HHSD will focus adult learning in targeted data analysis techniques to inform instructional decision-making and monitoring student progress.	All K-12 educators and administrators	Effective Communication in PLCs, Data Literacy and Analysis, Collaborative Planning and Curriculum Design, Differentiated Instruction for Diverse Learners Classroom Environment to Promote an Inclusive Setting. Assessment Strategies Feedback and Reflection Assessment of PLC Effectiveness	Shared lesson plans, unit plans, common assessments, data analysis reports articulating trends and patterns through student performance data, consistent use of established protocols, norms, and meeting structures. Documented improvement of student achievement as evidenced by assessment results and/or performance metrics Educator feedback for reflection
<b>Lead Person/Position</b>			<b>Anticipated Timeline</b>
Dr. Ted Domers, Assistant Superintendent			08/27/2024 - 06/18/2027

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### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Twice a month	3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students

## POST SECONDARY

Action Step	Audience	Topics to be Included	Evidence of Learning
HHSD will expand access to rigorous postsecondary courses by prioritizing collaborative and interdisciplinary learning. In our elementary schools, PLCs will identify opportunities for collaborative learning to deepen student understanding. In middle school, interdisciplinary teams will create seminars to connect learning and expand student choice in electives. In high school, PLCs will align learning outcomes across courses to expand access to rigorous courses for all students.	All K-12 educators and administrators	Interdisciplinary learning in the elementary schools Curriculum development Classroom environment to promote an inclusive setting Expanding access to college and career-focused course	Increased interdisciplinary learning Implementation of new middle school Creative Arts programming Increased student enrollment in post-secondary focused courses

Action Step	Audience	Topics to be Included	Evidence of Learning
		pathways	
Lead Person/Position	Anticipated Timeline		
Dr. Ted Domers	08/26/2024 - 06/18/2027		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly		Teaching Diverse Learners in Inclusive Settings

## ATTENDANCE

Action Step	Audience	Topics to be Included	Evidence of Learning
HHSD will build capacity with a school-based student supports team to ensure we meet the needs of all students. Professional development will focus on implementing restorative practices and the CASEL framework. The counselors will lead a school-based team to provide training on creating a welcoming and supportive environment for all	All K-12 teachers, counselors, and administrators	CASEL Framework Safe and welcoming classroom environment Impact	Frequency of student support meetings. Implementation of Restorative Practices Reduction in students



Action Step	Audience	Topics to be Included	Evidence of Learning
students.		of chronic absenteeism on student achievement	not meeting regular attendance requirements
Lead Person/Position	Anticipated Timeline		
Dr. Andre' McLaurin	08/26/2024 - 06/18/2027		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3 times per year	2b: Establishing a Culture for Learning 4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### TRAUMA

Audience	Topics to be Included	Evidence of Learning
All K-12 educators, nurses, counselors, support staff, and administrators	Recognition of the signs of trauma in students Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma The school entity's policies regarding trauma-informed approaches The school entity's policies regarding connecting students with appropriate services. Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students.	Understand how to identify signs of trauma in students Develop classroom strategies that are trauma-informed Understand options for support when faced with a student in trauma Develop supportive strategies to support the impact of secondary trauma
Lead Person/Position	Anticipated Timeline	
Dr. Andre' McLaurin	08/26/2024 - 06/17/2027	

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3 times per	4d: Participating in a Professional Community	Professional Ethics

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	year	2a: Creating an Environment of Respect and Rapport	

## PROFESSIONAL ETHICS

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Audience	Topics to be Included	Evidence of Learning
All K-12 educators, nurses, counselors, support staff, and administrators	Standards of behavior, values, and principles that inform and guide professional decision making.	Employees will demonstrate behaviors that meet the standards of the Pennsylvania Model Code of Ethics for Educators

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Lead Person/Position	Anticipated Timeline
Christine Welsh, Director of Human Resources	08/26/2024 - 06/17/2027

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## LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1 time per school year	4f: Showing Professionalism  2a: Creating an Environment of Respect and Rapport	Professional Ethics

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## STRUCTURED LITERACY

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Audience	Topics to be Included	Evidence of Learning
K-5 Educators and Administrators	Systematic, explicit instructional, providing a strong core of foundational literacy skills Explicit instruction in phonological and phonemic awareness Alphabetical principle, decoding, encoding, fluency, vocabulary Reading Comprehension and building content knowledge	Implementation of UFLI, structured literacy program Analysis of data to tailor instruction Improvement in student reading
Lead Person/Position	Anticipated Timeline	
Dr. Ted Domers, Assistant Superintendent	08/26/2024 - 06/17/2027	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	4 times per year	1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 4d: Participating in a Professional Community	Structured Literacy

**Type of  
Activities**

**Frequency**

**Danielson Framework Component Met in this Plan**

**This Step Meets the Requirements of State Required  
Trainings**

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## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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**

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

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

2022-  
2023

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)?

All elementary administrators, as well as curriculum supervisors.

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.**

Evaluation and review of professional learning opportunities are done through various avenues. After all professional development sessions, staff must complete an evaluation form maintained in our Professional Development database. Those forms are reviewed by the members of the administration. Members of the professional development committee review the overall results of professional development sessions. In addition, the impact of those professional development sessions that are directly related to changes in professional practice is evaluated through observation of staff by supervisors and through discussions (formal and informal) among teachers and between teachers and administrators. There is also an expectation that engagement in professional learning activities will lead to specific student outcomes related to the purpose of the activities. Some of those student outcomes are specifically linked to increases in student achievement; others would be related to survey data about students' sense of belonging and safety; and still, others may be linked to improvements in school attendance and decreases in discipline events and exclusionary discipline consequences.

## 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

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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