

Middletown Area SD

District Level Plan

07/01/2020 - 06/30/2023

Core Foundations

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The District provides opportunities for differentiated professional development in order to meet the various needs of the staff. Some opportunities are self-selected by teachers and paraprofessionals, while others are arranged by administrators based on data and research

based practice. Each school has grade level teams, which are led by the principal and central office administrators, and these teams spend time analyzing the grade level's data and developing appropriate plans to address individual student deficiencies as well as patterns of strengths and weaknesses as evidenced by the data. Additionally, buildings develop their strategic plans and professional development is aligned to the areas of need as evidenced by the data in the strategic plans. This data is gathered from the following sources: standardized tests (PSSA/Keystone), benchmark and formative assessments (4Sight, DIBELS, PASI, PAST, CDT, AIMSweb), and other curriculum based assessments, including Fountas and Pinnell assessments. This data analysis helps administration determine areas in which professional development is necessary. Administrative observations and survey data are also utilized to determine professional development needs. Master Teacher has been purchased for paraprofessionals so that they may have access to quality professional development based on their individual needs.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Professional Development

Middletown Area SD Professional Development

Title:	Ongoing Elementary Literacy Professional Development
Description	During this cycle, we will continue to offer stand alone and embedded professional development in the area of literacy development. The focus of all professional development will be "the science of reading". Our work will center around current research by David Kilpatrick and Michael Heggerty, and will focus on strategic pedagogy based on data. Teachers will continue to receive training in various diagnostic, formative and benchmark assessments including the PAST, PSI, Fountas and Pinnell, CDTs, and Dibels. Teachers will receive training in various LETRS modules based on their grade level and individual needs. Additionally, strategies such as Sound Walls, Mentor Sentences, 95% Group, and multi syllabic routine will continue to be taught and reinforced. Newly hired elementary teachers will receive stand alone training to ensure that they are familiar with all expectations at their grade levels, and experienced teachers will receive ongoing training based on information from administrative observations, student data, and self reporting of needs. Trainers from PaTTAN, CAIU and other providers will be utilized to

	provide this ongoing professional development, and District reading teachers and intervention specialists will provide embedded training and modeling for teachers in individual buildings. We are hoping to focus on best practice strategies to develop students' writing skills during this cycle. We will explore Collins Writing and other research based approaches, and when one approach is selected, we wil provide professional development for teachers and District expectations for implementation. Additionally, one of our goals is to develop a comprehensive spelling program that is differentiated and based on individual phonics skill development.												
Person Responsible	Christine Mostoller												
Start Date:	7/1/2020												
End Date:	6/2/2023												
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2020</td><td>2023</td><td>30000.00</td><td>040 - INSTRUCTIONAL MATERIALS SERVICES</td></tr><tr><td>2020</td><td>2023</td><td>10000.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>	Start Year	End Year	Cost	Funding Source	2020	2023	30000.00	040 - INSTRUCTIONAL MATERIALS SERVICES	2020	2023	10000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
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2020	2023	30000.00	040 - INSTRUCTIONAL MATERIALS SERVICES										
2020	2023	10000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES										
Program Area(s):	Professional Education, Teacher Induction												
Hours Per Session	6.0												
# of Sessions:	15												
# of Participants Per Session:	150												
Provider:	Various providers will be used including CAIU, PaTTAN, consultants, and in-house staff												
Provider Type:	PaTTAN												
PDE Approved:	Yes												
Knowledge Gain:	Teachers will increase their knowledge and understanding of the science of reading and best practice in literacy instruction.												
Research & Best Practices Base:	95% Group and the work of Michael Heggerty and David Kilpatrick												
For classroom teachers, school counselors and education specialists:	<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.												

