

BUCKS COUNTY IU 22

705 N Shady Retreat Rd

Professional Development Plan (Act 48) | 2025 - 2028

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

Bucks County Intermediate Unit #22

122000000

705 N. Shady Retreat Rd., Doylestown, PA 18901

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Julia Korchuk	Manager-Nursing and Health Services	Administrator	Administration Personnel
Hilary Fitzmaurice	Supervisor of Special Education - Transition and Adult Services	Administrator	Administration Personnel
Brittany Blount	Educational Consultant	Education Specialist	Education Specialist
Shawna Curran	Educational Consultant	Education Specialist	Education Specialist
Sarah Betesh	Program Coordinator	Education Specialist	Administration Personnel
Mark McCloskey	Supervisor of Special Education - Everitt	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Sara Walsh	Program Coordinator	Education Specialist	Administration Personnel
Jen Young	Teacher Support Specialist	Education Specialist	Teacher
Melanie Caruso	Curriculum Coordinator	Education Specialist	Teacher
Pam Dinan	Supervisor of Education	Administrator	Administration Personnel
Jen Schmidt	Program Director	Administrator	Administration Personnel
Erin Carson	Program Director	Administrator	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 once a year formally to review feedback from prior year survey data, participation rates, and to determine changes and needs for subsequent years. While no formal subcommittees exist, there are meeting structures in place to adjust based on programmatic and specific needs.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

SPECIAL EDUCATION SERVICES AND SUPPORTS IN THE LEARNING ENVIRONMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Offer continuous training programs to educate staff on professional development state mandates. Ensure that staff not only understand their roles in maintaining compliance but also apply this knowledge to improve student outcomes and instructional practices.	Differentiated to each professional and the disability they serve and/or instruct.	Dependent on the disability type, Purposes of supports, services and specially designed instruction which provide access to general education curriculum	Job embedded activities, workshop evaluation, and classroom observation / practices.
Lead Person/Position	Anticipated Timeline		
Supervisors	07/01/2025 - 06/30/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of Content and Pedagogy	
		1c: Setting Instructional Outcomes	

TRAUMA INFORMED INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Offer continuous training programs to educate staff on professional development state mandates. Ensure that staff not only understand their roles in maintaining compliance but also apply this knowledge to improve student outcomes and instructional practices.	All educators	Overview of the impact of trauma on brain development, learning, and behavior, emphasizing the importance of safety, trust, and relationship-building in the classroom. Practical strategies for fostering a supportive and responsive learning environment, including de-escalation techniques, regulation strategies, and culturally responsive practices.	Job embedded activities, workshop evaluation, and classroom observation / practices.
Lead Person/Position		Anticipated Timeline	
Program Support Professionals		07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 2a: Creating an Environment of Respect and Rapport 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff

STRUCTURED LITERACY REFRESHER

Action Step	Audience	Topics to be Included	Evidence of Learning
Offer continuous training programs to educate staff on professional development state mandates. Ensure that staff not only understand their roles in	Elementary certified educators, Reading Specialists, K-12	Structured Literacy includes phonology, sound-symbol correspondence, syllable structure, morphology, syntax, and semantics as key components of effective reading instruction. It emphasizes explicit, systematic, and cumulative teaching of decoding and encoding skills, particularly for students with	Job embedded activities, workshop evaluation,

Action Step	Audience	Topics to be Included	Evidence of Learning
maintaining compliance but also apply this knowledge to improve student outcomes and instructional practices.	ELL, Middle Level Certified educators, and all K-12 Special Education certified educators.	dyslexia or reading difficulties. Instruction is data-driven, diagnostic, and responsive to individual learner needs, ensuring mastery before progressing to more complex skills.	and classroom observation / practices.
Lead Person/Position		Anticipated Timeline	
Supervisor of Education		07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Once every three years	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes	Structured Literacy

PROFESSIONAL ETHICS

Action Step	Audience	Topics to be Included	Evidence of Learning
Offer continuous training programs to educate staff on professional development state mandates. Ensure that staff not only understand their roles in maintaining compliance but also apply this knowledge to improve student outcomes and instructional practices.	All educators	The Pennsylvania Professional Ethics Framework focuses on four key principles: Integrity, Honesty, Fairness, and Responsibility, guiding educators in ethical decision-making. It emphasizes professional conduct, maintaining appropriate relationships with students, and upholding the public trust in education. The framework provides case studies, reflective questions, and application scenarios to help educators navigate ethical dilemmas in real-world settings.	Job embedded activities, workshop evaluation, and classroom observation / practices.
Lead Person/Position		Anticipated Timeline	
Supervisor of Education		08/15/2025 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	At least once every three years	4f: Showing Professionalism	Professional Ethics

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

CRISIS PREVENTION INTERVENTION

Audience	Topics to be Included	Evidence of Learning
All classroom educators	Reducing risk: Reduce the risk of injury to staff and others Improving communication: Establish a common language to improve communication among staff Increasing confidence: Increase staff confidence to intervene verbally and physically Improving relational approaches: Improve relationships between staff and others Setting positive expectations: Set clear expectations for behavior Preventing escalation: Prevent behaviors from escalating into crises Reducing restraint: Reduce or eliminate the use of restraint Promoting safety and security: Promote care, welfare, safety, and security for all involved Improving outcomes: Improve student outcomes and teacher-student relationships Complying with regulations: Comply with legislative mandates and regulatory/accreditation guidelines	Workshop evaluation, Online course completion and assessment, assessment of end of workshop test.
Lead Person/Position	Anticipated Timeline	
Supervisor of Education	07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Yearly	2d: Managing Student Behavior 2c: Managing Classroom Procedures 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education

LETRS (LANGUAGE ESSENTIALS FOR TEACHERS OF READING AND SPELLING)

Audience	Topics to be Included	Evidence of Learning
Early Childhood and Elementary Educators and Program Consultants	foundational and fundamentals of reading and writing instruction— phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.	Workshop assessment, assessment checkpoints throughout the workshop
Lead Person/Position		Anticipated Timeline
Program and Training Specialists		07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually, as needed.	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

LETRS (LANGUAGE ESSENTIALS FOR TEACHERS OF READING AND SPELLING)

Audience	Topics to be Included	Evidence of Learning
Early Childhood and Elementary Educators and Program Consultants	foundational and fundamentals of reading and writing instruction— phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.	Workshop assessment, assessment checkpoints throughout the workshop
Lead Person/Position		Anticipated Timeline
Program and Training Specialists		Invalid Date - Invalid Date

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually, as needed.		Language and Literacy Acquisition for All Students

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? (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
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? (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

Professional Education Plan Guidelines

Yes/No

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

2023-
2024

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)?

None

Is the IU using or planning to implement Structured Literacy (Select One)?

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

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

The professional development plan is reviewed annually, as led by the Supervisor of Education, who, along with participants on the committee, analyzes workshop feedback and trends across the full span of professional learning offered. Where there are assessments available, success rates are also a part of the discussion for future changes. Additionally, conversations with program directors and supervisors to determine areas of need are also prioritized.

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.

Executive Director:

Date