

## UPPER DARBY SD

8201 Lansdowne Ave

### 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  
125239452  
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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Daniel P. McGarry	Superintendent	Administrator	Administration Personnel
Edward Marshaleck	Assist. Superintendent of Student Services	Administrator	Administration Personnel
Christine C. Kelley	Director of Curriculum	Administrator	Administration Personnel
Greg Manfre	Director of Elementary Education	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Kelley Simone	Director of Secondary Education	Administrator	Administration Personnel
Brian Ursone	Director of Student Services	Administrator	Administration Personnel
Kendra Flowers	Parent	Parent of Child Attending	School Board of Directors
Nicholas Hoyt	Parent	Parent of Child Attending	School Board of Directors
Hanz Bantawan	Parent	Parent of Child Attending	School Board of Directors
John Alley	Parent	Parent of Child Attending	School Board of Directors
Sylvia Rivera	Parent	Parent of Child Attending	School Board of Directors
Daniel Hyland	Curriculum Supervisor: Secondary Technology	Administrator	Administration Personnel
Catherine Kania	Curriculum Supervisor: Secondary Social Studies, English, World Languages	Administrator	Administration Personnel
Kristin O'Neill	Curriculum Supervisors: Elementary ELA, Reading, Social Studies,	Administrator	Administration

Name	Title	Committee Role	Appointed By
	and library		Personnel
Joanna DeMarco	Curriculum Supervisor: EL and MTSS	Administrator	Administration Personnel
Jennifer Jones	Special Education Supervisor	Administrator	Administration Personnel
Kathleen Flanagan	Assistant Principal	Administrator	Administration Personnel
William Moore	Assistant Principal	Administrator	Administration Personnel
Kristy Coyle	Elementary Teacher	Elementary Teacher	Teacher
Rebecca Schaefer	Special Education Teacher: Elementary	Elementary Teacher	Teacher
Eileen Caruso	EL Coordinator	Education Specialist	Education Specialist
Gabrielle Eichelberger	Social Worker	Education Specialist	Education Specialist
Melanie Masciantonio	EL Teacher: High School	High School Teacher	Teacher
Traci Hojnacki	Elementary Teacher	Elementary Teacher	Teacher
Katie McCauley	Instructional Coach	Education Specialist	Administration

Name	Title	Committee Role	Appointed By
			Personnel
Jillian Super	Instructional Coach	Education Specialist	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 entire steering committee meets initially when developing this plan. The curriculum and instruction team meets weekly to continue conversations about curriculum, assessment, professional development, and meeting the teacher's needs. Additionally, weekly meetings occur with the Director of Curriculum and the Curriculum Supervisors to develop engaging professional development sessions for the teachers in the school district. Feedback on the professional development plans, curriculum, and assessments, are reviewed monthly with the Instructional Affairs Committee (IAC) comprised of teachers from each building throughout the school district. Each year, the curriculum and instruction team develops the professional development calendar and has it approved by the Board of School Directors in June. (The school district administration collaborated with the teacher union leadership

# ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

## CURRICULUM ALIGNMENT AND LESSON PLANNING TO SUPPORT READING INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Expand the implementation of Structured Literacy strategies in K-5 core instruction.	All elementary and secondary teachers	The research on how using a Structured Literacy approach impacts young readers' foundational reading skills. The continued implementation of Reading Apprenticeship strategies to support all learners in all content areas.	Elementary teachers and staff will plan lessons based on the science of reading. Secondary teachers will incorporate reading apprenticeship strategies into their daily lesson plans. Formal Observations and Learning Walks
Continue the implementation of Reading Apprenticeship strategies in grades 6-12 core instruction.			
Lead Person/Position			Anticipated Timeline
Curriculum and Instruction office; Director of Curriculum, Directors of Elementary Education and Secondary Education, Curriculum Supervisors			07/01/2024 - 06/30/2027

## 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	Monthly	1a: Demonstrating Knowledge of Content and Pedagogy  3c: Engaging Students in Learning  1e: Designing Coherent Instruction  1c: Setting Instructional Outcomes	Structured Literacy
Inservice day	3 out of the 7 full-day professional development days	3a: Communicating with Students  3c: Engaging Students in Learning  1e: Designing Coherent Instruction  3b: Using Questioning and Discussion Techniques	Language and Literacy Acquisition for All Students
Independent study	Ongoing throughout the year using the district learning management system.	1e: Designing Coherent Instruction	Structured Literacy

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	

### MTSS INTERVENTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue implementing evidence-based interventions for elementary and middle school students in need of Tier 2 and Tier 3 ELA and Math intervention using a hybridized approach with fidelity. Interventions: Waggle, Amira, Read 180, Word Study Studio, PAL, Read Naturally, IXL, SOAR, and Foundations.	Elementary and Middle school teachers	Training in using specific evidence-based programs with fidelity Training in progress monitoring using student-specific data	Teachers and staff will deliver interventions with fidelity.