For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • Paraprofessional • New Staff
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

	<ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussion• Lesson modeling with mentoring• Joint planning period activities• Journaling and reflecting• Classroom observations
Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans

**Middletown Area SD
Professional Development**

Title:	K-12 Mathematics Instruction											
Description	We will be providing professional development in best practice mathmatics instruction to all K-12 teachers of mathematics. This professional development will focus on pedagogy, formative assessment, small group instruction, and appropriate scope and sequence of curriculum. A K-12 leadership team will be trained one year in advance of the teachers in all areas so that they can provide ongoing support and assistance to their peers. Instructional resources will be used, including the following: Making Sense of Mathematics (by grade span), and Small Group Instruction in Mathematics. These are Solution Tree publications, and are based on the work of Julie Dixon, Ed Nolan, and Thomasenia Adams. Face to face training will occur for grade spans (k-2, 3-5, 6-8 and 9-12), and small focus group trainings will follow the large group trainings. Faculty meetings, curriculum meetings, and released time will be used to reinforce concepts, ensure correct scope and sequence of curriculum, develop and implement formative assessment, and implement strategies. Additionally, we will conduct training on the use of a new benchmarking tool (4Sight) for mathematics in grades K-5. Continued training on the use of CDTs and CBAs will continue for teachers as they learn to use this data to drive small group instruction. Training in the use of a new planning template for mathematics will occur. This template incorporates the Standards of Mathematical Practice, the TQE process, teaching strategies, and assessment methodologies. It is our hope that our data will show continual improvement in the math proficiency of our students. We also hope to see fewer students needing lower level mathematics courses (such as pre-algebra) at the high school level.											
Person Responsible	Christine Mostoller											
Start Date:	7/1/2020											
End Date:	6/2/2023											
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2020</td><td>2023</td><td>60000.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>				Start Year	End Year	Cost	Funding Source	2020	2023	60000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
Start Year	End Year	Cost	Funding Source									
2020	2023	60000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES									
Program Area(s):	Professional Education, Teacher Induction											

Hours Per Session	6.0
# of Sessions:	15
# of Participants Per Session:	170
Provider:	Solution Tree, CAIU, PaTTAN
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	We hope to see our students' performance and skill level in mathematics improve across the District. We hope to see less students needing to retake mathematics courses at the high school level due to failure, and we hope to see less students in low level mathematics classes at the high school
Research & Best Practices Base:	The work of Juli Dixon, Edward Nolan, Thomasenia Lott Adams, Lisa Brooks, and Tashana Howse will be the basis of our professional development.
For classroom teachers, school counselors and education specialists:	<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 effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	

	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • Paraprofessional
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA

	<ul style="list-style-type: none">• Classroom student assessment data• Participant survey• Review of participant lesson plans
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**Middletown Area SD
Professional Development**

Title:	STEM Professional Development															
Description	We will continue to offer professional development opportunities to increase our teachers' skill in designing and delivering high quality STEM activities that are aligned to PA Core Mathematics Standards, PA Core ELA Standards, and PA Science Standards. We will work to tie this professional development with college and career readiness by aligning these activities to career pathways. We will increase teachers' familiarity and comfort with the Defined STEM program. Additionally, we will continue to offer professional development in the creation and use of maker spaces throughout our District and help teachers understand how they can incorporate making activites and STEM activities into their content areas. We will also continue to develop teachers' capacity to teach coding to all students. We are hoping to strengthen partnerships with businesses in our community that have STEM career employees so that our teachers can learn from practitioners who are working in the field. We hope to see an increase in our mathematics and science scores as a result of this integrated approach to instruction. We hope to see an increase in the number of students who choose internships and career pathways in STEM fields. Additionally, a goal of this professional development is to increase the number of high quality STEM based electives at the secondary level, and increased STEM opportunities at the elementary level.															
Person Responsible	Christine Mostoller															
Start Date:	7/1/2020															
End Date:	6/2/2023															
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2020</td><td>2023</td><td>45000.00</td><td>040 - INSTRUCTIONAL MATERIALS SERVICES</td></tr><tr><td>2020</td><td>2023</td><td>10000.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>				Start Year	End Year	Cost	Funding Source	2020	2023	45000.00	040 - INSTRUCTIONAL MATERIALS SERVICES	2020	2023	10000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
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2020	2023	45000.00	040 - INSTRUCTIONAL MATERIALS SERVICES													
2020	2023	10000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES													
Program Area(s):	Professional Education, Educational Technology															
Hours Per Session	3.0															
# of Sessions:	6															
# of Participants Per Session:	200															
Provider:	Defined STEM (Defined Learning), CAIU, PaTTAN, internal staff															

	members
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	<p>Teachers will increase their familiarity and comfort with planning and delivering STEM activities, and will incorporate these into their planned course of instruction at regular intervals. They will develop and utilize maker spaces regularly in conjunction with their content instruction.</p> <p>Teachers will tie these activities to college and career readiness through promoting high level thinking and exploring careers in STEM.</p>
Research & Best Practices Base:	<p>There is a significant body of research to support STEM activities, including research surrounding the need for students to not only use technology to access information, but to use the technology to create (i.e. coding, maker spaces). The Journal for STEM Education Research provides a great deal of research upon which professional development can be based.</p>
For classroom teachers, school counselors and education specialists:	<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 effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Department Focused Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • Paraprofessional • New Staff
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data

