
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Professional Education Plan

January 15, 2007

Entity: Penn Hills SD

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Contact Name: Daniel Lujetic

Professional Education Coordinator

The Office of Professional Development and Funding for the Penn Hills School District is strongly committed to achieving school district goals and fostering high academic standards for all students and staff.

Stefanie Bergamasco is the Professional Development Coordinator and Rhea Wilson is the Professional Development Specialist who have facilitated the development of this plan.

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Cathy Guzzo	Special Education Supervisor	Special Education Representative	Daniel C. Lujetic
Cristin Shannon	Second year Penn Hills teacher	Secondary School Teacher	Rhea Wilson
Dr. Theresa Piatek	Director of Educational Services	School Central Office Administrator	Daniel C. Lujetic
Geraldine Butera	veteran teacher/mentor	Secondary School Teacher	Rhea Wilson
Jennifer Lundy	Penn Hills resident	Parent	Daniel C. Lujetic
John Zacchia	Penn Hills resident	Community Representative	Stefanie Bergamasco
Joyce Davis	President of Penn Hills NAACP	Community Representative	Stefanie Bergamasco
Kathryn Bolte	Penn Hills resident	Board Member	Daniel C. Lujetic
Lauri Kragness	Special Education Coordinator	Special Education Representative	Daniel C. Lujetic
Laurie Small	Penn Hebron Elementary Principal	Building Principal	Daniel C. Lujetic
Nancy Hines	Penn Hills High School Principal	Building Principal	Daniel C. Lujetic
Rhea Wilson	Professional Development Coordinator	Middle School Teacher	Daniel C. Lujetic
Richard Vuocolo	Penn Hills resident	Board Member	Daniel C. Lujetic
Sally Myers	Penn Hills Secondary Technology Coordinator	Technology Representative	Daniel C. Lujetic
Sharon Chambers	Penn Hills Elementary Technology Coordinator	Technology Representative	Daniel C. Lujetic
Sue Lawyer	Penn Hills Parent	Parent	Stefanie Bergamasco
Tina DiGioia	First year Penn Hills teacher	Elementary School Teacher	Rhea Wilson
Dr. Tricia Gennari	Superintendent	School Central Office Administrator	self
Daniel C. Lujetic	Director of Curriculum & Assessment	School Central Office Administrator	self
Stefanie Bergamasco	Professional Development Coordinator	Other	Daniel C. Lujetic
Meryl Thomas	Penn Hills Chamber of Commerce	Business Representative	Stefanie Bergamasco
Joseph Lander	Alcoma Golf Club	Business Representative	Stefanie Bergamasco

Needs Assessment

The Professional Education Plan Committee reviewed the District's current Act 48 Professional Education Plan and the Induction Plan to ensure that all is aligned with the District goals and state mandates. Also included in the review, were the mid year and final evaluations from our new staff members, along with their comments in the induction evaluation workshop, and the evaluations of their mentors. This information is utilized to make adjustments to the induction program so that the goals of this program can be met in a more efficient manner. Additional input from each Building Performance Plan was critical to the committee's analysis of professional education needs and development of this plan.

Finally, with the District professional development focus on differentiated education, we feel it is necessary to model the practice by differentiating professional development for our staff. To this end, we have begun our journey with a pre-assessment for all staff, to determine where they are in terms of differentiating instruction for the students in their classrooms. The survey included thirty statements that reflect positive practices in differentiation. The teachers were to rate their current knowledge or use of each of the practices on a scale of 1 - 5. We also put together a core team of teachers, with whom we discussed basic differentiation tenets to assess their knowledge and comfort level with differentiation.

Assessment will continue and be ongoing throughout the three year period. We will employ various methods of assessment. For example, we will monitor staff usage of and comfort level with differentiated strategies, such as pulling small groups, preassessing students, creating tiered lessons, allowing student choices, and grading differentiated projects.

The Office of Professional Development and Funding is of vital importance in seeking the appropriate support needed to achieve the professional education action plan and goals. Professional development activities will be designed to make a significant contribution to the accomplishment of all district goals including in the Penn Hills School District Strategic Plan.

Collaborative effort from the community was an integral component in the development of the Professional Education Plan. Perspectives and input from parents, community members, and local businesses were an invaluable part of the process. The committee feels confident that we have provided a solid, high quality education plan that will provide the best educational experience for ALL students.