Lead Person/Position	Anticipated Timeline
Curriculum and Instruction office; Director of Curriculum, Directors of Elementary Education and Secondary Education, Curriculum Supervisors	07/01/2024 - 06/30/2027

### 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 full day Professional Development day	3d: Using Assessment in Instruction  3c: Engaging Students in Learning  1b: Demonstrating Knowledge of Students  3e: Demonstrating Flexibility and Responsiveness	
Independent study	Ongoing throughout the year using the district learning management system.	1b: Demonstrating Knowledge of Students  3c: Engaging Students in Learning  3d: Using Assessment in Instruction  3e: Demonstrating Flexibility and Responsiveness	
Learning walk	Ongoing throughout the year	3d: Using Assessment in Instruction  3c: Engaging Students in	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Learning  3e: Demonstrating Flexibility and Responsiveness	
Action research	Ongoing	4d: Participating in a Professional Community  3e: Demonstrating Flexibility and Responsiveness	

### CULTURALLY RELEVANT - SUSTAINING EDUCATION (CR-SE)

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue to integrate culturally relevant and sustaining education (CR-SE) competencies.	All teachers and staff in the Upper Darby School District	CR-SE Professional Educator Competencies SAS Curriculum Framework	Teachers and staff will incorporate CR-competencies in their daily planning.
Lead Person/Position			Anticipated Timeline
Office of Recruitment, Retention, and Culture, Building Equity Teams, District Equity Teams, Building Principals			07/01/2024 - 06/30/2027

# LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Ongoing	2b: Establishing a Culture for Learning  3e: Demonstrating Flexibility and Responsiveness  4c: Communicating with Families  4d: Participating in a Professional Community  1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings
Workshop(s)	Twice a year (November and March) with district level teams Three times a year with building level teams	2b: Establishing a Culture for Learning  2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings

# STOP GRANT AND RESTORATIVE PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
STOP Grant and Partnership with DCIU for Restorative Practices.	Middle School leadership teams Middle School teachers and staff	Creating learning communities that increase student engagement and agency Increase social and emotional growth by modeling and practicing empathy and resolving conflicts when they occur Support student mental health, behavioral outcomes, and academic performance	Student discipline data will decrease with the 6th grade students (PAYS Survey results)
Lead Person/Position			Anticipated Timeline
Building Principals, Curriculum and Instruction office, Student services office			09/01/2023 - 10/30/2025

# LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Two day training for teacher leadership team	2b: Establishing a Culture for Learning  2a: Creating an Environment of Respect and Rapport	
Course(s)	Ongoing asynchronous course	2a: Creating an Environment of Respect	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		and Rapport	
		4e: Growing and Developing Professionally	
		2b: Establishing a Culture for Learning	

## SOCIAL - EMOTIONAL LEARNING CURRICULUM PLANNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Exposure and explicit instruction of Social and Emotional Learning through the K-12 SEL curriculum with fidelity	K-12 teachers	CASEL standards Fidelity to the curriculum	Learning walks and fidelity checks
Lead Person/Position	Anticipated Timeline		
Building Principals	07/01/2024 - 06/30/2027		

## LEARNING FORMAT

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

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Ongoing	4e: Growing and Developing Professionally  2b: Establishing a Culture for Learning  2a: Creating an Environment of Respect and Rapport  3c: Engaging Students in Learning	
Learning walk	Weekly	4e: Growing and Developing Professionally  2b: Establishing a Culture for Learning  2a: Creating an Environment of Respect and Rapport  3c: Engaging Students in Learning	

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

## 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?

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)?

Administrators, Instructional Coaches, Curriculum Supervisors, Special Education 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.**

Annually the board-approved professional development calendar is developed with input from teachers on our Instructional Affairs Committee. The calendar is reflective of professional development sessions to meet our teachers' and students' needs. The district continues to utilize the expertise of the curriculum supervisors, Special Education supervisors, instructional coaches, building administrators, and central administrators to lead professional development sessions for our teachers and staff. After professional development sessions, informal surveys and data collection are completed by the participants and are analyzed to make adjustments for future professional development activities.

## 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