

## **COCALICO SD**

800 4th Street

Professional Development Plan (Act 48) | 2021 - 2024

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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

Cocalico School District  
113361303  
800 S. 4th Street, Denver, PA 17517

Dr. Beth A. Haldeman  
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Dr. Ella Musser  
ella\_musser@cocalico.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Beth Haldeman	Assistant to the Superintendent	Dr. Beth Haldeman	Administration Personnel
Tamara Armstrong	Elementary PE Teacher	Tamara Armstrong	Teacher
John Carter	HS Teacher	John Carter	Teacher
Charlotte Brady	Director of Cocalico Care Center	Charlotte Brady	School Board of Directors
Erin Bastida	Elementary Teacher	Erin Bastida	Teacher
Anthony DiMatteo	MS Principal	Anthony DiMatteo	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Elise Clicquennoi	School Counselor	Elise Clicquennoi	Education Specialist
Kelly DiCiano	Community Member	Kelly DiCiano	School Board of Directors
Samantha Bensing	MS Assistant Principal	Samantha Bensing	Administration Personnel
Scott Bennetch	HS Assistant Principal	Scott Bennetch	Administration Personnel
Kelly Greene	Parent	Kelly Greene	School Board of Directors
Dave Gingrich	Parent	Dave Gingrich	School Board of Directors
Dr. Stephen Melnyk	Assistant to the Superintendent	Dr. Stephen Melnyk	Administration Personnel
Jason Hollinger	Business Representative	Jason Hollinger	School Board of Directors
Jennifer Kieffer	HS Teacher	Jennifer Kieffer	Teacher
Denise Logue	Director of K-12 Student Supports	Denise Logue	Education Specialist
Matthew Horning	MS Teacher	Matthew Horning	Teacher
Angela Marley	Principal- Denver Elementary	Angela Marley	Administration Personnel
Paul Stetter	Business Leader	Paul Stetter	School Board of Directors
Casey Quinto	MS Teacher	Casey Quinto	Teacher
Mary Rinehart	Special Education Director	Mary Rinehart	Education Specialist

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Victoria Kreider	Parent	Victoria Kreider	School Board of Directors
Terri Vrabel	Elementary Librarian	Terri Vrabel	Education Specialist

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**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 one time a year to review feedback obtained from the stakeholders in our community and district. This year, we identified strengths and needs observed through building wide visits, completed a district data walk, reviewed the Induction Plan, and brainstormed action steps. In addition, they completed the Essential Practices checklist and provide input and feedback about our district and its goals, mission, and vision.

## 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? ( <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
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

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### MTSS TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>The Cocalico Middle School and elementary team will review the MTSS process and structures, to address clear criteria for behavior, mental health needs, and academic support.</p> <p>Train those who are delivering math interventions and math instruction at the elementary level.</p>	<p>All CMS and elementary teachers and staff</p>	<p>Define and review of MTSS processes, structures, how to refer students, interventions used, and monitoring of plans. Research evidence based math interventions to support Tier I, II and III students.</p>	<p>MTSS logs and notes in Powerschool, Elementary CAS documents, Creation of MTSS procedures</p>
<b>Lead Person/Position</b>		<b>Anticipated Timeline</b>	
<p>School Psychologists, School Counselors, Administration</p>		<p>08/08/2021 - 08/08/2024</p>	

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Two times/ year	1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 3b: Using Questioning and Discussion Techniques 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting
Professional Learning Community (PLC)	3-4 times/ year	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting
Classroom/school visitation	1 time for visit	3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting



**Type of Activities**

**Frequency**

**Danielson Framework Component Met in this Plan**

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

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## BEHAVIOR DASHBOARD

Action Step	Audience	Topics to be Included	Evidence of Learning
The Cocalico Middle School and elementary team will review the MTSS process and structures, to address clear criteria for behavior, mental health needs, and academic support.	All Cocalico Middle School staff	Use of the behavior dashboard, how to make referrals, how to interpret patterns	Observation of its use and logins on the behavior dashboard
Lead Person/Position		Anticipated Timeline	
Cocalico Middle School Administration		08/08/2021 - 06/08/2022	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One time, with follow up times as needed for individuals	2b: Establishing a Culture for Learning  2d: Managing Student Behavior  4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

