

## AMBRIDGE AREA SD

901 Duss Avenue

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

Public

127040703

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Joseph Pasquerilla	Superintendent	Dr. Joseph Pasquerilla	Administration Personnel
Barry King	Assistant to the Superintendent	Barry King	Administration Personnel
Janice Zupsic	High School Principal	Janice Zupsic	Administration Personnel
Thomas McKelvey	Middle School Principal	Thomas McKelvey	Administration Personnel
David Turk	Assistant High School and Middle School Principal	David Turk	Administration Personnel
Aphrodite Galitsis	Economy Elementary School Principal	Aphrodite Galitsis	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Jo Ann Hoover	State Street Elementary School Principal	Jo Ann Hoover	Administration Personnel
Dr. Amy Filipowski	Interim Special Education Director	Dr. Amy Filipowski	Administration Personnel
Leonard Corazzi	Interim Business Manager	Leonard Corazzi	Administration Personnel
Dr. Tiffany Miller	School Psychologist	Dr. Tiffany Miller	Education Specialist
Rebecca DeMase	Community Member	Rebecca DeMase	Administration Personnel
Kent Withrow	High School Teacher	Kent Withrow	Teacher
Cathy Fischer	School Board President	Cathy Fischer	School Board of Directors
Chelsea Benedict	High School Guidance Counselor	Chelsea Benedict	Education Specialist
Carolyn Crawford	Middle School Teacher	Carolyn Crawford	Teacher
Lori Heim	Technology Director	Lori Heim	Administration Personnel
Megan Clark	Parent	Megan Clark	School Board of Directors
Jenn Phillips	High School Teacher	Jenn Phillips	Teacher
Tim Kovach	Parent	Tim Kovach	School Board of Directors
Ashley Simpson	Middle School Teacher	Ashley Simpson	Teacher
Jason Gerle	Elementary School Teacher	Jason Gerle	Teacher

Name	Title	Committee Role	Appointed By
Tammy Kennedy	Elementary School Teacher	Tammy Kennedy	Teacher
Sean Beighley	Elementary School Teacher	Sean Beighley	Teacher
Brenna Wandel	Middle School Teacher	Brenna Wandel	Teacher
Denise Manganello	School Board Member	Denise Manganello	School Board of Directors

**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 Comprehensive Planning Committee met four times during the 2020-2021 school year. The subcommittees dealing with Professional Development and New Teacher Induction were formed to fulfill the requirements of both individual plans.

## 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

### STANDARDS-BASED CALENDARS AND COMMON ASSESSMENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Obtain Aimsweb/Common Assessment data for progress monitoring and train teachers to implement and use data to drive instruction.	Math teachers in grades 6-8	Aligning curriculum to the PA Core Standards by creating standards-based pacing calendar and common assessments.	Walkthroughs and observations during instructional times and data team meetings to analyze student achievement on common assessments and plan instruction accordingly.
Lead Person/Position		Anticipated Timeline	
Principal and classroom teachers		08/18/2021 - 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
Collaborative curriculum development	Initial training in beginning of year, quarterly data team meetings	1f: Designing Student Assessments	

## CO-TEACHING AND BEST-PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will remediate and enrich math during tutorial period, focusing on student needs identified on PA Core aligned common assessments. These assessments are derived from teacher-created standards-based calendars aligned to the PA Core standards.	Special Education and Mathematics Teachers	Effective methodology and co-teaching.	Walk-through observations, formal observations, lesson plan design.
Lead Person/Position	Anticipated Timeline		
Building Principals	08/18/2021 - 06/02/2022		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	As often as possible.	3e: Demonstrating Flexibility and Responsiveness	



## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### COMMON ASSESSMENT DEVELOPMENT

Audience	Topics to be Included	Evidence of Learning
EOC Teachers in the Ambridge Area School District	Creating Common Assessments with questions aligned to PA Core Standards in Mathematics and ELA.	Participants will be expected to teach material that is aligned to PA Core Standards that will lead to mastery on Common Assessments.
Lead Person/Position	Anticipated Timeline	
AASD Administrators	08/18/2021 - 06/02/2022	

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	5 times per year.	1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting

## DATA TEAM TRAINING AND ANALYSIS IMPLEMENTATION

Audience	Topics to be Included	Evidence of Learning
EOC Teachers	Analysis of Data that includes but is not limited to: Aimsweb, Common Assessments, and State Standardized testing data.	Student mastery of benchmarks pertaining to the selected assessment.
Lead Person/Position		Anticipated Timeline
AASD Administration		08/18/2021 - 06/02/2022

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	5 times per year.	3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

## EVALUATION AND REVIEW

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

The Ambridge Area School District provides relevant professional education for all professional and para-professional employees. These opportunities range from building level, to district level, to outside of the district. Differentiated, data-driven professional development is provided through a variety of means, including: individual professional goals, professional portfolio (New Teacher Induction), and flexible professional development proposals. Examples of professional development opportunities available in the School District are: • ALICE Training • Common Assessment and Aimsweb Training • Focus-Period Development • Lesson Plan Development • Classroom Management • 339 Planning • Tyler Pulse Student Data Portal • The Ambridge Area School District plans to continue working with faculty and staff to provide quality professional development opportunities. The information from the yearly needs assessment will be analyzed to determine instructional priorities to focus on possible professional development opportunities, and to ensure that professional development opportunities are relevant and rigorous. Professional development time is limited per terms of the collective bargaining agreement.

**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