
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Professional Education Report Wednesday, March 18, 2009

Entity: Chichester SD
Address: 401 Cherry Tree Rd
Aston, PA 19014
Phone:
Contact Name: Barbara DiMarino

Professional Education Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|--------------------|--|---------------------------|----------------------------------|
| Alexander, Nancy | Chichester High School Principal | Administrator | Superintendent |
| Amand, Elizabeth | Chichester High School Student | Community Representative | Chichester High School Principal |
| Ambrosino, Tony | Community Member | Business Representative | Board of School Directors |
| Berryman, Brian | Chichester School District, Director of Secondary Curriculum | Administrator | Superintendent |
| Cislo, Samantha | Chichester High School Student | Community Representative | Chichester High School Principal |
| Cislo, Sandra | Community Member | Parent | Board of School Directors |
| DiMarino, Barbara | Superintendent | Administrator | Board of School Directors |
| Edwards, Judith | Chichester School District | Administrator | Superintendent |
| Hurt, Foley | Community Member | Board Member | Board of School Directors |
| Kaczinski, Mary Jo | Boothwyn Elementary School Instructional Support Teacher | Elementary School Teacher | Chichester Education Association |
| Lafreniere, Donna | Chichester Middle School Instructional Support Teacher | Middle School Teacher | Chichester Education Association |
| Taylor, William | Community Member | Community Representative | Board of School Directors |
| To Be Announced | Chichester School District Assistant Superintendent | Administrator | Superintendent |

Needs Assessment

Reflections

There are currently no reflections selected for this section.

Staff Development Committee

The Staff Development Committee will provide guidance for the district in the area of staff development. This guidance will include the follow:

- Developing a yearly theme for staff development based on district goals
- Planning staff development, including in-service days, and staff development sessions
- Providing materials for staff development
- Securing personal who can deliver staff development
- Coordinating the in-service days and the staff development sessions for the schools and the district
- Providing opportunities for earning Act 48 hours

- Providing opportunities for educators to evaluate staff development sessions, as well as suggesting topics and speakers for staff development sessions
- Analyzing the impact of in-service and staff development sessions on student achievement

The Staff Development Committee will consist of two sub-committees: the district level sub-committee and the site level sub-committee.

The membership for the **district level** group will be:

1. Superintendent or her/his representative
2. Assistant Superintendent
3. Director of Curriculum for Secondary Level
4. Director of Elementary Language Arts, Title Programs, and Grants
5. Principal from each school or their representative (6 individuals)
6. One elementary teacher representative (chosen by the Elementary Principals — on a rotation basis: each elementary school will provide representation once in a four year period)
7. One secondary level teacher representative (chosen by the Middle School Principal and the High School Principal — on a rotation basis: each school level will provide representation once in a two year period)
8. Total membership will be 12 representatives

This committee will meet at least twice a year:

- Once in the late winter (Late February) to evaluate the current school year's staff development program
- Once in the early spring (March/April) to plan for next school year's staff development days
- They will consider the information and ideas provided by the site level committees in their deliberations

The membership for the **site-based** group will be:

1. Principal or her/his representative
2. Counselor
3. School Nurse
4. Six teachers to be elected by the faculty during the January Faculty Meeting (At each school level, the faculty will determine policies pertaining to the selection and representation of their six faculty representatives)
5. Total membership will be 9 representatives

The committee will meet hold meetings to accomplish the follow:

- In late winter (February), meetings will be held to provide suggestions to the district level sub-committee for next school year's staff development, outlining the particular needs of the school level/site
- Following the last in-service day of the school year, meetings will be held to provide constructive feedback on the in-service days and the staff development sessions
- All suggestions, ideas, and evaluation information will be available to the district sub-committee by the date of the district level meetings in which the evaluation process and the planning process will be discussed

The purpose of these committees is to provide site-based and district level participation in the development of in-service education and staff development sessions in order to increase the capacity among educators in their role of improving student achievement. The evaluation — review process provides the opportunity to address student needs associated with achievement.

