

TREDYFFRIN-EASTTOWN SD

West Valley Business Center

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

Tredyffrin/Easttown School District
124157802
940 West Valley Road, Suite 1700, Wayne, PA 19087

Dr. Wendy Towle
towlew@tesd.net
610-240-1900 X 000

Dr. Richard Gusick
gusickr@tesd.net

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Katherine Klemens	Special Education Teacher	Middle School Teacher	Teacher
Claire Arbogast	High School Teacher	High School Teacher	Teacher
Christopher Brown	High School Teacher	High School Teacher	Teacher
Elizabeth Gallo	High School Teacher	High School Teacher	Teacher
Karen Gately	High School Teacher	High School Teacher	Teacher
Travis Hartley	High School Teacher	High School Teacher	Teacher

Name	Title	Committee Role	Appointed By
Carolyn Silverman	Elementary School Teacher	Elementary Teacher	Teacher
Lauren Frankenburg	Elementary School Teacher	Elementary Teacher	Teacher
Beth Adams	Elementary School Teacher	Elementary Teacher	Teacher
Patrick Gately	Curriculum/Staff Development Supervisor	Administrator	Administration Personnel
Richard Gusick	Superintendent	Administrator	School Board of Directors
Lisa Lukens	Teacher on Assignment for Technology	Education Specialist	Education Specialist
Kim Morris	Curriculum/Staff Development Supervisor	Administrator	Administration Personnel
John Mull	Curriculum/Staff Development Supervisor	Administrator	Administration Personnel
Wendy Towle	Director of Curriculum, Instruction, Staff Development and Planning	Administrator	Administration Personnel
Gordon Davis	Middle School Teacher	Middle School Teacher	Teacher
Victoria Turner	Art Teacher	Middle School	Teacher

Name	Title	Committee Role	Appointed By
		Teacher	
Jennifer Tyrell	Middle School Teacher	Middle School Teacher	Teacher
Kathy Steiner	Elementary School Teacher	Elementary Teacher	Teacher
Rebecca Wills	Elementary Principal	Administrator	Administration Personnel
Katie Bransky	Special Education Teacher	Middle School Teacher	Teacher
Karen Fletcher	Middle School Teacher	Middle School Teacher	Teacher
Anthony DiLella	Middle School Principal	Administrator	Administration Personnel
Jeremy Hampton	Middle School Teacher/ Union President	Middle School Teacher	Teacher
Colleen O'Hara	Middle School Teacher	Middle School Teacher	Teacher
Matthew Sterenczak	High School Assistant Principal	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 District comprehensive planning process includes multiple members of the school community. The scope of the committee's work was to review each goal, strategy and action plan as part of the process. In October of 2024 the Staff Development Advisory Council reviewed/revised existing strategies and developed new ones to assist in the realization of the District's mission. As part of the process, The Staff Development Advisory Council reviewed and revised the Act 48 Plan and the Teacher Induction Plan. Moving forward, the District will develop steps to communicate the plan and the goals to the school community and take initial steps toward implementation. Specifically, the goals of the new Comprehensive Plan will be communicated, and strategies will be prioritized so the Plan can be fully implemented.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

ASSESSMENT DATA REVIEW TO INCREASE KEYSTONE PROFICIENCY LEVELS

Action Step	Audience	Topics to be Included	Evidence of Learning
Data Inquiry Cycle	Teachers	Curriculum Development, Assessment Data, and Student Data	Review and Revise curriculum based on standards and assessment data
Lead Person/Position		Anticipated Timeline	
Dr. Wendy Towle		08/01/2025 - 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)	Annual		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
All Staff	Social Emotional Learning, Signs of Suicide, The Role of Race in Trauma Informed Care Supporting the mental health needs of our students by empowering students to overcome challenges and develop a capacity for resilience and flexibility. Developing strategies to provide opportunities for students to cultivate self-awareness, resilience and empathy.	Participation in workshops
Lead Person/Position		Anticipated Timeline
Dr. Chris Groppe, Director of Safety and Student Services		08/01/2025 - 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		At Least 1-hour of Trauma-informed Care Training for All Staff

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All Classroom Teachers All Counselors New Staff Other educational specialists	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Collaboration across grade levels and Peer-to-peer lesson discussion Journaling and reflecting 	Teachers will develop and implement strategies that improve the language and literacy acquisition of all students. Teachers will develop and share the strategies identified with their colleagues at teacher In-service workshops. Research tells us that it is essential to provide Effective Literacy and English Language Acquisition Instruction to all Learners (NCEE). Goals of the training: <ul style="list-style-type: none"> 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 more effectively with parents and community partners. Growth-focused instructional practices.
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum and Instruction		08/01/2025 - 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		Language and Literacy Acquisition for All Students

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All Staff	The standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission. -Showing Professionalism - Creating an Environment of Respect and Rapport -Growing and Developing Professionally	Participation in workshops
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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		Professional Ethics