## ADVISORY GROUPS

Action Step	Audience	Topics to be Included	Evidence of Learning
Advisory groups will be implemented at the Cocalico Middle School, thus creating a structure where students connect with an adult and other peers on a frequent basis, are taught social-emotional learning skills, and connect with others who share similar interests.	All Cocalico Middle School staff	Creation of Advisory Group lessons, interest surveys, structure	Calendar of Advisory Group meetings, Lesson Plans
Lead Person/Position	Anticipated Timeline		
Cocalico Middle School Advisory Planning Team	06/08/2021 - 08/08/2024		

## 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)	2 days over the summer to plan; as needed during the school year to revise and adjust	1b: Demonstrating Knowledge of Students  1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting

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

## INTEGRATING NON-FICTION TEXTS

Action Step	Audience	Topics to be Included	Evidence of Learning
At the Middle School and High School, the use of non-fiction texts will be incorporated into all content areas such as social studies, math and science.	All content area teachers	Administering and teaching TDA's, identification of non-fiction texts applicable to the content, ways to increase students' understanding on nonfiction text	Lesson Plans, Increase in students' scores in TDA questions and open ended questions

Lead Person/Position	Anticipated Timeline
ELA leaders and department leaders, Interventionists	06/08/2022 - 06/08/2024

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Summer trade off days- 2 each summer	1a: Demonstrating Knowledge of Content and Pedagogy  1d: Demonstrating Knowledge of Resources  1e: Designing Coherent Instruction  4d: Participating in a Professional Community  4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students

## ACADEMIC VOCABULARY INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Consistent essential vocabulary will be taught to students, to assist with their performance on open-ended tasks and TDA's.	Cocalico Middle School staff and teachers	Develop consistent vocabulary to be taught to students by grade levels, departments, special education teachers and other instructional team members.	List of academic vocabulary, along with a plan for its teaching

Lead Person/Position	Anticipated Timeline
Cocalico Middle School Administrators and Curriculum Leaders	06/08/2022 - 08/08/2024

## 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
Professional Learning Community (PLC)	2 days over the summer, with follow up during the school year	1b: Demonstrating Knowledge of Students  1e: Designing Coherent Instruction  3a: Communicating with Students  4b: Maintaining Accurate Records	Language and Literacy Acquisition for All Students

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## HOMEROOM PRESENTATIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
Homeroom presentations by faculty and students will occur, to feature alternate learning opportunities available at the High School.	Grade 9-12 faculty	Designing homeroom presentations to present about alternative learning opportunities	MLP staff survey, final presentations
Lead Person/Position	Anticipated Timeline		
HS Administration	08/01/2021 - 06/30/2024		

## 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)	1-2 times	1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting

## ALTERNATE LEARNING OPPORTUNITIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities	Content area teachers	Data analysis and sharing to determine AP Potential, Career Pathways and other alternative opportunities	Student action plans, student tracking
Lead Person/Position		Anticipated Timeline	
Guidance Office/ HS Administration		08/01/2021 - 06/30/2024	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1-2 times	1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting



## FRESHMAN NEEDS ASSESSMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Create student needs assessment, administered to each freshman class	Teachers of 9th graders, school counselors	Creation of a freshman survey to identify needs of the students, knowledge of the various pathways, and participation of alternate learning pathways	Final freshman survey
Lead Person/Position		Anticipated Timeline	
Guidance Counselors/ HS Administration		08/01/2021 - 06/30/2024	

## 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	1-2 times, more if needed	1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting

## NAVIANCE

Action Step	Audience	Topics to be Included	Evidence of Learning
Teach students about resume building, and how to access Naviance for assistance.	All content area teachers	How to build a resume for college and work purposes, using the Naviance software	Samples of student resumes
Lead Person/Position		Anticipated Timeline	
Guidance Counselors/ HS Administration		08/01/2021 - 06/30/2024	

## 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)	1-2 times	1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