	<ul style="list-style-type: none">• Participant survey• Review of participant lesson plans• Portfolio
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Middletown Area SD Professional Development

Title:	Social Emotional Learning and Student Mental Health																			
Description	We plan to offer ongoing professional development in the areas of Social Emotional Learning and student mental health. A significant percentage of our students have mental health needs, have experienced trauma, and have demonstrated a need for explicit instruction in social emotional skills. Teachers continue to express a desire to learn how to best educate these students and what types of curricula/programs can best serve their needs. We will bring in experts in the field of mental health to present to our staff, send our staff members to high quality outside trainings, and develop curriculum to address student needs. Additionally, we will continue to research and implement specific programs including Positive Action and PBIS in our schools. We will form PLCs to explore these areas at the secondary level, and will establish and maintain partnerships with mental health providers in our community who are willing to provide professional development to our staff. We hope to see an expansion in our teachers' skill base in dealing with all students. We anticipate developing trauma sensitive classroom practices as well as building and classroom cultures that are supportive of all students and families. It is our hope that these types of environments will increase achievement for groups of students who need specialized and skilled staff support in order to thrive, and that we will see a decrease in the number of students in out-of-district placements due to mental health needs. We hope to continue to increase services that are available to our families who have needs, and to offer support to parents, grandparents, and other caregivers who are raising children with mental health needs.																			
Person Responsible	Christine Mostoller																			
Start Date:	7/1/2020																			
End Date:	6/2/2023																			
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2020</td><td>2023</td><td>50000.00</td><td>040 - INSTRUCTIONAL MATERIALS SERVICES</td></tr><tr><td>2020</td><td>2023</td><td>10000.00</td><td>060 - PUPIL PERSONNEL SERVICES</td></tr><tr><td>2020</td><td>2023</td><td>10000.00</td><td>020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES</td></tr></table>				Start Year	End Year	Cost	Funding Source	2020	2023	50000.00	040 - INSTRUCTIONAL MATERIALS SERVICES	2020	2023	10000.00	060 - PUPIL PERSONNEL SERVICES	2020	2023	10000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Start Year	End Year	Cost	Funding Source																	
2020	2023	50000.00	040 - INSTRUCTIONAL MATERIALS SERVICES																	
2020	2023	10000.00	060 - PUPIL PERSONNEL SERVICES																	
2020	2023	10000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES																	
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student																			

	Services
Hours Per Session	6.0
# of Sessions:	5
# of Participants Per Session:	225
Provider:	Various providers will be used, including mental health professionals, PaTTAN and CAIU
Provider Type:	PaTTAN
PDE Approved:	Yes
Knowledge Gain:	Our staff will learn appropriate instructional strategies to utilize with students who have experienced trauma, have mental health needs, or could benefit from social emotional learning instruction. We will deliver a research based curriculum for social emotional learning and create environments which are supportive of students with mental health needs. We will learn how to communicate with parents of students with mental health needs and network with agencies who support families and students with these types of needs.
Research & Best Practices Base:	CASEL (Collaborative for Academic, Social and Emotional Learning), NCSL (National Conference of State Legislators) are used as a research base for professional development in this area. Positive Action and PBIS are research based programs that will address our needs.
For classroom teachers, school counselors and education specialists:	<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 effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making.

