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

Oxford Area School District

124156703

125 Bell Tower Lane, Oxford, PA 19363-1208

Margaret Billings-Jones, Ed.D.

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610-932-6631 X 6631

David Woods, Ed.D.

dwoods@oxfordasd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Margaret Billings-Jones, Ed.D.	Assistant Superintendent	Administrator	Administration Personnel
David A. Woods, Ed.D.	Supwrintendent	Administrator	School Board of Directors
Nicole Addis, Ed.D.	Principal	Administrator	Administration Personnel
Shawn Mellinger	Director of Technology	Administrator	Administration Personnel
Lauren Sharp	OAEA President	K-12 Teacher	Teacher
Deborah Vendrick	Chairperson of Education Committee	Community Member	School Board of Directors

Name	Title	Committee Role	Appointed By
James Canaday	High School Principal	Parent of Child Attending	Administration Personnel
David Hamburg, Ed.D.	Kindergarten Principal	Administrator	Administration Personnel
Steve Roberts	President of OEF	Local Business Representative	Administration Personnel
Lisa Yingst-Pyle	Principal	Administrator	Administration Personnel
Chad Kinsey	Director of Special Education	Education Specialist	Administration Personnel
Tami Motes	Principal	Administrator	Administration Personnel
Matt Hovanec	Principal	Administrator	Administration Personnel
Michael Price	HR Director	Community Member	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 committee meets as a whole once per year. There are several subcommittees that meet multiple times through the year. The principals meet with the district administration no less than monthly to discuss programming including needed professional development. The Cabinet meets a minimum of quarterly to include HR, Technology, Curriculum and District office to discuss faculty and school needs. There are two parent meetings per year where a survey as to staff PD needs is taken. The Oxford Education Association meets regularly witht he district administration to discuss professional development needs and offerings.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

PBIS PROFESSIONAL DEVELOPMENT WITH CCIU CONSULTANT

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement PBIS	Oxford Area School District Staff	PBIS and student Belongingness	Reduction in school discipline and increased student attendance

Lead Person/Position	Anticipated Timeline
Principals in conjunction with assistant superintendent	08/18/2025 - 06/18/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	three times per year		At Least 1-hour of Trauma-informed Care Training for All Staff

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

FOSTERING A CONSISTENT POSITIVE BEHAVIOR AND INSTRUCTIONAL SUPPORT SYSTEM IN GRADES K-12

Audience	Topics to be Included	Evidence of Learning
All teachers and support staff in each school	Positive Behavioral and Instructional Supports at the Developmentally Appropriate Grade Level	Student Engagement will increase resulting in higher academic performance. Student Discipline will Decrease

Lead Person/Position	Anticipated Timeline
School Principals with CCIU Consultant	02/24/2025 - 06/24/2026

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	quarterly		Common Ground: Culturally Relevant Sustaining Education
Collaborative curriculum development	quarterly		Common Ground: Culturally Relevant Sustaining Education

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Quarterly		Teaching Diverse Learners in Inclusive Settings
Workshop(s)	Quarterly		Teaching Diverse Learners in Inclusive Settings

DEVELOPING A COMMON EXPECTATION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All teachers and support staff in each school	High Expectations for all students	Increase student performance on assessments

Lead Person/Position	Anticipated Timeline
Principal	02/24/2025 - 06/24/2028

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)	monthly		Language and Literacy Acquisition for All Students

FOSTERING A CONSISTENT POSITIVE BEHAVIOR AND INSTRUCTIONAL SUPPORT SYSTEM IN GRADES K-12

Audience	Topics to be Included	Evidence of Learning
All teachers and support staff in each school	Positive Behavioral and Instructional Supports at the Developmentally Appropriate Grade Level	Student Engagement will increase resulting in higher academic performance. Student Discipline will Decrease

Lead Person/Position	Anticipated Timeline
School Principals with CCIU Consultant	02/24/2025 - 06/24/2026

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	quarterly		Common Ground: Culturally Relevant Sustaining Education
Collaborative curriculum development	quarterly		Common Ground: Culturally Relevant Sustaining Education
Workshop(s)	Quarterly		Teaching Diverse Learners in Inclusive Settings
Workshop(s)	Quarterly		Teaching Diverse Learners in Inclusive Settings

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

DEVELOPING A COMMON EXPECTATION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All teachers and support staff in each school	High Expectations for all students	Increase student performance on assessments

Lead Person/Position	Anticipated Timeline
Principal	02/24/2025 - 06/24/2028

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)	monthly		Language and Literacy Acquisition for All Students

STRUCTURE LITERACY TO SUPPORT ELA

Audience	Topics to be Included	Evidence of Learning
Teachers	Structured Literacy	Increased student performance on multiple data assessments

Lead Person/Position	Anticipated Timeline
School principal	02/24/2025 - 06/24/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	As scheduled for Structured Literacy Competency		Language and Literacy Acquisition for All Students

STRUCTURE LITERACY TO SUPPORT ELA

Audience	Topics to be Included	Evidence of Learning
Teachers	Structured Literacy	Increased student performance on multiple data assessments

Lead Person/Position	Anticipated Timeline
School principal	02/24/2025 - 06/24/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	As scheduled for Structured Literacy Competency		Language and Literacy Acquisition for All Students

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?	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)? Optional for all teachers beyond the required certifications	
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.

The plan will be reviewed annually as required and multiple student data points will be reviewed to determine effectiveness for increased student achievement.

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.

Margaret Billings-Jones, Ed.D.   02/24/2025
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.

David A. Woods, Ed.D.   03/25/2025
Superintendent or Chief Administrative Officer: Date