

MONTGOMERY COUNTY IU 23

2 West Lafayette Street

IU Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Montgomery County Intermediate Unit, a dynamic educational service agency, provides visionary leadership, impactful services, and strategic solutions that maximize access and opportunities for all learners.

VISION STATEMENT

Influential leaders in their respective fields, pushing boundaries to cultivate trusted partnerships and offer innovative services in a collaborative environment.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Provide an effective Pre-K to Young Adult service delivery continuum by aligning systems, practices, and policies with state and federal guidelines.

STAFF (FORMALLY EDUCATORS)

Improve student learning by coordinating, expanding, and enhancing professional development for school district, non-public school, and other education-related personnel.

ADMINISTRATION

Dedicate resources to research and development to ensure that MCIU leads efforts to identify future trends, cultivate best practices, and spearhead countywide initiatives related to education, workforce development, and increased entrepreneurial opportunities.

LEA LEADERS

Collaborate with school districts, and non-public schools to develop an array of programs to serve students with disabilities and students needing alternative learning opportunities.

PARENTS

Cultivate and foster positive parent, community, business, and governmental relationships to promote and market our services.

COMMUNITY

Develop a culture of trust, respect, and transparency that permeates throughout the organization.

STEERING COMMITTEE

Name	Position	Building/Group
Regina Speaker	Administrator	MCIU
Brad Landis	Administrator	MCIU
Donna Gaffney	Administrator	Organizational and Professional Learning
Tina Viletto	Administrator	Community and Government Relations
Shane Lentz	Administrator	Technology Services
Kendall Glouner-Zeamer	District/School Leader	Student Services
Bukola Bedu	District/School Leader	Business Services
Rebecca DeSantis	District/School Leader	Early Childhood
Andria Shields	District/School Leader	Business Services
Hannah Messner	District/School Leader	Human Resources
Natalie Sokol	District/School Leader	PaTTAN East
Amira Yancy-Hill	Staff Member	PaTTAN East
Maya Cheek	Staff Member	Early Childhood

Name	Position	Building/Group
Cassie Brusch	Staff Member	Organizational and Professional Learning
Deanna Watson	Staff Member	Community and Government Relations
Sherie Bridges	Staff Member	Student Services
Chris Washington	Staff Member	Technology Services
John Hampton	Staff Member	Technology Services
Chris Dormer	District/School Leader	Norristown School District
Bill Corbett	Community Partner	Corbett, Inc.
Andrew Semicek	Parent	Upper Perkiomen School District
Silas Semicek	Student	Upper Perkiomen School District
Micah Semicek	Student	Upper Perkiomen School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Develop a culture of trust, respect, and transparency that permeates throughout all internal and external relationships.	School climate and culture
Lead efforts to identify future trends, implement best practices, and pursue and execute entrepreneurial opportunities.	Essential Practices 2: Empower Leadership School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy	
Quality Professional Learning for Leaders	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Leadership Capacity	Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the organization.
Culture	Engage employees in connecting, sharing knowledge, and developing a sense of workplace community across the organization.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Build understanding of and capacity with the 4 Essential Roles of Leadership (Covey)	2022-07-01 - 2025-06-30	Donna Gaffney/Director, Professional Learning; Mike Webb/Assistant Director, Professional Learning	Franklin Covey 4 Essential Roles Implementation Guide

Anticipated Outcome

PD calendar for administrators; informal cross-office PLCs formed; strategic narratives from program-level teams, office-level employee pathways

Monitoring/Evaluation

Formal and informal surveys for feedback; quarterly updates to Cabinet and Leadership Team.

Evidence-based Strategy

Culture of High Expectations for Success

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Culture	Engage employees in connecting, sharing knowledge, and developing a sense of workplace community across the organization.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Engage employees in connecting, sharing knowledge, and developing a sense of community across the organization.	2022-08-10 - 2025-06-30	Tina Viletto, Director of Government and Community Relations	Yammer - MS 365

Anticipated Outcome
Fostering Workplace Community

Monitoring/Evaluation
Engagement analytics regarding opportunities for EVERYONE to share a sense of purpose, belonging, and empowerment by knowing they, their work, and their contributions to MCIU are valued and appreciated.