Additional resources used in the Needs Assessment include the following:

- *Central and building administrative input*
- *Summary of Individual Professional Growth Plans and Self-Reflection forms*
- *Professional Development evaluations from staff development days and after-school sessions, as well as numerous summer opportunities that the Office of Professional Development provided*
- *Reading coaches and specialists*
- *Building learning teams input*
- *Curriculum council recommendations*

Education Options

The purpose of the Professional Education Plan committee is to promote professional growth while preparing the staff to accomplish the district's mission and strategic plan. As we strive to cultivate in our students a sense of learning as a continuing commitment, teachers and administrators must become expert models. They too must personally engage in the learning process which makes use of knowledge and which employs people to become independent learners and thinkers. While continuous refinement in the process of aligning curriculum and research based best practice in the delivery of instruction remains a high priority, professionals must also develop interpersonal skills of communication and collaboration, and become intercultural competent, which is essential to the success of our students.

The Professional Education Plan Committee has approved the following education options that may be used to fulfill the 6 credits and/or the 180-hour requirement. In addition, it is recommended that the staff participate in a

minimum of 36 hours of professional development per year and 10 hours possibly being applied to community activity and involvement.

The options for earning Continuous Professional Educational Hours are included in the following list. The Superintendent, Assistant Superintendent, Director of Educational Services, Director of Curriculum & Assessment, and Professional Development Coordinator or his/her designee must pre-approve participation in any program, activity or learning experience in order for it to count for Act 48 hours.

The Penn Hills School District will provide forms for the use of a professional or group of professionals in requesting *pre-approval of a program, course, activity or learning experience*.

The following is the listing of types of formal and informal programs, which are eligible for Continuous Professional Education (CPE) Hours. Also included, is a format for designing professional experiences in order to earn Professional Education Hours.

Continuous Education Credit Hours

Program/Activities:

- ***Collegiate Studies***- A formal program or courses of study at an institution of higher education approved by the Pennsylvania Department of Education. This may be done as part of a degree program or for credits required for maintaining certification. One credit equals 30 clock hours of Continuing Professional Education (CPE).
- ***PDE Approved Professional Education Courses***- Courses approved for credit by the Pennsylvania Department of Education. One credit equals 30 clock hours of Continuing Professional Education (CPE). Continuing Education Units (CEU's) are not applicable as credit courses under Act 48. They will count as Continuing Professional Education Hours with one unit equal to 10 Continuing Professional Education Hours.
- ***Instructor for Collegiate Studies or PDE Approved Professional Education Courses***- A formal program of study at an institution of higher education or a course approved for credit by The Pennsylvania Department of Education will qualify for continuing professional education credit for the instructor of the course. For the purpose of calculating hours and credits (Act 48 of 1999) for the instructor, one credit of collegiate studies or continuing professional education courses is equivalent to 30 hours of continuing professional education. CPE clock hours are only granted for the original presentation. One hour as instructor is equal to 3 clock hours of CPE.
- ***Non-Credit Workshops***- The Penn Hills School District and the Allegheny Intermediate Unit, professional associations and private agencies offer workshops on topics related to instructional, curricular, and professional needs. Faculty members may seek approval to attend the workshops that do not carry credit. One hour of professional education is equal to 1 clock hour of CPE.
- ***School District Professional Development Days***- Presentations offered on topics related to areas of professional development and the Penn Hills School District's Strategic Plan. One hour of professional development is equal to 1 clock hour of CPE.
- ***Conferences/Seminars/Workshops/Teleconferences/Distance Learning*** - This option includes educationally related meetings, seminars, or workshops sponsored by companies, professional organizations, institutions of higher learning, and other school districts or similar agencies. The Superintendent, Assistant Superintendent, Director of Educational Services, Director of Curriculum &

Assessment, and Professional Development Coordinator or his/her designees grant approval for attendance. Opportunity for staff will be based on budget availability or in conjunction with the Office of Professional Development, and Act 48 initiatives. One clock hour of professional education is equal to 1 hour of CPE.

· Administrator Mentoring- Experienced educational leaders in the District will serve as mentors to new administrative staff in an effort to provide a cohesive and collaborative community of learners. Maximum of 15 clock hours of CPE per year.

· Cooperating Teacher Mentoring/District New Teacher Mentor - Master teachers who serve as mentors in a collegial partnership for new teachers or teachers who are facing challenges achieving professional growth will attend programs to assist staff members in their professional development. These could include: 1) orientation to the District, and individual assignment, and 2) skill building in the areas of classroom management, curriculum and instructional delivery. Each new staff member is assigned to an experienced teacher who will serve as a mentor. Time-on-task will be counted when it is part of the scheduled summer mentor/inductee program and/or any other scheduled district meetings beyond the school day. Maximum of 15 clock hours of CPE per year/ per student teacher.

· Act 80 Day - Any activities that may improve the educational program of the Penn Hills School District conducted during the scheduled pupil day as approved by the District. These may include professional education programs dealing with new subjects or activities, curriculum planning, and strategic planning. One hour of professional education is equal to 1 clock hour by CPE.