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
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Audience	Topics to be Included	Evidence of Learning
Classroom Teachers, Principals, Assistant Principals, Superintendent, Assistant Superintendent, Directors, School Counselors, Other educational specialist.	<p>Education that ensures equity for all students and seeks to eliminate systemic institutional racial and cultural barriers that inhibit the success of all students in this Commonwealth—particularly those who have been historically underrepresented. Culturally relevant and sustaining education encompasses skills for educators including, but not limited to, approaches to mental wellness, trauma-informed approaches to instruction, technological and virtual engagement, cultural awareness and emerging factors that inhibit equitable access for all students in this Commonwealth. Common Ground is designed to help educators to better understand and relate to students experiencing homelessness and food insecurity, military-connected students and their families, students who have experienced trauma, students with disabilities or special needs, children of migratory seasonal farm workers, and more. Teachers will acquire the skills through workshop sessions that will provide them with the skills to deliver lessons and develop assessments. We will provide continual review of academic standards, adaptations of curriculum, and developing new courses or levels as appropriate can ensure that the K-12 curricular scope and sequence addresses the needs of all students. Teachers will develop strategies to meet the needs of all learners, including students with disabilities, English Learners, Gifted Learners, students who struggle to demonstrate academic proficiency and students from all cultural backgrounds. Workshops will be held for teachers on The District's Curricular Inquiry Framework and the Dispositions for Inclusive Instruction.</p>	<p>Students who learn differently or express what they know in different ways can benefit from flexible curricular adaptations. Developed in 1983 by Howard Gardner, the theory of multiple intelligences proposes that there is more to intelligence than that which is measured on an IQ test. Gardner suggests eight types: linguistic, logical-mathematical, spatial, body-kinesthetic, musical, interpersonal, intrapersonal and naturalistic. Teachers who experience difficulty in reaching students through the traditional linguistic or logical ways of instruction can present materials in other ways to promote learning. Based on the work of Carol Ann Tomlinson, teachers endeavor to differentiate classroom instruction with students' varying abilities in mind. They proactively use multiple approaches to decide what students need to learn, how they'll learn it and how it will be assessed. Differentiated Instruction emerged as a need in response to the increasing diversity of classrooms and to the understanding that students learn differently because of gender, experience, readiness and interests, among other factors. The implications of this research can be applied to curricular areas to meet the needs of</p>

Audience	Topics to be Included	Evidence of Learning
		diverse learners.
Lead Person/Position	Anticipated Timeline	
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning	08/01/2025 - 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		Common Ground: Culturally Relevant Sustaining Education

STRUCTURED LITERACY PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
Teachers including Reading Specialists, Elementary, Middle Level, ESL, and Special Education K-12	Structured literacy is systemic, explicit instruction that provides a strong core of foundational literacy skills in the language systems of English; integrates listening, speaking, reading, spelling, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationship among words (semantics), and the organization of spoken and written discourse. Structured Literacy trainings shall address but shall not be limited to: Evidence-based intervention practices on structured literacy. Explicit and systematic instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge.	Workshop Attendance
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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		Structured Literacy

ADVANCED STUDIES

Audience	Topics to be Included	Evidence of Learning
Professional Staff	Graduate Course Work and Approved Professional Conferences	Completion of course work.
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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)	Semester		

ALTERNATIVE ASSESSMENT PROGRAM

Audience	Topics to be Included	Evidence of Learning
Teachers	Goal Development, Goal Evaluation and Results sharing, Goal Implementation.	Teacher Surveys and Staff Logs
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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
Independent study	Annually		Indicator 13 Effective Practices in Transition Training

RELATING CURRICULUM TO REAL WORLD EXPERIENCES

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will create, assess and analyze current curriculum to connect real-life experiences. Acquire strategies to increase student engagement and personalize learning. Training is how to relate lessons to real life building knowledge of content items that can be connected to real-life experiences.	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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		

CURRICULAR ALIGNMENT WITH ACADEMIC STANDARDS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will focus on alignment of curricular content knowledge with academic standards. Participants will identify strategies to effectively deliver state standards in the classroom while using assessment data to modify curriculum and utilize resources.	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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		

DEVELOPMENT OF NEW COURSES

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	As driven by Needs Assessment Tools, parent, student, or teacher input, or the implementation of strategic initiatives, new courses are developed.	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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		

CLASSROOM MANAGEMENT STRATEGIES

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will improve teaching skills through the practice of effective classroom management strategies.	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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		

FOSTERING INTRINSIC MOTIVATION/SELF DIRECTED LEARNING

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will develop skills to promote self-directed learning and intrinsic motivation in students. Theories and related skills will be explored.	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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		

USING COLLABORATIVE LEARNING STRATEGIES

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will explore how to teach students to work productively in groups of varying sizes.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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		

DEVELOPING CREATIVITY

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will identify and learn new ways to incorporate creativity in the classroom and develop it in their students.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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		

DEVELOPING CRITICAL AND CREATIVE THINKING SKILLS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will identify and learn ways to build critical and creative thinking skills in the classroom.	Participating in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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		

FOSTERING CULTURAL COMPETENCE

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will participate in activities to develop student's understanding and appreciation of other cultures, religious backgrounds and lifestyles.	Participating in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/01/2025 - 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		

INSTRUCTIONAL STRATEGIES FOR ENGLISH LEARNERS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will learn how to assess and monitor the learning needs of English Learners; how to plan for and adapt instruction for ELs; and develop cultural competence in their relationships with ELs.	Participating in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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		

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
Teacher, Counselors, Librarians	Training to ensure that teachers understand how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.	Participating in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/01/2025 - 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)	Annual		

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 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 and teachers as needed.

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.

The Staff Development Advisory Council along with Staff Development Supervisors review annually and make revisions as needed. The review includes evaluation of the goals, activities, delivery system, and attainment of the competencies for each activity. Student outcomes are considered as administrators and teachers review course grades and results of standardized assessments. Participants' use of new knowledge and skills are considered throughout the teacher observation process. Participants' learning of the professional development plan are considered as participants provide feedback through surveys and discussions with colleagues and administrators. Participant reaction is identified through the participation surveys and registration process. Organization support and change are provided throughout the implementation and review process of professional development.

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.

Superintendent or Chief Administrative Officer:

Date