Evidence-based Strategy
Collective Vision for Teaching and Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Culture	Engage employees in connecting, sharing knowledge, and developing a sense of workplace community across the organization.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
MCIU Learning Network	2022-07-01 - 2025-06-30	Donna Gaffney/Director, Professional Learning; Mike Webb/Assistant Director, Professional Learning	MCIU Web Infrastructure

Anticipated Outcome

Collective Vision for Teaching and Learning

Monitoring/Evaluation

Classroom Observations

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the organization. (Leadership Capacity)	Quality Professional Learning for Leaders	Build understanding of and capacity with the 4 Essential Roles of Leadership (Covey)	07/01/2022 - 06/30/2025
Engage employees in connecting, sharing knowledge, and developing a sense of workplace community across the organization. (Culture)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Engage employees in connecting, sharing knowledge, and developing a sense of workplace community across the organization. (Culture)	Culture of High Expectations for Success	Engage employees in connecting, sharing knowledge, and developing a sense of community across the organization.	08/10/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Engage employees in connecting, sharing knowledge, and developing a sense of workplace community across the organization. (Culture)	Collective Vision for Teaching and Learning	MCIU Learning Network	07/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Engage employees in connecting, sharing knowledge, and developing a sense of workplace community across the organization. (Culture)	Culture of High Expectations for Success	Engage employees in connecting, sharing knowledge, and developing a sense of community across the organization.	08/10/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Engage employees in connecting, sharing knowledge, and developing a sense of workplace community across the organization. (Culture)	Collective Vision for Teaching and Learning	MCIU Learning Network	07/01/2022 - 06/30/2025

MONTGOMERY COUNTY IU 23

2 West Lafayette Street

Induction Plan (Chapter 49) | 2022 - 2025

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction 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 Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of IU Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

MCIU

123-000000

2 West Lafayette St , Norristown, PA 19401

Dr. Donna Gaffney

dgaffney@mciu.org

6107559311 Ext.

Dr. Regina Speaker

rspeaker@mciu.org

INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the IU's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the IU.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Donna Gaffney	Director, OPL	Administrator	School Board of Directors
Brittany Lourea-Waddell	Director, SS	Administrator	School Board of Directors

Name	Title	Committee Role	Chosen/Appointed by
Holly Acosta	Director, ECS	Administrator	School Board of Directors
Kendall Glouner-Zeamer	Assistant Director, SS	Administrator	Administration Personnel
Lorinda Moyer	Assistant Director, ECS	Administrator	Administration Personnel
Patrice Semicek	Project Consultant	Education Specialist	Education Specialist
Karen-Stover Perri	Project Consultant	Education Specialist	Teacher
Kari Kessler	Project Consultant	Education Specialist	Education Specialist
Cassie Brusch	Educator	Teacher	Teacher
Marisa Crapella	BCBA	Teacher	Teacher
Hannah Messner	Assistant Director, HR	Administrator	Administration Personnel
Amber Molloy	Coach Mentor	Administrator	Administration Personnel

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the IU is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists identified and provided an induction experience? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made 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 Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

MENTORS

Which of the following characteristics does the Intermediate Unit (IU) use to select mentors?

Characteristics used by IU	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of IU policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

OTHER

PLEASE EXPLAIN THE IU'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED

CHARACTERISTICS.

Upon hire of a new teacher, supervisors are asked to select a new teacher mentor keeping in mind the following criteria: history of exemplary performance in his/her role, same or similar position and certification, same or similar area in the county where work is performed, willingness to provide support both in person and through other means of communication. Expectations for documenting the mentoring process and providing feedback on the Induction Program are agreed upon.

NEEDS ASSESSMENT

Which of the following characteristics does the Intermediate Unit (IU) use to select mentors?