Needs Assessment

District

- The vision, mission and goals established in the 2009 — 2015 strategic planning process
- Annual District Report Card
- Pennsylvania Department of Education Bureau of Special Education compliance reports
- Federal programs monitoring reports
- Professional Development /Needs Assessments
- Administrators keep abreast of recent developments in education and prompt subsequent professional development
- There is an eight year curriculum review cycle
- Safe Schools monitoring reports are prepared and filed
- Special Ed. paraprofessionals staff development 20 hours a year to meet the highly qualified mandates of the federal government

Professional Staff

- All professional development opportunities are evaluated for strengths, weaknesses, and further needs
- Induction plan is in place and is evaluated yearly for modifications of the plan
- Professional staff action plans developed as part of the Strategic Plan
- Curriculum Renewal /Staff Development Committee Data
- Writing Across Curriculum Data
- Testing/Assessment/PSSA Data

Student Level

- Review of extensive assessment results (4Sight, PSSA, PSAT, SAT, reading and math quarterly assessments) occurs regularly
- Annual Survey of graduates is conducted yearly
- Input from student groups
- Progress of Title I supported students/programs is reported as required
- Attendance/Dropout statistics are gathered and analyzed
- Positive Behavior Support Data are gathered and analyzed

Community

- Mission and goals of the district are identified in the strategic plan and shared with the community
- Input from community members is solicited at school board meetings, phone calls, letters, and email
- Title I district and building level parent advisory councils
- Home and school organizations and parent booster groups meet regularly

A review of this data resulted in an identification of the need for Professional Educators to achieve the following:

- Renew and align K-12 curriculum/assessment to reflect PA standards
- Develop skills necessary to use technology effectively as an instructional tool across the curriculum
- Implement curriculum renewal cycles
- Revise and implement instructional strategies and assessments designed to increase student achievement
- Continue writing across the curriculum
- Implement Curriculum committees

- Recognize and respect all differences including economic, cultural, intellectual and physical differences
- Provide professional development in best instructional practices

Teachers, educational specialists, and administrators reviewed educational research to identify best instructional, assessment and behavioral practices. Through the examination of this material the following ideas were identified to meet the needs of the school entity, its professional staff and students. All professional staff must have the knowledge and understanding of the following:

- Best instructional/assessment, behavioral practices in appropriate grade level and standards categories
- Levels of critical thinking and problem solving
- Effective communication skills
- Effective approaches used in classroom management, positive approach to discipline (PBS) and motivation
- Data driven instructional decisions
- Development and utilization of performance-based assessments
- Actively engaging students in learning
- Differences among students and recognize and respect these differences which include: economic, cultural, intellectual and physical
- Effective use of technology as an instructional tool

The professional education designed to meet these identified needs will prepare the professional staff to successfully implement the components of the District's strategic plan and the PA Academic Standards as well as Anchors and Eligible Content.

Chichester School District will provide targeted staff development to meet its goals through programs scheduled for six contracted staff development days and as outlined in the action plans. Professional development will also be offered during the summer months and before and after school as well as building sited based days.

In addition, individuals and small groups will draw on the professional education offerings of PDE, and other approved providers. They will receive district financial support and district approval for participation as governed by the bargaining unit contract.

Professional Education Action Plan

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Positive Behavior Support Program mandated for all schools

Description: PDE program to improve the climate of the school and the behavior of the students

Activity: Provide training to all professional staff and administrators in PBS

Description: Provide training to all professional staff working with students in order to provide them with a working knowledge of Positive Behavior Support program in all of Chichester's schools

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|-----------|
| Senatore, Gloria | Start: 9/2/2008 Finish: 9/3/2013 | \$500.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 0.00 | 0 | 0 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Chichester School District | <ul style="list-style-type: none"> School Entity Intermediate Unit | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|---|---|
| Staff will learn positive behavior planning and strategies planned by core teams and presented to staff as well as analyzing data from SWIS and/or excel spreadsheets tracking all referrals | Positive Behavior Support program is supported with a database (SWIS) that was developed at the University of Oregon, College of Education-Educational and Community Supports (ECS) | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, 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 <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity |

Status: Not Started — Overdue

Goal: STUDENT LEARNING

Description: Chichester School District will increase students' achievement as evidenced by the percentage of students who meet and or exceed identified academic standards while continually focusing on meeting the needs of all learners. The district will expand active involvement of students, school board members, staff, parents, and community in a continuous improvement process.

