

PENN CAMBRIA SD

201 6th St

Professional Development Plan (Act 48) | 2026 - 2029

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:

1. 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.
2. 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.
3. 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.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

5. 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.
6. 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.
7. 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

108116003

201 6th St, Cresson, PA 16630

Jeanette Black

blackjl@pcam.org

814-886-8121 X 1183

Mr Jaime Hartline

hartlijj@pcam.org

Action Plans Steps from Comprehensive Plan

Math Data Analysis

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none">Classroom teacher review and analysis of Winter Benchmark Data can correlate to student participation in fluency instruction/practice and leveled practice. This data will be used to help measure student response to these Tier 1 practices.	K-5 Teachers	Benchmark data analysis, including student subgroups, and correlational data to participation in fluency instruction and leveled independent practice	Data analysis statements

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent	01/11/2027 - 02/26/2027

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Twice per year (one benchmark data, one correlational analysis)	<ul style="list-style-type: none">3d: Using Assessment in Instruction4a: Reflecting on Teaching	

Effective Practices for Building Math Fluency

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Provide professional development to classroom teachers focused on effective practices for increasing math fact fluency. 	K-5 Teachers	Effective strategies to help all students build math fluency	Implementation of fact fluency strategies in classrooms as evidenced by lesson plans and classroom observations

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent	08/24/2026 - 05/31/2029

Learning Format

Action Plans Steps - 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)	Ongoing short sessions (1 x quarter with modeling)	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 	

Leveled Math Practice Implementation and Monitoring

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Provide professional development to teachers focused on the use and monitoring of 	K-6 teachers	Strategies to incorporate leveled practice time in classrooms, implementation and	Teacher implementation and monitoring of leveled math

independent leveled practice using Waggle or similar program.		monitoring strategies for leveled practice	practice activities.
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[Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline](#)

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent	08/24/2026 - 05/31/2029

[Learning Format](#)

[Action Plans Steps - Learning Format](#)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing (1 x semester)	<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 	

[Science of Reading/Structured Literacy](#)

[Action Plans Steps from Comprehensive Plan](#)

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Provide ongoing professional development to teachers focused on science of reading and structured literacy practices Refocus on effective literacy strategies for reading and writing in the content area with expectations for implementation across all classrooms and grade levels. 	K-12 Teachers	Science of Reading principles and strategies, structured literacy	Implementation of evidence-based science of reading strategies in classrooms

[Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline](#)

Lead Person/Position	Anticipated Timeline
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Learning Format

Action Plans Steps - 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	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 4a: Reflecting on Teaching 	Structured Literacy
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing (approximately 1x quarter)	<ul style="list-style-type: none"> 4a: Reflecting on Teaching 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 	Structured Literacy

Literacy Strategies for All Classrooms

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Refocus on effective literacy strategies for reading and writing in the content area with expectations for implementation across all classrooms and grade levels. 	K-12 Teachers	Effective reading and writing strategies for implementation in all classrooms- Collins Writing, B-D-A format, engagement activities	Implementation of effective reading and writing strategies across content classrooms

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent	08/24/2026 - 05/29/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Short - 1x semester refresher workshops	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 4d: Participating in a Professional Community 	Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	<ul style="list-style-type: none"> 4a: Reflecting on Teaching 3c: Engaging Students in Learning 	Language and Literacy Acquisition for All Students

Safety and Security Trainings

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Conduct annual physical safety trainings, emergency response trainings, and drill activities Continue implementation and regular training for district Threat Assessment Teams. 	All Staff	Threat Assessment, Emergency Response, Safety	Implementation of appropriate safety and security protocols

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
School Safety Coordinator	08/24/2026 - 05/29/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	At least 1x annually	• 4f: Showing Professionalism	

Mental Health Training

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Conduct annual training for school staff related to mental health and social/emotional learning.	All Staff	Trauma Informed Practices--Suicide Awareness, Prevention and Postvention--Mental Health First Aid--Nonviolent Crisis Prevention and Intervention--Verbal de-escalation techniques	Implementation of responses appropriate to address needs of students

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
School Psychologist, Director of Special Education, Assistant to the Superintendent	08/24/2025 - 05/31/2029

Learning Format

Action Plans Steps - 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	<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior 	At Least 1-hour of Trauma-informed Care Training for All Staff
Workshop(s)	Annual	<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 1b: Demonstrating Knowledge of Students 	Common Ground

Other Professional Development Activities

Working With Diverse Learners - Gifted, ELs, Students with Disabilities

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All professional staff	Strategies for working with diverse learners including: gifted students, students with IEPs or 504 plans, English Learners, homeless students, and students in poverty	Effective and equitable learning opportunities for student groups

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Special Education Director, Homeless Liaison, Assistant to the Superintendent	08/24/2026 - 06/15/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing - 30-minute sessions with follow up	<ul style="list-style-type: none">1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

Trauma Informed Practices

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Recognition of the signs of trauma in students Best practices for schools and classrooms regarding trauma-	Implementation of