· Workshop Presenters - The staff will receive credit for presenting workshops or professional education programs within the district or to professionals at another school entity. This will also include presentations to parent or community groups on matters related to education or child development, problems affecting the schools, school programs, or on subjects related to the employee's area(s) of certification. One hour as an instructor is equal to 2 clock hours of CPE.

· Observations and Visitations- Defined as school district sponsored visitations for the purpose of improving instruction and student achievement. These opportunities may include, but are not limited to, activities such as peer observations within our schools, the intermediate unit, educational sites outside the District, and business/industry collaboration. The observations and visitations require pre-approval by the Superintendent, Assistant Superintendent, Professional Development Coordinator, Director of Educational Services, or Director of Curriculum & Assessment. The above meetings may be scheduled during professional education days, the regular school day, and/or through release time. Maximum of 5 hours of peer observation visitation upon pre-approval must include documentation provided by Office of Professional Development and Funding.

· Individualized Project/Pilot Programs- These programs are defined as individually created projects designed to improve instruction and/or student achievement. The purpose, procedures, and timeline to be followed in order for successful completion and awarding of Act 48 credit will be determined collaboratively by the individual and administrator prior to the beginning of the project at the discretion of the Superintendent or designee.

· Educator in the Workplace - where the work is related to the professional educator's area of assignment. Maximum of 10 hours per experience, which impacts your profession when pre-approved.

· Focus Group Project/Pilot Programs - These programs are defined as a group created project designed to improve instruction and/or student achievement. The group participants and administrator prior to the beginning of the project will determine the purpose, procedures, and timeline to be followed in order for

successful completion and awarding of Act 48 credit collaboratively.

· Professional Learning Circles/Study Groups - Small groups of professionals are formed around a specific topic or focus providing continuity, thinking, support, reflection, feedback, and encouragement to change the culture into a community of learners. One hour equals 1 clock hour of CPE per year.

This will also include study groups, where professionals research a particular program, innovation, or concept for several months to a year. Research entails reviewing and discussing in literature, hearing from experts and practitioners, visiting schools, brainstorming/conversing with participants from other schools considering similar changes in practice. Study groups report periodically to the whole staff to share information related to the school's goals. Parents and community representatives are often members of study groups. One hour equals 1 clock hour of CPE per year.

· Assessment and Data Analysis Workshops - Professional staff will develop, revise and implement student assessment strategies, and practices in compliance with the Pennsylvania State Standards and Assessment Anchors. This will include the creation of authentic, adapted, alternative, performance rubrics to evaluate student performance. Also included will be the effective use of data for instructional decision-making. One hour equals 1 clock hour of CPE per year.

· Cooperating Teacher Workshops- Participation in a program that will provide the training and support for student teachers from recognized colleges and universities. One hour equals 1 clock hour of CPE per year.

· Parent Involvement Planning and Design Programs- Parent Involvement Planning and Design Programs are specialized training programs involving parents (or the promotion of parental involvement) in their child's educational process. One hour equals 1 clock hour of CPE per year.

· Peer Coaching/Instructional Coaching- Teachers attend professional development programs in groups of two to four for 1 to 2 years. In peer coaching, teachers receive support, feedback, and assistance from fellow teachers. Research has identified many benefits of peer coaching for teachers; among them is a reduced sense of isolation, an ability to implement new teaching strategies effectively, a positive school climate, and a revitalized faculty. One hour equals 1 clock hour of CPE per year.

· CPR/First Aid/AED/Universal Precautions - The Penn Hills School District has provided the necessary training and resources to our nursing staff in efforts to provide CPR classes, as well as first aid training and universal precautions to the staff. One hour equals 1 clock hour of CPE per year.

· English-as-a-Second Language Workshops- participation in courses and/or workshops that pertain to (ESL) services approved by the Pennsylvania Department of Education. At this time, the Penn Hills School District serves approximately 27 ESL students. One hour equals 1 clock hour of CPE per year.

· Grant Writing- Design and plan an innovative project requiring special funding through a grant or foundation endowment for the purpose of enriching the existing curriculum. Submit proposal to building administrator. This will include a performance based reporting model, i.e., a PowerPoint or slide presentation to the Staff, School Board, or Curriculum Council. A minimum of one, maximum of 30 CPE Hours may be earned. Office of Professional Development and Funding will oversee projects.

· School, Community, and Business Involvement-Professional staff will become involved in initiatives that promote partnerships with school, community, and businesses. Participating in Parent/Teacher

Organizations will support effective school and parent communication. A variety of community activities and functions, as well as business opportunities are available for professional development. Participation in community projects, organizations, and/or committees will promote community involvement with the educational system. A minimum of 1, maximum of 15 CPE Hours may be earned. One hour of participation/service is equal to 1 clock hour of CPE.