Strategy: Align Special Education Programming and Pupil Services Policies with PA state mandates and professionally identified goals

Description:

Activity: Adapt/Modify Classroom Instruction and Appropriate Assessment Practices for Learners

Description: Review continuum of services necessary to meet individual student needs; improve district inclusion practices; design school policies which address issues such as: legal, ethical, mental health, crises, safety, etc.; adapt/modify classroom instruction, and appropriate assessment practices for learners

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|------------|
| Senatore, Gloria | Start: 1/5/2009 Finish: 1/2/2012 | \$5,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 1.00 | 10 | 300 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Chichester School District | <ul style="list-style-type: none"> • School Entity • Intermediate Unit | Approved |

- Individual

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|--------------------------------|--|
| Ability to adapt and modify classroom instruction and assessment to meet the needs of all learners | Marzano's Classrooms That Work | <p data-bbox="857 346 1385 409"><i>For classroom teachers, school counselors and education specialists:</i></p> <ul data-bbox="909 441 1385 871" style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p data-bbox="857 913 1385 976"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul data-bbox="909 1008 1385 1505" style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, 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 <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|---|--|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education |

(grades 9-12)

- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

| Follow-up Activities | Evaluation Methods |
|--|--|
| <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 discussions• Lesson modeling with mentoring | <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 |

Status: Not Started — Overdue

Activity: Provide Training for Teaching Gifted Students

Description: Provide training for gifted and classroom teachers, principals, administrators, and support staff responsible for gifted programming in the area of educational needs of gifted students

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|------------|
| Senatore, Gloria | Start: 1/5/2009 Finish: 1/2/2012 | \$5,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 6.00 | 1 | 10 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |

Chichester School District

- School Entity
- College
- Intermediate Unit
- Individual

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Appropriate professional knowledge to ensure high quality instruction for gifted students and effective communication regarding gifted education and parent contact

Research utilized are Howard Gardner's Theory of Multiple Intelligences and Robert Marzano's Classroom Instruction that Works - Research Based Strategies for Improving Instruction

For classroom teachers, school counselors and education specialists:

- 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 and district administrators, and other educators seeking leadership roles:

- 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.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|--|---|
| <ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals | <ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12) | <ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• World Languages• Mathematics• History• Geography |

| Follow-up Activities | Evaluation Methods |
|--|--|
| <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 discussions• Lesson modeling with mentoring | <ul style="list-style-type: none">• Student PSSA data• Participant survey |

Status: Not Started — Overdue

Activity: Provide Training in Special Education Laws

Description: Review continuum of services necessary to meet individual student needs; improve district inclusion practices; design school policies which address issues such as: legal, ethical, mental health, crises, safety, etc.; adapt/modify classroom instruction, and appropriate assessment practices for learners

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-----------------------------|-----------|
|--------------------|-----------------------------|-----------|

Senatore, Gloria

Start: 1/5/2009
Finish: 1/2/2012

\$5,000.00

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|--|---|
| 3.00 | 3 | 60 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Chichester School District | <ul style="list-style-type: none">• School Entity• Intermediate Unit• Individual | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|------------------------------------|--|
| Increase knowledge and skills in inclusion, progress monitoring, school policies, research based programs | | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none">• Provides the knowledge and skills to <u>think and plan strategically</u>, 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 <u>access and use appropriate data</u> to inform decision-making. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists | <ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Kindergarten Early Learning Standards Mathematics History Career Education and Work Economics Family and Consumer Sciences Geography |

| Follow-up Activities | Evaluation Methods |
|---|--|
| <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 | <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 |

Status: Not Started — Overdue

Activity: Provide training to prepare staff to educate English Language Learners (ELLs)

Description: Review continuum of services necessary to meet individual student needs; improve district inclusion practices; design school policies which address issues such as: legal, ethical, mental health, crises, safety, etc.; adapt/modify classroom instruction, and appropriate assessment practices for learners

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|------------|
| Senatore, Gloria | Start: 1/5/2009 Finish: 1/2/2012 | \$5,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 0.00 | 0 | 0 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Chichester School District | <ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

| | | |
|--|---|---|
| Appropriate strategies will be learned in order to differentiate instruction and assessment necessary to accommodate the instructional needs of ELL students | Research -Robert Marzano's Classroom Instruction that Works - Research Based Strategies for Improving Instruction | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. |
|--|---|---|

For school and district administrators, and other educators seeking leadership roles:

- 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.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography |

| Follow-up Activities | Evaluation Methods |
|---|--|
| <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 discussions • Lesson modeling with mentoring • Journaling and reflecting | <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 |

Status: Not Started — Overdue

Activity: Provide Workshops and Informational Meetings for Parents

Description: Review continuum of services necessary to meet individual student needs; improve district inclusion practices; design school policies which address issues such as: legal, ethical, mental health, crises, safety, etc.; adapt/modify classroom instruction, and appropriate assessment practices for learners

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|------------|
| Senatore, Gloria | Start: 1/5/2009 Finish: 1/2/2012 | \$5,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 1.00 | 4 | 100 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|--|--|
| Chichester School District | <ul style="list-style-type: none"> • School Entity • College • Non-profit organization • Intermediate Unit • Individual | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|-----------------------------|---|
| Attain knowledge in order to plan and/or provide effective workshops and informational meetings for parents | | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|---|--|
| <ul style="list-style-type: none"> • Classroom teachers | <ul style="list-style-type: none"> • Early childhood | <ul style="list-style-type: none"> • Reading, Writing, Speaking |

- Principals / asst. principals
 - School counselors
 - Other educational specialists
- Middle (grades 6-8)
 - Elementary (grades 2-5)
 - High school (grades 9-12)
- & Listening
 - Science and Technology
 - Arts & Humanities
 - Civics and Government
 - Environment and Ecology
 - Health, Safety and Physical Education
 - World Languages
 - Kindergarten Early Learning Standards
 - Mathematics
 - History
 - Career Education and Work
 - Economics
 - Family and Consumer Sciences
 - Geography

| Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Participant survey |

Status: Not Started — Overdue

Activity: School/District Sponsored Professional Development for Best Practices and Differentiated Instruction

Description: Review continuum of services necessary to meet individual student needs; improve district inclusion practices; design school policies which address issues such as: legal, ethical, mental health, crises, safety, etc.; adapt/modify classroom instruction, and appropriate assessment practices for learners

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|-------------|
| Senatore, Gloria | Start: 1/5/2009 Finish: 1/2/2012 | \$80,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|---|--|
| 3.00 | 8 | 300 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Chichester School District | <ul style="list-style-type: none"> • School Entity • College • Intermediate Unit • Individual | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

Attain necessary skills to effectively use 'best practices' and differentiated instruction with students

Research utilized are Howard Gardner's Theory of Multiple Intelligences and Robert Marzano's Classroom Instruction that Works - Research Based Strategies for Improving Instruction

For classroom teachers, school counselors and education specialists:

- 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 and district administrators, and other educators seeking leadership roles:

- 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.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---------------------------------|----------------------------------|--|
| • Classroom teachers | • Early childhood (preK-grade 3) | • Reading, Writing, Speaking & Listening |
| • Principals / asst. principals | • Middle (grades 6-8) | • Science and Technology |
| • Other educational | • Elementary (grades 2-5) | • Arts & Humanities |
| | • High school (grades 9- | • Civics and Government |
| | | • Environment and Ecology |

specialists

12)

- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

- 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 discussions
- Lesson modeling with mentoring

- 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

Status: Not Started — Overdue

Strategy: Develop a district wide RTI model in the district to improve student achievement

Description: Develop an RTI model to provide for interventions for students performing below grade level.

Activity: RTI Training

Description: Provide appropriate and adequate prior staff development and training relative to the research, implementation, and application of the model (RtI) at both the District and Building levels.

Person Responsible

Timeline for Implementation

Resources

To Be Announced

Start: 11/4/2009

\$500.00

Finish: 11/4/2009

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 300 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Chichester School District | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|--|---|
| Participants will learn the steps involved with RTI model and how to effectively follow the steps required at their level of intervention. | RTI is a reasearch based model shown to increase student acheivement | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, 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. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul style="list-style-type: none"> Classroom teachers School counselors | <ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) |

- Elementary (grades 2-5)
- High school (grades 9-12)

| Follow-up Activities | Evaluation Methods |
|---|--|
| <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"> • 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 • Classroom student assessment data |