Characteristics used by IU	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	No
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE IU'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

The MCIU Induction Program includes a track for full participation (Non-tenured professionals) and a modified track (Tenured professionals). All full Inductees attend programming as per the collective bargaining agreement. Professional development is provided either in person or virtually, and includes topics aligned to Act 13 and role-relevant concepts found within the Framework for Teaching. Because of the nature of IU programs and classrooms, training and continued professional learning in teaching diverse learners in inclusive settings is considered a standard need for all educators in the organization. Participants engage throughout the school year. Mentoring is a component of both tracks.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism

Year 1 Fall, Year 1 Winter, Year 1 Spring

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Winter, Year 1 Fall, Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction

Year 1 Fall, Year 1 Winter, Year 1 Spring

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2e: Organizing Physical Space

Year 1 Spring, Year 1 Fall, Year 1 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of
Content and Pedagogy

Year 1 Fall, Year 1 Winter, Year 1 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning

Year 1 Fall, Year 1 Spring, Year 1 Winter

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Spring, Year 1 Fall, Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior

Year 1 Spring, Year 1 Fall, Year 1 Winter

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Winter, Year 1 Summer, Year 1 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Fall, Year 1 Winter, Year 1 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2d: Managing Student Behavior	Year 1 Fall, Year 1 Spring, Year 1 Winter

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families	Year 1 Spring, Year 1 Fall, Year 1 Winter

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process IUs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

The MCIU uses a variety of tools to evaluate and inform the continuous improvement of its Induction Program. Survey tools are used to gain feedback following Induction professional development activities, and to guide future programming. Inductees, Mentors, and Supervisors have regular formal and informal opportunities throughout the school year to share suggestions regarding the Induction Program and the Mentoring Program. Induction facilitators collaborate before, during, and after all Induction activities. The cycle continues when prior to each school year, supervisors and directors of Early Childhood and Student Services meet to review the Induction Program content in order to provide coherence across programs. This also allows for the meaningful alignment of program topics to the roles of the intermediate unit's new hires.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
IU maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Donna Gaffney
Educator Induction Plan Coordinator

08/24/2022
Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Regina C. Speaker
Executive Director

10/18/2022
Date

MONTGOMERY COUNTY IU 23

2 West Lafayette Street

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.

IU 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 IU 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

MCIU

123-000000

2 West Lafayette St, Norristown, PA 19401

Dr. Donna Gaffney

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610-755-9311

Dr. Regina Speaker

rspeaker@mciu.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Regina Speaker	Executive Director	Regina Speaker	School Board of Directors
Brad Landis	Asst Executive Director	Brad Landis	School Board of Directors
Donna Gaffney	Director	Donna Gaffney	Administration Personnel
Tina Viletto	Director	Tina Viletto	Administration Personnel
Shane Lentz	Director	Shane Lentz	Administration Personnel
Kendall Glouner-Zeamer	Asst Director	Kendall Glouner-Zeamer	Administration Personnel

Name	Title	Committee Role	Appointed By
Hannah Messner	Asst Director	Hannah Messner	Administration Personnel
Natalie Sokol	Asst Director	Natalie Sokol	Administration Personnel
Bukola Bedu	Administrator	Bukola Bedu	Administration Personnel
Rebecca DeSantis	Administrator	Rebecca DeSantis	Administration Personnel
Andria Shields	Payroll Services Supervisor	Andria Shields	Administration Personnel
Amira Yancy-Hill	Teacher	Amira Yancy-Hill	Teacher
Maya Cheek	SLP	Maya Cheek	Education Specialist
Cassie Brusch	Teacher	Cassie Brusch	Teacher
Deanna Watson	Community Member	Deanna Watson	School Board of Directors
Sherie Bridges	Program Staff	Sherie Bridges	Administration Personnel
Chris Washington	Technology Staff	Chris Washington	Administration Personnel
John Hampton	Technology Staff	John Hampton	Administration Personnel
Patrice Semicek	Parent	Patrice Semicek	School Board of Directors
Kari Kessler	Parent	Kari Kessler	School Board of Directors
Bill Corbett	President, Corbett Enterprise	Bill Corbett	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 Committee meets several times throughout the year. Sub-committees are in place for focal areas and meet additionally in work sessions.