· Make and Take/Hands-on Workshops - Professional staff will have the opportunity to develop adaptive materials/strategies using current research in instructional and behavioral models to meet the individual student learning needs. One hour equals 1 clock hour of CPE per year.

· Professional Periodicals/Journals - Read educational articles and complete summary reflection forms to the Office of Professional Development and Funding to acquire Act 48 hours. One hour equals 1 clock hour of CPE per year.

In addition, with prior approval from the appropriate supervisor/administrator, any combination of any of the options listed above will enable educators to meet their individual professional development goals and fulfill the 180-hour requirement.

As per PDE Act 48 Professional Education Guidelines, the following activities may not be eligible for Act 48 hours or credit:

- Unassigned or unsupervised time for study, reading, or other activities outside the scope of the learning experience classroom, or meeting schedule.***
- Meeting time devoted to announcements, welcoming speeches, or organizational reports not related to content of the learning experience.***
- Time allocated for social activities, refreshment breaks, luncheons, receptions, dinner, etc.***

Limited English/ESL

The English as a Second Language Program through the Allegheny Intermediate Unit coordinates efforts with the District to best serve the needs of the students. This is done in a variety of ways which include: student evaluations, educational service, instructional consultation, and program compliance. The AIU provides specific professional development related to current research and best instructional practices in teaching non-English speaking students. The District's Office of Professional Development provides research-based training in instructional interventions, adaptations, and accommodations that the ESL staff attend with the regular and special education staff. Through this collaborative effort, the District is ensuring the students' academic and social success.

CPR Training

The Penn Hills School District has provided the necessary training and resources to our nursing and specialized staff in an effort to provide CPR classes, as well as first aid training to all faculty as needed. Training sessions in CPR are made available on professional development days, as well as after school and summer. We are in compliance with the Title 1 mandates that states that our instructional aides working with special education students must maintain a valid CPR certificate. This is evidenced by our professional development schedules for the past several years, as well as our Act 48 log sheets, where participants of professional development sessions must provide a signature to log attendance.

Gifted Education Training

Since the philosophy for gifted education has established a connection between regular education and the gifted support program's specially designed instruction, the purpose for planning professional development is to ensure that differentiated instructional strategies are meaningful and purposeful for students and staff. The District's focused goal on differentiated instruction will support the ongoing needs of all students.

The gifted coordinators at the elementary, middle and high school levels meet regularly with building principals to discuss the Chapter 16 regulations regarding gifted identification and the procedures to assist in the identification process. These sessions include discussions and handouts regarding gifted characteristics and methods for documenting gifted ability. The gifted coordinators provide professional development to new staff during the District's three year induction program. District wide professional development workshops are offered to keep the professional staff focused on instructional strategies that meet the needs of the gifted population. Gifted coordinators are also on site to offer individualized coaching to professional staff in supporting the gifted student's academic and social needs.

In addition, gifted coordinators have developed curriculum support binders that disseminate research-based instructional strategies. The "Expand your Teaching Toolbox, Be Ready for Action", is a recently shared resource with a plethora of high quality instructional support materials that can be used by all professional staff.

Finally, at the middle school level, the gifted coordinator, along with the reading staff, have been developing Accelerated Reading Courses. Professional development days during the school year are provided for this initiative. This will be ongoing to provide the necessary time to monitor and refine these exceptional courses.

Professional Education Providers

After a comprehensive study and review of the District's Strategic Plan Goals and the educational needs of the Penn Hills School District professional and support staff, the committee has concluded that a wide range of courses, programs, workshops, and activities will provide valuable opportunities needed for professional growth and student success.

The following list includes, but is not limited to, approved providers for the district. Other professional agencies that address the goals and identified needs of the plan are also approved.

- Providers approved by local school entities
- Pennsylvania Intermediate Units
- Pennsylvania School Entities (charter schools, private schools)
- The Pennsylvania Department of Education
- Providers approved by the Pennsylvania Department of Education
- Providers approved by Pennsylvania Intermediate Units
- Pennsylvania Universities and Colleges such as Point Park University, California University of Pennsylvania, Carlow College, Carnegie Mellon University, Chatham College, Duquesne University, Indiana University, Penn State University, Seton Hill College, St. Vincent College, Waynesburg College, Washington and Jefferson, University of Pittsburgh, LaRoche College, and more.
- Agencies that have formed school/business partnerships with the district such as FBI Adopt-A-School, Communities in Schools, Navy ROTC, Pittsburgh Center for the Arts, Penn Hills Chamber of Commerce, Math/Science Collaborative, Asset, Inc., Pittsburgh Ballet, AIU Literacy, Safety Kids, Inc. local newspaper, etc.