	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Classified Personnel • New Staff • Other educational specialists • Related Service Personnel • Parents
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<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 • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities

	<ul style="list-style-type: none">• Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Participant survey• Review of written reports summarizing instructional activity

**Middletown Area SD
Professional Development**

Title:	Professional Learning Communities - Teacher Driven PD											
Description	We will establish professional learning communities centering around topics of interest or importance to teachers. Student data, perceptual data, and general trends in the District will drive these groups, and teachers will have voice and choice in these activities. Teachers will assume responsibility for conducting action research (reviewing research, putting plans in place based on research, and evaluating the results of their actions). We hope to build a repository of resources which are carefully catalogued and placed in formats that can be shared with peers so that we are continually learning from one another. Resources will be provided based on needs, and staff members will have the opportunity to attend conferences, workshops, or visit other school districts to continue their learning. These PLCs are primarily taking place at the secondary level, but by the end of the planning window (2022-23) we hope to establish them at the elementary level. In addition to the PLC approach, teachers have the opportunity to participate in individual professional development in areas that are of personal interest to them. They are given time to conduct their own research and plan accordingly, and they develop SMART Goals and action plans to accompany their individual professional development. Research has shown that teachers prefer this type of professional development, so we hope that our teachers will find these activities to be personally and professionally rewarding, and that will be deeply invested in their own professional development. We also hope that professional development will be tailored to the unique needs of buildings and departments, enabling us to pursue numerous improvement goals accross disciplines and grade levels as opposed to working on only one or two areas at a time.											
Person Responsible	Christine Mostoller											
Start Date:	7/1/2020											
End Date:	6/2/2023											
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2020</td><td>2023</td><td>10000.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>				Start Year	End Year	Cost	Funding Source	2020	2023	10000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
Start Year	End Year	Cost	Funding Source									
2020	2023	10000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES									
Program Area(s):	Professional Education, Special Education, Student Services, Gifted											

	Education, Educational Technology
Hours Per Session	6.0
# of Sessions:	9
# of Participants Per Session:	200
Provider:	Various providers including Gale Group (research repository), PaTTAN, CAIU, outside presenters as needed
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Teachers will increase their knowledge base and skill set in areas that are of personal interest to them, or that are driven by data/trends within individual schools. This knowledge will be shared with peers.
Research & Best Practices Base:	The research/best practice base will be dependent upon the topics being addressed in each PLC.
For classroom teachers, school counselors and education specialists:	<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 effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops

	<ul style="list-style-type: none"> • School Whole Group Presentation • Department Focused Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Other educational specialists • Related Service Personnel
Grade Levels:	<ul style="list-style-type: none"> • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity

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Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
5/19/2015 All staff (professional and support) was provided with three hours to complete mandated reporter training using the online training provided by the School of Social Work at the University of Pittsburgh, which is a recognized PDE provider. Certificates of completion are maintained in personnel files.
The LEA plans to conduct the required training on approximately:
6/5/2020 All staff (professional and support) will be provided with three hours to complete mandated reporter training using the online training provided by the School of Social Work at the University of Pittsburgh, which is a recognized PDE provider. Certificates of completion will be maintained in personnel files.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
11/3/2015 Pressley Ridge, Mental Health Association of the Capital Region, and PleaseLive (a suicide awareness and prevention program) are scheduled to jointly conduct a six hour training for all secondary staff. We will be creating a small group of professional staff who receive intensive training during this time and will receive specialized certification in "Mental Health First Aid". These individuals include: nurses, guidance, emotional support teachers, psychologists, and social workers. The remaining staff members will receive a more basic level of training in youth mental health and suicide prevention and awareness.
The LEA plans to conduct the training on approximately:
4/28/2020 District mental health providers will train all employees.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

Provide brief explanation of your process for ensuring these selected characteristics.

Professional development activities are planned based upon assessment and perceptual data. A variety of presenters and facilitators are utilized in staff development, many of which are staff members with areas of expertise relative to presentation topics. Staff members are surveyed annually to determine their perceived needs, and a careful analysis of student data occurs to gain information about professional development needs. This information is used by central office and building administrators to support teachers as initiatives are implemented. Additionally, building level and central office administrators engage in walk through and formalized observations to monitor implementation of best practice instructional and assessment strategies. Trends from the PA ETEP (observation and walk through data) also inform decision making with regard to professional education. Following a major professional development initiative, walkthrough and observation practices are adjusted to ensure implementation of the initiative and to determine the effectiveness of the professional learning experience.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

We do not currently have a formal or systemic process in place to validate the capacity of presenters to present quality professional development. Currently, we utilize presenters who are recommended by the IU, PaTTAN, or other school districts. We also frequently use presenters who are professional staff members in the District who have demonstrated expertise in a particular area.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will have opportunities to reflect upon their practice and determine growth objectives for the future.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

All inductees participate in a three year induction program which is outlined in the District Induction Plan. During the first year of induction, each newly hired staff member participates in three intensive days of instruction and information is provided in August (prior to the first day of school). Information regarding District practices and policies is shared, in addition to planning, instructional, and assessment practices which are expected of all professional staff members.