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

YAMMER IMPLEMENTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Build understanding of and capacity with the 4 Essential Roles of Leadership (Covey)	MCIU	Opportunities for all staff to share a sense of purpose, belonging, and empowerment by knowing they, their work, and their contributions to MCIU are valued and appreciated.	Develop a culture of trust, respect, and transparency that permeates throughout all internal and external relationships.
Lead Person/Position			Anticipated Timeline
Tina Viletto, Director of Community and Government Relations			08/01/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Ongoing		Trauma Informed Training (Act 18)

THE 4 ESSENTIAL ROLES - ROLE 1: INSPIRE TRUST

Action Step	Audience	Topics to be Included	Evidence of Learning
Build understanding of and capacity with the 4 Essential Roles of Leadership (Covey)	MCIU administrators	Role 1: Inspire Trust. Engage leaders in learning and cross-office discussions on the 4 cores of credibility (Covey).	Informal cross-office PLCs focusing on Role 1
Lead Person/Position			Anticipated Timeline
Donna Gaffney, Director, Organizational & Professional Learning; Mike Webb, Assistant Director, Organizational & Professional Learning			11/01/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly		

MCIU LEARNING NETWORK

Action Step	Audience	Topics to be Included	Evidence of Learning
MCIU Learning Network	All MCIU Staff	Different ways of approaching content to meet the diverse learning needs of each student, such as students with sensory or learning disabilities, or linguistic or cultural differences.	Educators will be observed identifying and addressing individual student learning needs.
Lead Person/Position		Anticipated Timeline	
MCIU School Age Administrators		07/01/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Throughout the school year		Teaching Diverse Learners in an Inclusive Setting

THE 4 ESSENTIAL ROLES - ROLE 2: CREATE VISION

Action Step	Audience	Topics to be Included	Evidence of Learning
Build understanding of and capacity with the 4 Essential Roles of Leadership (Covey)	Administrators	In alignment with organizational vision, empower leaders to develop team strategies and strategic narratives for their respective offices/teams/programs.	Informal cross-office PLCs formed; strategic narratives from program-level teams
Lead Person/Position			Anticipated Timeline
Donna Gaffney, Director, Organizational & Professional Learning; Mike Webb, Assistant Director, Organizational & Professional Learning			11/01/2022 - 06/30/2025

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		
Workshop(s)	Monthly		

THE 4 ESSENTIAL ROLES - ROLE 3: EXECUTE STRATEGY

Action Step	Audience	Topics to be Included	Evidence of Learning
Build understanding of and capacity with the 4 Essential Roles of Leadership (Covey)	Administrators	Facilitate planning and development at organizational and team levels surrounding the 6 Rights: Right People, Right Structure, Right Rewards, Right Resources, Right Decisions, Right Processes	Informal office PLCs focusing on Role 3
Lead Person/Position			Anticipated Timeline
Donna Gaffney, Director, Organizational & Professional Learning; Mike Webb, Assistant Director, Organizational & Professional Learning Individual Office Leaders			11/01/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly		
Professional Learning Community (PLC)	Monthly		

THE 4 ESSENTIAL ROLES - ROLE 4: COACH POTENTIAL

Action Step	Audience	Topics to be Included	Evidence of Learning
Build understanding of and capacity with the 4 Essential Roles of Leadership (Covey)	Administrators	Build capacity for leaders to coach and develop others through feedback and coaching skills.	Employee development and growth pathways (by office)
Lead Person/Position			Anticipated Timeline
Donna Gaffney, Director, Organizational & Professional Learning; Mike Webb, Assistant Director, Organizational & Professional Learning Individual Office Leaders			11/01/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

EVALUATION AND REVIEW

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

Routine evaluations are completed for all professional development activities. Specific feedback is sought regarding: - comprehensibility and usefulness of the content, instructional techniques, and materials - relevance of the content to practice - relevance of the content to student achievement (when applicable) - structure and pacing of the activities - facilitator effectiveness Modifications that would enhance activities are incorporated into goal revision(s) and/or into future professional development activities.

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.

Dr. Donna Gaffney

10/11/2022

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.

Regina C. Speaker

10/18/2022

Executive Director:

Date