- Subcontractors (paid or not paid) who are providing services that meet the identified needs including, but not limited to online training and courses, national consultants, and experts in the areas which have been identified as needed in the plan.
- Any and all providers as approved by the Board of Directors.
- All Local, State, and National **Professional Organizations** (i.e., ASCD, PAIU, NASSP, NCTE, PSLA, NCTM, PAESSP, NAESP, PASA, PASCD, PSBA, PSDC, Council for Exceptional Children, National Society for Autism, etc.)

Penn Hills School District

Provider List

Access PA Workshops

Allegheny County Health Department

Allegheny East Mental Health Services

American Heart Association

American Library Association

Allegheny Intermediate Unit

Alliance for Infants and Toddlers

American Red Cross

American School Counselors Association

Approved Private Schools (Holy Family Institute, Pressley Ridge, PACE, WPSD, WPSB, etc.)

Asset, Inc.-Allegheny Schools Science, Education and Technology

Association for Retarded Citizens (ARC)

Autism Society of Pennsylvania Penn SAC

Boyce Campus Middle College

Business Education Association

Center for Disease Control

Children's Hospital of Pittsburgh

Communities in Schools

Community based cultural organizations

Community College of Allegheny County (CCAC)

Community Relations Programs /Social Agencies

Computer Classes/district and outside

Council for Exceptional Children (CEC)

Council of Administrators of Special Education (CASE)

Duquesne University

Eastern Suburbs Special Program Administrator Association (ESSPAA)

Family Services of Western Pennsylvania

FBI Adopt-A-School Initiatives

Forbes Road Career & Technology Center

Gannon University -Performance Learning Systems

Gateway Rehabilitation Services

Gateway to the Arts

Government agency sponsored workshops, seminars

Health Awareness Foundation

Heinz School Performance Network

Internet and Distance Learning

Math and Science Collaborative

Mercy Behavioral Health Center

Mon Valley Education Consortium

NAACP & locals chapters

National Center for Early Defibrillation

National Education Association

National Safety Council

National Society of Autism

National Staff Development Council

Navy ROTC

Northwestern Human Services of PA

Nursing Spectrum

Occupational-Vocational Rehabilitation

PA Academy for Professional of Technology

PA Assistive Technology Center

PA School Counselor Association

PA Council of Administrators of Special Education (PACASE)

PA School Board Association (PSBA)

PA School Libraries Association

PA Service Learning Association

PaTTAN

Parents Anonymous

Penn State-McKeesport-Vocational Training

Penn State University

Pennsylvania Association for Gifted Education (PAGE)

Pennsylvania Association for School Administrators

Pennsylvania Department of Education provided courses

Pennsylvania Leadership Development Center

Pennsylvania State Schools Assessment

PHEAA

Pittsburgh Action Against Rape

Pittsburgh/Allegheny County Local Intra-agency Coordinating Council

Pittsburgh Center for the Arts

Phi Delta Kappa (PDK)

Professional Education Programs/Conferences/Workshops

PTA/PTC local, state and national

Reading Achievement Center

Reading Recovery

Regional Training Center

Staff Presentations/workshops/study groups

TAME, Inc.

Travel Experiences as approved by the district

UPMC Western Psychiatric Institute and Clinic

Watson Institute

Western Pennsylvania Safety Council

Western Pennsylvania Superintendent's Forum

YMCA

Professional Education Action Plan

Goal: Analyzing Data to Drive Instruction

Description: The Edsmart system has recently been contracted to utilize the data that is already in the AS400 system for the Penn Hills School District. It is a fully supported suite of Internet-based data analysis tools that will be customized for our needs. This will give us the capability to provide online access to our data for disaggregation, longitudinal studies, cohort studies, and other analyses. Teachers, principals, and central administrators will be given immediate access to student information on different user levels. We will be able to use this system to make informed decisions and prompt early action based on all student assessment data in our system.

Data are currently collected, analyzed, synthesized, and disseminated to all teachers, principals, and administrators in the district. Data summaries have been continuously given to the Board of School Directors, the PTA, and to the community at-large via school board meetings and interim mailings. This data has been used to guide instruction, make sound instructional decisions, and help individual students in the skills and subskills in which they are in need of help.

The Director of Curriculum and Assessment and the Data Processing Manager for the district have been collaborating to make the facilitation of this process possible and seamless. The use of data has become an integral part of guiding instructional decisions, and the Edsmart system will make this process more efficient and timely.

There is an extensive local assessment process in place for the district. Local writing, reading, and mathematics assessments are given throughout the school year at strategic times to monitor student progress and to gather data to analyze student progress. Generally, twelfth-graders do not take local assessments, since they are

preparing to graduate, and since all standardized tests and PSSAs are completed by the senior year. Kindergarteners are given local reading assessments, but not writing or math; it was decided that this would not be developmentally appropriate, especially since the district has half-day as well as full-day Kindergarten.