Status: Not Started — Upcoming

Strategy: Flex-In service Program

Description: As an approved Act 48 provider, Chichester School District will continue to provide ample opportunities for teachers to earn professional education. Teachers may earn Act 48 credit in a variety of areas provided it is new learning that directly relates to their specific content area and classroom instruction. This includes attending conferences, participating in an approved Chichester Act 48 course, workshop or college session

Activity: Flex Course Opportunities

Description: Educators have a wealth of knowledge to share not only with their students, but also with each other. Chichester offers teachers the opportunity to teach approved flex courses throughout the school year, outside of the school day. (ex. PLN offered through the Penn (University of Pennsylvania) Literacy Network). The superintendent or assistant superintendent approves courses being submitted.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--------------------------------------|--------------|
| Lafreniere, Donna | Start: 1/5/2009 Finish: 6/29/2012 | \$140,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 2.00 | 10 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Chichester School District | <ul style="list-style-type: none"> • School Entity • College • Individual | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|--|---|
| Teachers will gain the skills necessary to help children achieve | Research utilized are Morton Botel's Penn Literacy Network from University of Pennsylvania, Howard Gardner's Theory of | <i>For classroom teachers, school counselors and education specialists:</i> |

Multiple Intelligences and Robert Marzano's Classroom Instruction that Works - Research Based Strategies for Improving Instruction

- 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 and district administrators, and other educators seeking leadership roles:

- 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.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|---|--|
| <ul style="list-style-type: none"> • Classroom teachers • School counselors • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History |

- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

| Follow-up Activities | Evaluation Methods |
|--|---|
| <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 • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity • Portfolio |

Status: Not Started — Overdue

Activity: In school site based workshops

Description: Teachers meet with peers to address new and enhanced learning that will take place in order for students to achieve standards. These meetings are set up at the discretion of the building principal. They may occur before school, during school with substitute coverage, or after school

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|--------------|
| None Selected | Start: 1/5/2009 Finish: 1/2/2012 | \$312,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 2.00 | 10 | 300 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Chichester School | • School Entity | Approved |

District

- Intermediate Unit
- Individual

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|---|---|
| All participants will enhance their content knowledge in order to help students achieve. | Site based topics are chosen to reflect the most recent research on best practices in all subject areas. Research utilized are Howard Gardner's Theory of Multiple Intelligences and Robert Marzano's Classroom Instruction that Works - Research Based Strategies for Improving Instruction. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none">• Provides the knowledge and skills to <u>think and plan strategically</u>, 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.• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|--|---|
| <ul style="list-style-type: none">• Classroom teachers• School | <ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8) | <ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology |

- counselors
- Other educational specialists
- Elementary (grades 2-5)
- High school (grades 9-12)
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

| Follow-up Activities | Evaluation Methods |
|---|--|
| <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 discussions • Journaling and reflecting | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity |

Status: Not Started — Overdue

Activity: Out of District Conferences/Workshops

Description: Chichester Act 48 approver (assistant superintendent) will approve professional development credits for individuals who attend conferences and workshops outside of the school day provided the conference or workshop enhances the teacher's knowledge in a content area in which he or she teaches Chichester students

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|--------------|
| Alexander, Nancy | Start: 1/5/2009 Finish: 1/2/2012 | \$100,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
|-----------------------------|--|---|

| | | |
|------|---|-----|
| 6.00 | 1 | 100 |
|------|---|-----|

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|------------------|--|
|----------------------------------|------------------|--|

| | | |
|----------------------------|---|----------|
| Chichester School District | <ul style="list-style-type: none"> • College • Non-profit organization • Intermediate Unit | Approved |
|----------------------------|---|----------|

Knowledge and Skills Research and Best Practices Designed to Accomplish

| | | |
|---|---|---|
| Individuals will gain knowledge in their content area to enhance their teaching through participation in these courses. | Research utilized are Howard Gardner's Theory of Multiple Intelligences and Robert Marzano's Classroom Instruction that Works - Research Based Strategies for Improving Instruction | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. |
|---|---|---|

For school and district administrators, and other educators seeking leadership roles:

- 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.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography |

| Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Journaling and reflecting | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity |

Status: Not Started — Overdue

Strategy: Renew and Review K-12 Curriculum/Instruction/Assessments

Description: Ongoing district wide assessment will occur so that instruction can be differentiated to meet student needs and to ensure the instructional programs are effective.