## UNDERCLASSMAN COMMUNITY SERVICE DAY

Action Step	Audience	Topics to be Included	Evidence of Learning
Plan and deliver an underclassman community service day	Any teachers working with 9th-11th graders, Guidance Counselors, support staff	Plan for an Underclassmen Community Service Day, during the Senior Class Trip. Create an accountability measure for students	Collection of accountability forms from students
Lead Person/Position		Anticipated Timeline	
Guidance Counselors/ HS Administration		08/01/2023 - 06/30/2024	

## 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	1 or more times as needed	4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students

## CDT TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>At the Middle School and High School, the use of non-fiction texts will be incorporated into all content areas such as social studies, math and science.</p> <p>Consistent essential vocabulary will be taught to students, to assist with their performance on open-ended tasks and TDA's.</p>	Any content area teacher	Interpreting CDT results, action planning using the results, designing data-based student acceleration plans	MLP survey results from staff; Data team notes

Lead Person/Position	Anticipated Timeline
HS Administration; IU Consultant	08/01/2020 - 06/30/2021

## 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)	2 times	1f: Designing Student Assessments 3e: Demonstrating Flexibility and Responsiveness 1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
Inservice day	1 day over the	1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	summer	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Setting

## DATA TEAM MEETINGS

Action Step	Audience	Topics to be Included	Evidence of Learning
Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities	Content area teachers, special education teachers, HS Administration, Director of Academic Supports, Interventionists	How to track if students are on track and showing growth Diagnostic tools	Data team agendas
<b>Lead Person/Position</b>		<b>Anticipated Timeline</b>	
HS Administration, Director of Academic Supports, Directors of Special Services		08/01/2020 - 06/30/2021	

## 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)	3 or more times during the year	1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes  1d: Demonstrating Knowledge of Resources  1e: Designing Coherent Instruction  3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

## RESPONSIVE CLASSROOMS

Action Step	Audience	Topics to be Included	Evidence of Learning
Train all elementary staff on Responsive Classrooms	All K-5 staff	How to deliver Responsive Classrooms, addressing mental health needs, verbal de-escalation strategies, practical classroom application of strategies for dis-regulated students, parent engagement and application of Responsive Classrooms	MLP Survey, Lesson Plans, Walkthroughs
<b>Lead Person/Position</b>			<b>Anticipated Timeline</b>

**Lead Person/Position****Anticipated Timeline**

Beth Haldeman, Assistant to the Superintendent and Elementary Principals

06/15/2020 - 08/30/2024

**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 days	1d: Demonstrating Knowledge of Resources  2a: Creating and Environment of Respect and Rapport  2b: Establishing a Culture for Learning  2d: Managing Student Behavior  1b: Demonstrating Knowledge of Students  3a: Communicating with Students	Teaching Diverse Learners in an Inclusive Setting
Inservice day	3-4 times	1b: Demonstrating Knowledge of Students  1d: Demonstrating Knowledge of Resources  2a: Creating and Environment of Respect and Rapport  2b: Establishing a Culture for Learning	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**

2d: Managing Student Behavior

4c: Communicating with Families



## ACADIENCE MATH

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Implement DIBELS math K-5, given 3 times a year, at the elementary level</p> <p>Train those who are delivering math interventions and math instruction at the elementary level.</p>	Any K-5 teacher, Support Staff	Math DIBELS administration, scoring and analysis	Math DIBELS delivery
Lead Person/Position	Anticipated Timeline		
Director of Academic Supports	08/01/2022 - 08/28/2024		

## 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)	3 times per year	1f: Designing Student Assessments 3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

## IMPLEMENTATION OF COMMON ASSESSMENTS AND CURRICULUM

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement a teacher-created standards-aligned curriculum and assessments for math.	K-5 teachers, math support staff	Implementation of teacher-created assessments and curriculum resources, the rigor of the math standards, understanding the math standards, math competencies	Lesson plans reflecting math resources
Lead Person/Position		Anticipated Timeline	
Director of Academic Supports, Curriculum Coordinator for Math		08/30/2021 - 06/30/2024	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2-3 days	1a: Demonstrating Knowledge of Content and Pedagogy  1d: Demonstrating Knowledge of Resources  1f: Designing Student Assessments	Language and Literacy Acquisition for All Students



## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### INDICATOR 13

Audience	Topics to be Included	Evidence of Learning
-Special Education Teachers who have students that are 14 years or older on their caseload -Special Education Administrators	Transition planning	- Transition Grid on the IEP -Administrators participated in the required webinar for Indicator 13
Lead Person/Position	Anticipated Timeline	
Transition consultant through IU #13	08/23/2021 - 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)	Required trainings occur as determined by the Bureau of Special Education's Cyclical Monitoring Schedule	1d: Demonstrating Knowledge of Resources  1e: Designing Coherent Instruction	Indicator 13 Effective Practices in Transition Training

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1f: Designing Student Assessments	

## SPECIAL ED STATE PLAN TRAINING

Audience	Topics to be Included	Evidence of Learning
Special Education Administrators	Special Ed Plan requirements	Completion, Submission and approval of the District Special Education Plan
Lead Person/Position		Anticipated Timeline
PaTTAN; BSE Special Ed Point of Contact		05/01/2020 - 05/01/2021

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Required trainings occur as determined by the Bureau of Special Education's Cyclical Monitoring Schedule	4b: Maintaining Accurate Records	Special Education State Plan Training

## PASA ADMINISTRATION

Audience	Topics to be Included	Evidence of Learning
- Special Education Administrators - Special Education Teachers who have students that participate in the PASA assessment and are administering the assessment	-PASA administration -Decision Making Determination Tool used for qualification	Completion of test administration modules
Lead Person/Position	Anticipated Timeline	
New Vendor- University of Kansas and PA Bureau of Special Education (collaboration)- provide the required administration webinars	06/01/2021 - 08/30/2024	

## 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, prior to the testing window	1d: Demonstrating Knowledge of Resources	PASA Administration Training

## INDICATOR 14

Audience	Topics to be Included	Evidence of Learning
Special Education Administrators, which in turn around the training to offer to HS special education department	- Exit survey Completion- prior to last day of school of student's cohort's exit year. - Follow-up survey completed 1 year after exiting High School	Completion and Submission of Surveys by the HS special education teacher and Special Education Administrators
Lead Person/Position		Anticipated Timeline
PaTTAN, IU #13 Consultation		06/01/2021 - 08/30/2024

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As determined by the Bureau of Special Education's Cyclical Monitoring Schedule	1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes	Indicator 14 Pennsylvania Post School Outcomes Training



## ANNUAL FISCAL TRAINING

Audience	Topics to be Included	Evidence of Learning
Special Education Administrators, District Business Manager and Assistant Business Manager	Annual Fiscal Training Topics	Completion and Submission of Required Fiscal Reports
Lead Person/Position	Anticipated Timeline	
PaTTAN and Bureau of Special Education	06/01/2021 - 08/30/2024	

## 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	1d: Demonstrating Knowledge of Resources	Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

## **EVALUATION AND REVIEW**

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

Professional Education in the Cocalico School District includes inservice workshops, data-team meetings, book studies, faculty meeting presentations, peer coaching, walkthrough feedback, conferences or outside of school workshops, classroom visits and summer academy days. Topics for these days are based upon needs of our students, staff, and the district, as well as other mandated trainings from PDE. Following each professional development offering, participants complete a survey containing a series of questions in MyLearningPlan or in paper form, to document their experience. Questions are posed related to the acquisition of new knowledge, application of their learning, reaction to the session, needs for additional support, or expected student outcomes. This data is reviewed by the Assistant to the Superintendent, Superintendent, and building principals to assess immediate follow-up which may be necessary, and its impact on future professional learning in the district. During the 2019-2020 school year, as part of the Comprehensive Plan process, a session was offered at each building regarding professional learning, and an opportunity for feedback was afforded to all district stakeholders. This feedback was also considered in the planning and delivery of future professional learning experiences. Finally, yearly, the Professional Education Committee reviews data related to our professional education plan, and makes recommendations for future directions for the district in this area.

## 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.

Dr. Beth A. Haldeman

12/28/2020

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