

CAPITAL AREA SCHOOL FOR THE ARTS CS

150 Strawberry Square

Professional Development Plan (Act 48) | 2022 - 2025

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

Charter School

115227010

150 Strawberry Square, Harrisburg, PA 17101

Timothy Wendling

twendling@casa-arts.org

7177328450

Timothy Wendling

twendling@casa-arts.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Timothy Wendling	CEO/Principal	Timothy Wendling	School Board of Directors
Amanda Rhinehart	Assistant Principal	Amanda Rhinehart	Administration Personnel
Shannon Lawson	Parent	Shannon Lawson	School Board of Directors
Tori Randolph	Parent	Tori Randolph	School Board of Directors
Tina Baker	School Counselor	Tina Baker	Education Specialist
Mick Corman	Teacher	Mick Corman	Teacher

Name	Title	Committee Role	Appointed By
Jessica Rice	Community Member	Jessica Rice	School Board of Directors
Brad Jones	Business Member	Brad Jones	School Board of Directors
Monique Johnson	Teacher	Monique Johnson	Teacher
Erica Leonard	Teacher	Erica Leonard	Teacher
Kenna Ryder	Teacher	Kenna Ryder	Teacher
Ann Stillwater	School Nurse	Ann Stillwater	Education Specialist

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 professional development committee meets yearly to discuss professional development needs for the upcoming year. There are subcommittees that meet quarterly, or as needed, throughout the year to analyze sessions that have been completed or to preview sessions that will occur.

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? (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
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

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

PBIS TIERED INTERVENTION TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop additional interventions and supports for students and staff	All staff members	PBIS Framework, How to implement in high school, How PBIS can assist staff members and students	Staff members will be able to utilize the three tiers of support to meet student needs.
Lead Person/Position			Anticipated Timeline
Tim Wendling - CEO/Principal Amanda Rhinehart - Assistant Principal			08/29/2022 - 06/14/2024

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)	Bi-Monthly	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

MANDATORY TRAINING SESSIONS AND STAFF LED PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Utilize systemic approaches to analyze student benchmark data and growth</p> <p>Ensure all teachers receive appropriate mandated training sessions. Allow teachers to lead professional development sessions with their colleagues.</p>	All Teachers	Mandated Reporter Training, Trauma Training, Suicide Prevention Training, Staff Led Professional Development Sessions	All teachers will meet the requirements of mandated trainings by year 3. All teachers will present a professional development topic by year 3.
Lead Person/Position	Anticipated Timeline		
Tim Wendling - CEO/Principal Amanda Rhinehart - Assistant Principal Ann Stillwater - School Nurse Tina Baker - School Counselor	08/29/2022 - 06/13/2025		

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)	Monthly	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>4d: Participating in a Professional</p>	Trauma Informed Training (Act 18)

Type of Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required Trainings

Community

USING DATA TO DRIVE INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Utilize systemic approaches to analyze student benchmark data and growth</p> <p>Develop additional interventions and supports for students and staff</p>	<p>All Teachers</p>	<p>How to complete benchmark testing How to use data to drive instruction How to measure student growth</p>	<p>Teachers will be able to use benchmarking data to individualize instruction while providing appropriate supports.</p>
Lead Person/Position			Anticipated Timeline
<p>Tim Wendling - CEO/Principal Amanda Rhinehart - Assistant Principal Adam Schickley - Special Educator</p>			<p>08/29/2022 - 06/13/2025</p>

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
<p>Inservice day</p>	<p>Bi-Monthly</p>	<p>1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments</p>	<p>Language and Literacy Acquisition for All Students</p>

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

EVALUATION AND REVIEW

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

In addition to the professional development focus areas associated with the comprehensive plan moving through 2025, the school has areas of additional needs as well. Professional development needs are developed from student and faculty discussions and surveys. Reflection and impact after the sessions are keys to determining how to move forward and whether additional sessions are needed. In order to know the effectiveness of the sessions, the committee analyzes specific learning outcomes, reaction from the participants, and whether the presentations continue to support the school's needs. Below is a sample list of potential professional development sessions over the next three years. Canvas Learning Google Classroom Mindfulness Integration of Arts & Academics How to teach organization and time management to students Team Building Classroom grant writing Differentiating for the artistically gifted student First Aid / CPR / Trauma Motivating the unmotivated student Hold to address anxiety / panic attacks in students (and get them back to class) LGBTQ+ Students

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.

Timothy R. Wendling

06/14/2022

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.

Timothy Wendling

06/14/2022

Superintendent or Chief Administrative Officer:

Date