Local writing assessments are given to all students, grades 1-11. They are given twice for grades 1-8 and grade 11, and thrice for grades 9-10. Local math assessments are given at least twice for grades 1-11, as are local reading assessments.

The local assessments form an ongoing student history that is used by every teacher in the district. Aggregate data are analyzed and synthesized for the purpose of reporting student progress for the district, as well as building-level reporting and reporting for individual grades K-11. The benchmarks are well-defined in the district curriculum, which is based on planned instruction guides.

The Director of Curriculum and Assessment and the Data Processing Manager for the district have been collaborating for the facilitation of the local assessment process and the resulting reporting. The use of local assessment data has become an integral part of guiding instructional decisions, and will improve even more with the implementation of the Edsmart system, making this process even more efficient and timely.

A system-wide goal of the School District of Penn Hills, as approved by the Board of School Directors, is "In order to inspire individual students to their highest levels of reading and academic achievement while instilling a commitment to service, respect, and life-long learning, the Penn Hills Board of School Directors, Administration, Staff, Students, Parents, and Community will work together to Establish a transparent system of accountability by consistently sharing data with the community through tri-annual building-level reports, achievement data, and progress updates towards building plan actions and goals..." and "...Strengthen relationships between home, school, and community through extensive and efficient two-communication and increase involvement of parents/families within our eight schools."

The district regularly informs all stakeholders (school board members, parents, students, community members, teachers, students, and staff) of student progress with periodic summaries. These public documents help to form the basis upon which the district makes informed educational decisions, particularly assessment decisions.

Strategy: Instructional Use of Data

Description: Data are currently collected, analyzed, synthesized, and disseminated to all teachers, principals, and administrators in the district. Data summaries have been continuously given to the Board of School Directors, the PTA, and to the community at-large via school board meetings and interim mailings. This data has been used to guide instruction, make sound instructional decisions, and help individual students in the skills and subskills in which they are in need of help.

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Educational Practices: Artful Use of Infrastructure, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure	
Professional Development for all staff	Both elementary and secondary staff will be trained in the administering, analyzing and refining instructional plans based on 4Sight math and reading data.	All staff will complete data dialogues using the baseline 4Sight scores of their students.	
Person Responsible	Timeline for Implementation		Resources
Stefanie Bergamasco	Start 8/22/2006	Finish 8/23/2006	\$2,500.00

Goal: Building Strong Educational Leadership

Description: Develop and strengthen school administrator’s educational leadership capacity.

Strategy: Principals model data analysis to make decisions about continuous school improvement

Description: Principal works with the staff to analyze a variety of disaggregated student learning (sub groups) results to determine school improvement goals. Student and staff learning needs are identified through this ongoing process.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure	
Review and refine Building Performance and Improvement Plans	The principal builds a professional learning community with staff by promoting teacher involvement in the review and refinement of their building performance and improvement plans. This leads to ultimate ownership in improved student achievement.	The success of this ongoing activity will be evidenced by student progress through the design, delivery, and development of staff in the "Getting Results" Performance and Improvement plans.	
Person Responsible	Timeline for Implementation		Resources
Stefanie Bergamasco	Start n/a	Finish n/a	\$0.00

Goal: Differentiated Instruction

Description: It is the goal of the office of Professional Development to provide all faculty members with ongoing training in differentiated instruction. Research indicates that teachers realize the necessity of differentiation to reach the needs of all students, but are not schooled in the strategies. It is our goal to move each teacher in this district closer to addressing the needs of every student through the use of differentiated instruction.

Strategy: Building Support for Implementing a Differentiated Learning Culture that Meets Diverse Student Needs

Description: Formation of a "core" team of teacher leaders in the District to identify a plan to increase awareness and use of differentiated instructional strategies at both the elementary and secondary levels.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Differentiated Core team planning session	District teacher leaders were introduced to differentiated instructional strategies and planned the future professional development for all staff, both elementary and secondary in implementing differentiated instruction.	Teachers will reflect on their use of tiered assignments in their classrooms and coordinate meetings with their grade/subject level peers.			
Person Responsible	Timeline for Implementation		Resources		
Stefanie Bergamasco	Start	9/30/2006	Finish	5/15/2008	\$15,000.00

Goal: Effective Instruction for Closing the Achievement Gap

Description: We have made great strides in closing the gaps between disaggregated groups, but those students who fall into two or three groups are at an even greater disadvantage than other students. We have been, and will continue to be, quite aggressive and proactive in finding remediation for these students, including having individualized intervention plans for them via the Lettergrade program utilized by all teachers.