<p>informed approaches, including utilization of multitiered systems of support Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma The school entity's policies regarding trauma-informed approaches The school entity's policies regarding connecting students with appropriate services. Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students.</p>	<p>trauma-informed practices</p>
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[Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline](#)

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent	08/24/2026 - 06/15/2029

[Learning Format](#)

[Action Plans Steps - Learning Format](#)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	At least one hour will be provided for all staff during each PD cycle	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 	At Least 1-hour of Trauma-informed Care Training for All Staff

[Professional Ethics for Educators](#)

[Action Plans Steps from Comprehensive Plan](#)

Audience	Topics to be Included	Evidence of Learning
All professional staff	Educator Ethics, Educator Discipline Act, Ethical communications, use of technology, practices	Surveys- end of course assessments

[Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline](#)

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent	08/24/2026 - 06/15/2029

Learning Format

Action Plans Steps - 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 each professional development plan cycle	<ul style="list-style-type: none"> 4f: Showing Professionalism 	Professional Ethics

Common Ground Topic Trainings

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Working with diverse learners, homeless, migrant or military connected families, virtual engagement strategies, trauma informed practices	End of session surveys, implementation of effective practices

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent	08/24/2026 - 06/15/2029

Learning Format

Action Plans Steps - Learning Format

Type of	Frequency	Danielson Framework Component Met	This Step Meets the Requirements of State

Activities		in this Plan	Required Trainings
Workshop(s)	30-minute to 1 hour workshops with follow up in classrooms	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 	Common Ground

Structured Literacy

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Elementary- Middle Level Teachers, Special Education Teachers, EL teachers	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.	End of workshop surveys - evidence of implementation of structured literacy practices in classrooms

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent	08/24/2026 - 06/15/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Offered 1 x annually	<ul style="list-style-type: none"> 3c: Engaging Students in Learning 	Structured Literacy

		<ul style="list-style-type: none"> • 3a: Communicating with Students • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction 	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	<ul style="list-style-type: none"> • 4a: Reflecting on Teaching • 3a: Communicating with Students • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction 	Structured Literacy

Structured Literacy

Action Plans Steps from Comprehensive Plan

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Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	<ul style="list-style-type: none"> • 4a: Reflecting on Teaching • 3a: Communicating with Students • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction 	Structured Literacy

Professional Development Plan Assurances

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
When is the first year the LEA will offer Structured Literacy Training to the staff?	2025-2026
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)? Required certifications and others professional educators in elementary/middle level buildings.	
Is the LEA 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.

Using multiple evaluation methods is essential to accurately determine both the effectiveness and ongoing needs of Penn Cambria School District's Professional Education Plan. Evaluation will occur across several levels to provide a comprehensive picture of impact and sustainability. The Professional Education Plan will be reviewed annually and revised as needed through data analysis. --Student Outcomes-- Evaluation at this level focuses on measurable changes in student performance. Data sources will include PSSA and Keystone scores, PVAAS data, DIBELs data, and Acadience Math data. Along with academic content knowledge, it is necessary to also examine graduation rates, attendance data, and SAEFRS data (social-emotional screener) . Progress in these areas help determine whether our Professional Education Plan is positively influencing student success. Responsible Parties: Assistant to the Superintendent, Building Principals --Participants' Use of New Knowledge and Skills-- This level examines the extent to which participants apply what they have learned in their daily professional practice. Evaluation will occur through classroom observations (formal and walkthrough observations) via PAETEP, and teacher feedback during grade or department level meetings. Responsible Parties: Building Principals --Participants' Learning-- Evaluation of learning measures the increase in participants' knowledge, skills, or understanding as a result of the professional education activities. Methods may include pre- and post-assessments, surveys, demonstrations, reflective writing, or artifacts. These measures help determine whether learning objectives were met during the professional education activities. Responsible Parties: Assistant to the Superintendent, Building Principals, Professional Development Facilitators --Participant Reaction-- Participant reaction evaluates how individuals perceive the quality, relevance, and usefulness of the Professional Education Plan. Evaluation measures include feedback forms and informal discussions. Positive reactions can indicate engagement and perceived value, which support continued participation and implementation. Responsible Parties: Assistant to the Superintendent, Building Principals, Teachers --Organization Support and Change-- This level assesses how the organization supports and sustains the professional education efforts. Feedback on success and improvements will be gathered during Penn Cambria School District's Educational Leadership Team meetings, along with discussion of allocation of resources, policy or practice changes, scheduling support, and alignment with organizational goals. The PCSD Board of Directors will review, discuss, and approve the Professional Education Plan. Strong organizational support increases the likelihood of long-term success and systemic improvement. Together, these evaluation levels provide a balanced and data-informed approach to assessing the overall effectiveness, impact, and sustainability of the Professional Education Plan. Responsible Parties: Superintendent, Assistant to the Superintendent, Business Administrator, Building Principals

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.

Jeanette Black

Professional Education Committee Chairperson:

01/05/2026

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