This is followed up by numerous trainings designed to meet the needs of inductees during the school year. Inductees have several opportunities to observe their mentors and other colleagues in order to gain insights and teaching skills. Each inductee is assigned a mentor, who works with the inductee to ensure understanding and implementation of all professional expectations, including familiarity with District curriculum. Topics of training for inductees include: elementary ELA and mathematics series, rigor and lesson planning, use of online course

management system, integrating technology into instruction, communicating with families, the culture and climate of the District, and special education topics. Inductees are treated as a cohort, and have opportunities throughout the year to meet as a group to share experiences and reflect upon their own experiences. During the three years of the induction program, all participants are formally observed by their principal or designee at regular intervals so that specific and meaningful feedback may be provided. Additionally this frequent interaction promotes the development of positive and supportive relationships between teachers and administrators.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Inductees maintain a log to keep track of their professional conversations with their mentor and principal/supervisor, as well as the information they are learning. Additionally, they maintain a series of reflective journals.

*Unchecked answers**None.*

Provide brief explanation of your process for ensuring these selected characteristics.

The building principal or designee engage in frequent observations (formal and walkthroughs are conducted), and inductees receive feedback as to their progress. Additionally, the District's Induction Plan requires monthly meetings between the inductee and his/her mentor to reflect upon the experiences and practice of the inductee and address any problems which the inductee is experiencing. Inductees also spend time working with grade level or department colleagues to analyze data and plan common assessments. This data may include: PSSA/Keystone data, various formative and benchmark assessments, curriculum based assessments, and Fountas and Pinnell assessments. Contained within the District's Induction Plan are numerous surveys and reflection instruments which are completed at various intervals during the school year so that the inductee may reflect on his/her practice and provide feedback regarding the induction program to administration.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

N/A

*Mentor Characteristics**Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- 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).

Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors are selected via an application process which is outlined in the District Induction Plan. There is a description of desirable characteristics of a mentor included in the Induction Plan, including experience in classroom management, expertise in curriculum and instruction, and demonstration of high levels of professionalism. From the pool of applicants, mentors are

selected by the building principal and central office administration. Responsibilities of the mentor are clearly outlined in the District Induction Plan, and mentors are provided the opportunity to reflect upon their experiences and provide feedback to administration which will improve the induction process.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

It is preferred to have the mentor and inductee have compatible schedules for regular meetings, but this is not always possible. When this cannot occur, time with a substitute may be provided. Meetings can also occur before or after school if necessary.

Induction Program Timeline

Topics	A u g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	X
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X
Standards		X		X	X	X
Curriculum				X	X	X
Instruction					X	X
Accommodations and Adaptations for diverse learners					X	X
Data informed decision making					X	X
Materials and Resources for Instruction						X

If necessary, provide further explanation.

The District's Induction Plan provides a specific timeline for discussion topics between the mentor and inductee and the mentor and building principal. Each topic (or a facet of the topic) is specifically addressed in the plan and addressed in August or September. However, guidelines for each monthly meeting state that the topics discussed in the previous months will be reviewed in order for the inductee to pose questions he/she has. Additionally, many of these topics are addressed on an ongoing basis by the District's professional development (much of which takes place in June and August), faculty meetings, and Professional Learning Communities. Inductees receive formal training at specific intervals during the school year on the following topics: elementary ELA and mathematics series, integrating technology into instruction, the culture and climate of the community, special education topics, rigor and lesson planning expectations.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The administration regularly monitors the effectiveness of the District's Induction program by consulting with inductees and mentors to evaluate progress toward stated goals. At the conclusion of the school year, inductees and mentors are responsible to complete evaluation forms to provide feedback on the effectiveness of the Induction program. This feedback is used to recommend changes to the existing program.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.