Strategy: Culturally Responsive Educational System

Description: Review culturally responsive practices that research indicates can contribute to the academic success of students from diverse racial, cultural, ethnic, and socioeconomic backgrounds

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Culturally Relevant Practices for Student Success	Professional Development coordinators will facilitate study groups using the researched based booklet developed by the Northwest Regional Educational Laboratory (NWREL).				
Person Responsible	Timeline for Implementation		Resources		
Stefanie Bergamasco	Start	11/30/2006	Finish	n/a	\$4,500.00

Goal: Implementing Effective Tutoring Practices

Description: The district will continue to utilize Educational Assistance Program (EAP) funds to facilitate tutoring for the "All Students Achieving Proficiency" (ASAP) district tutoring initiative.

Strategy: Professional Education for tutors

Description: The District will continue to provide certified teachers for all summer and after school tutoring sessions. Tutor training for summer will occur the week before sessions begin. The training will involve three full days of programming, in addition to active learning strategies that will motivate students to attend all tutoring

sessions. Also, during the school year before each tutoring session, there will be a four hour after school training session facilitated by the District's Professional Development staff. All tutors will then meet for ongoing training one hour a month after school and during the District's Professional Development days as necessary to share data results and progress made at all buildings. The content of the training will vary from implementation of the lesson plans to managing specialized software training in Imagination Station, Quick Reads, Skills Tutor, Study Island and other technology tutoring support.

Educational Practices: Continuous Learning Ethic, Quality Teaching

Activity	Description	Evaluation Procedure			
Tutor training in researched based intervention strategies in math	After professional development coordinators , along with the building tutor coordinators review and analyze the 4Sight math data results , the training will be focused on implementing instructional strategies targeting the math assessment anchors and skills identified as areas of need. In addition, active learning and ongoing assessment strategies will be modeled.	Tutoring students in the District's 'ASAP'" program will show growth as evidenced by the 4Sight benchmarks. Administrative walkthroughs will be conducted to ensure the utilization of the identified strategies.			
Person Responsible	Timeline for Implementation		Resources		
Stefanie Bergamasco	Start	1/3/2007	Finish	1/4/2007	\$6,000.00

Goal: Preparing Students for Early Success through Parent and Community Outreach

Description: The district will continue to promote a shared commitment with the entire school community to achieve district vision, mission, and our core beliefs of honesty, trust, responsibility, and mutual respect. The district also will continue to improve effective communications by strengthening internal and external communication through all available means to disseminate information throughout the school district and the community. The district will also actively recruiting highly qualified candidates for job openings to more accurately reflect school district and community demographics, embrace cultural diversity, and ensure proper response channels are in place, as well as providing ethical/cultural/minority training for staff and students as necessary.

Strategy: District Outreach to community and home day cares

Description: The Professional Development Coordinators will provide a forum for day care providers in the community to collaborate on best practices in early childhood learning experiences. Professional development coordinators, along with District early childhood staff, as well as the Head Start staff will work with the local daycares to understand effective instructional strategies that are aligned with the early learning standards. Research based strategies are essential to building a strong foundation for school success.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic

Activity	Description	Evaluation Procedure
Spring Forum for Early Childhood Success	The Professional Development coordinators, along with the District's early childhood will facilitate this forum. It will be the first in a series of workshops inviting the local daycare and home providers, as well as the Head Start staff, on best practices in early childhood learning experiences that are aligned with the Early Learning Standards. Research-based standards are	Throughout this strategic plan, the professional development office will monitor and review evaluations from the series workshops, as well as teacher observation and Kindergarten Dibels data.

	essential to building the foundation for a strong school beginning. There will be four series annually providing a collaborative effort.		
Person Responsible	Timeline for Implementation		Resources
Stefanie Bergamasco	Start	4/24/2007	Finish 4/27/2010 \$3,600.00

Strategy: Parent Training Sessions in School Readiness

Description: The goal of the professional development office is to reach out to the parents in the community on preparing their child for early school success. Topics of interest will include:

- awareness of developmentally appropriate social, academic and emotional behaviors
- literacy-related activities for children
- reading at home-responding to stories
- math readiness skills
- listening skills

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic

Activity	Description	Evaluation Procedure
Parent workshops at community centers	Professional development coordinators will facilitate workshops designed by parent and District early childhood educators on a series of topics included in the goal strategy description.	Parent evaluations both formal and informal, including written and oral discussions.
Person Responsible	Timeline for Implementation	
Stefanie Bergamasco	Start	n/a Finish n/a \$4,500.00

Annual Review Process

The Professional Education Plan Committee as previously noted in this document will continue to meet annually, or as needed throughout the six-year strategic planning period. Revisions to the plan will be ongoing. As we work our way through the myriad roadblocks involved in guiding our teachers toward a more differentiated classroom, we realize that changes and great support will be necessary. In addition, mid-year and end of year reviews will be conducted for the purpose of evaluating professional education activities that are aligned with the District Strategic Plan Goals.

These reviews will include: the monitoring of the professional education plan; the determination of emerging needs; the selection and scheduling of learning activities, the identification of workshops and providers; and, an ongoing evaluation of all continuing professional education activities, including after school and summer. The committee will continue to share and review evaluations of professional education activities and conduct yearly needs assessments for annual updates of this plan. Yearly District organizational goals will continue to be integrated into the plan. Recommendations from the core strategic plan team review will also continue to be integrated into the Professional Education Plan.

Further, the Committee will review the evaluation forms of the continuing professional development activities completed by teachers. Also, the committee will analyze the Professional Development needs surveys and plan revisions. The forms will be used to help determine the impact and effectiveness of the professional development activities while supporting recommendations for additional alternatives to enhance professional growth. Finally, the building administrators input after reviewing with staff the progress of the Building Performance Plans will ultimately affect the professional development and support needed to reach our District goals.

Criteria and Balance

The Professional Education Plan committee believe that the content and design of the District's continuing professional education plan should be based on the following:

- Analysis of student data
- Instructional learning needs of students
- Learning needs of the professional and support staff
- Utilization of research-based curricula, materials, and instructional strategies
- Identified community needs

Information elicited from a variety of collected data, professional needs assessment, and District strategic goals determined the content and the time-line for this Professional Education Plan. Future topics for continuing professional development will be determined by yearly needs assessments.

It is the district's intention to utilize current research, which explains how adults learn, and involve our professional staff in active learning situations. This approach necessitates the learning structures that introduce not only new theory or methodology, but emphasizes participant involvement through discussion and study groups, problem-solving, guided practice, reflection, application, and collegial support and collaboration. Our overall intent is to integrate changes suggested by current research into daily practice with the end result being an increase in student achievement. During the next three years of this strategic plan, the District's professional development will strive to move theory into practice, especially with the implementation of differentiated instruction in all classrooms to meet the diverse population in our District.

These knowledge bases were determined to be essential to educational and professional growth in the Penn Hills School District. Our professional education mission is to realize that we are a learning community for professional and support staff. These may include, but are not limited to :

- Knowledge of a comprehensive and integrated leadership development system that focuses all facets of the organization on improving student achievement.
- Effective use of data for instructional decision-making
- Using evidence to support a culture of continuous learning
- Attainment of the Pennsylvania Academic Standards and Assessment Anchors and high quality instruction where all students will reach proficiency.
- Coaching for a high performance learning culture
- Professional learning for instructional leaders
- Knowledge of technology to create professional development learning communities that foster inquiry and collaboration.
- Knowledge of a high quality induction and mentoring program.
- Knowledge of the tenets of a culturally responsive classroom

- Knowledge and effective use of a variety of assessments and rubrics.
- Knowledge and use of current research based teaching techniques and instructional strategies.
- Knowledge of effective approaches to classroom management.
- Knowledge of identifying student needs and making adaptations in the inclusion classroom.
- Recognition of individual differences (cultural, social, and academic) and acquisition of skills necessary to build learning.
- Awareness and use of community connections and resources.
- Knowledge of vocational options and planning their importance to students.
- Identify and implement various forms of assessment in all curricular areas. Acceptance of professional growth as an ongoing process that requires constant refining, reviewing, and acquiring new learning.
- Knowledge of federal, state, local, and District laws, policies, and procedures.
- Knowledge of the learning characteristics of child development from early childhood to adolescence and the implications for effective instructional environments and strategies for early success.

Evidence that professional education criteria are matched to activities will be monitored through the use of:

- Retention of high quality professional staff
- District wide increased student achievement
- Professional Development Needs Surveys
- Evaluation forms from district staff attending workshops, conferences, study groups, etc.
- Successful reviews of the professional education plan by administration and staff
- Functional small learning cohorts that share professional teaching and learning experiences.

Professional development agendas and rosters may include, but are not limited to; professional development days, staff and learning team meetings, grade level/department/district wide meetings, regional networking with other districts, outside organizations and agencies

Date Submitted to PDE _____

School Entity: _____

Address: _____

_____ Zip Code: _____

Chief School Administrator: _____

Contact Person: (typed/printed) _____

Telephone: (____)-_____ E-Mail Address: _____

We affirm that this professional education plan was developed in accordance with the laws, regulations and guidelines regarding professional education plans and that the plan was recommended by the Professional Education Committee and approved by the school board.

Signature
Board Secretary

(Date)

Signature
Board President

(Date)

Signature
Chief School Administrator

(Date)

Signature, Chairperson
Professional Education Committee

(Date)