Activity: Conduct Parent/Community Information Sessions

Description: Increase parent/community awareness of district goals and objectives and increase parent involvement

| Person Responsible | Timeline for | Resources |
|--------------------|--------------|-----------|
|--------------------|--------------|-----------|

| Implementation | | |
|-----------------|--------------------------------------|------------|
| To Be Announced | Start: 1/5/2009 Finish: 6/29/2012 | \$4,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
|-----------------------------|--|---|

| | | |
|------|---|-----|
| 1.00 | 5 | 300 |
|------|---|-----|

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|------------------|--|
|----------------------------------|------------------|--|

| | | |
|----------------------------|---|----------|
| Chichester School District | <ul style="list-style-type: none"> School Entity | Approved |
|----------------------------|---|----------|

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

| | | |
|---|--|---|
| Parent meetings to inform parents and community in regards to district initiatives, state testing, Title I services, curriculum review, positive behavior support program | | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |
|---|--|---|

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists | <ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|----------------------|--------------------|
|----------------------|--------------------|

- Peer-to-peer lesson discussions
- Participant survey

Status: Not Started — Overdue

Activity: Provide Appropriate Induction Activities

Description: Induction activities for new teaching staff are delivered at three different levels throughout the district: District, Building, and Mentor. The various activities begin at the District level during three days of pre-service training and continue in various formats and venues throughout the balance of the academic year meeting once a month over the ten-month calendar year.

At the District level, the various scheduled meetings and workshops focus on district-wide policies, procedures and initiatives that are common to all new staff ranging from curriculum, instruction, and assessment as well as various features and attributes of the community at large. Specific topics include value-added assessment, classroom management skills and techniques, and special education rules, policies, and procedures just to name a few.

At the Building level, Induction is generally led by the building level administrator in topics that are aligned to the above District Induction goals. However, these same topics are further defined more specifically as they relate and translate within the specific assigned site of the new hire. Additionally, the purpose at this level is to acquaint the new hire to the building's resources as well as provide supports where there is a recognized need. These Building-based Induction meetings are formally scheduled to meet on a bi-monthly basis.

Finally, at the Mentor level, the Induction process is personalized through the development of a professional bond between the Inductee and the Mentor. This bond ideally facilitates a support for both formal and casual guidance, resources, and collaboration on a more frequent basis. This professional relationship is enhanced as a product of the mentor selection criteria whereby Mentors are selected on the basis of their professional experience, expertise, leadership, and specific curriculum knowledge base. The ideal situation within this framework allows for the Mentor and the Inductee to observe each other within their professional settings and offer specific constructive feedback and guidance. Mentor meetings are formally scheduled for an average of twice per month, with more frequent meetings in the initial stages of the academic year and fewer during the second half.

All above scheduled meetings are generally one hour minimum in duration.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|---------------------------------------|------------------|
| Marrone, Steven | Start: 8/20/2008 Finish: 8/21/2013 | \$5,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 1.00 | 11 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|---|--|
| <p>New teachers will be provided with a support system which includes professional development on state, district and school related topics as well as information to help them succeed in the classroom</p> | <p>Harry Wong's "First Days of School" will be used as the framework for professional development</p> | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, 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. • Instructs the leader in <u>managing resources</u> for effective results. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|--|---|
| <ul style="list-style-type: none"> • Classroom teachers | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity |

- peers
- Peer-to-peer lesson discussions
- Journaling and reflecting

Status: Not Started — Overdue

Activity: Provide full and appropriate professional development to support the implementation of new instructional practices and curriculum

Description: As the district identifies new instructional and curricular models and 21st century skills, the district will support implementation with full and appropriate professional development for all instructional staff and administrators

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|---------------------------------------|-------------|
| Marrone, Steven | Start: 8/27/2008 Finish: 8/28/2013 | \$30,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|---|--|
| 6.00 | 4 | 300 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Chichester School District | <ul style="list-style-type: none"> • School Entity • College • Intermediate Unit • Individual | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|--|--|
| Participants will gain critical skills needed to use new instructional and curricular models in their classrooms | Selected models will be chosen from reviewed research-based strategies ex. Howard Gardner's Theory of Multiple Intelligences and Robert Marzano's Classroom Instruction that Works - Research Based Strategies for Improving Instruction | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and</u> |

use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- 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.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography |

Follow-up Activities

- Team development and sharing of content-

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and

- area lesson implementation outcomes, with involvement of administrator and/or peers
 - Creating lessons to meet varied student learning styles
 - Peer-to-peer lesson discussions
 - Lesson modeling with mentoring
 - Journaling and reflecting
- professionalism.
 - Student PSSA data
 - Standardized student assessment data other than the PSSA
 - Classroom student assessment data
 - Participant survey
 - Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Activity: Provide professional development and opportunities for staff to participate in professional learning communities and/or site based workshops within the district

Description: Training for all staff on protocols and collaborative processes necessary to participate in professional learning communities/ and sited based workshops within the district

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|------------|
| Alexander, Nancy | Start: 1/5/2009 Finish: 1/2/2012 | \$5,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 3.00 | 10 | 300 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|--|--|
| Chichester School District | <ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

| | | |
|---|---|---|
| All professional staff will develop the capacity to fully engage in professional learning communities and/or site based workshops | Research utilized are Howard Gardner's Theory of Multiple Intelligences and Robert Marzano's Classroom Instruction that Works - Research Based Strategies for Improving Instruction | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> 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 and district administrators, and other educators seeking leadership roles:

- 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|--|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards • Mathematics |

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity |
|---|--|

Status: Not Started — Overdue

Activity: Train key instructional staff and administrators in the curriculum review process
Description: Chichester school district establishes a training program for all key instructional staff and administrators in the curriculum review process to ensure consistent cyclical curriculum review

| Person Responsible | Timeline for Implementation | Resources |
|------------------------|-------------------------------------|-----------|
| Not Currently Assigned | Start: 1/5/2009 Finish: 7/2/2012 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 3.00 | 10 | 20 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|---|--|
| Chichester School District | <ul style="list-style-type: none"> • School Entity • Individual | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

Staff will understand how to implement the curriculum review cycle and all that it entails.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- 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 and district administrators, and other educators seeking leadership roles:

- 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.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography |

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Journaling and reflecting | <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 |
|---|--|

Status: Not Started — Overdue

Activity: Utilize School and District Based Data Teams

Description: Train building data teams on frameworks for using data for goal-setting and data informed decision-making

| Person Responsible | Timeline for Implementation | Resources |
|------------------------|---------------------------------------|-----------|
| Not Currently Assigned | Start: 1/5/2009 Finish: 12/31/9999 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
|-----------------------------|--|---|

| | | |
|------|---|---|
| 0.00 | 0 | 0 |
|------|---|---|

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|------------------|--|
|----------------------------------|------------------|--|

| | | |
|----------------------------|--|----------|
| Chichester School District | <ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual | Approved |
|----------------------------|--|----------|

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

| | | |
|---|--|---|
| All members of building data teams will be provided training during data team meeting time to enhance participants understanding of using data to improve instruction | | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |
|---|--|---|

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|--|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5) • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Mathematics |

| Follow-up Activities | Evaluation Methods |
|----------------------|--------------------|
|----------------------|--------------------|

| | |
|---|---|
| <ul style="list-style-type: none"> • Peer-to-peer lesson | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, |
|---|---|

discussions

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 written reports summarizing instructional activity

Status: Not Started — Overdue

Strategy: Response to Intervention

Description: The District will establish, construct, and implement a framework, district-wide and building specific, for the purposes of 1) identifying students and subgroups who fail to meet or advance toward proficiency relative to the core academic standards, and 2) align resources and interventions as well as the delivery of these services where needed and applicable for these same students and/or subgroups in order for these students to achieve. This framework or model shall reflect the current research, understanding, and application of targeted services currently known by Response to Intervention (Rtl) in a three-tier model or approach.

Activity: RTI Training

Description: Provide appropriate and adequate prior staff development and training relative to the research, implementation, and application of the model (Rtl) at both the District and Building levels.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|---------------------------------------|-----------|
| To Be Announced | Start: 11/4/2009 Finish: 11/4/2009 | \$500.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 3.00 | 1 | 300 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|------------------|--|
| Chichester School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

| | | |
|--|--|--|
| Participants will learn the steps involved with RTI model and how to effectively follow the steps required at their level of intervention. | RTI is a reasearch based model shown to increase student acheivement | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching</u> |
|--|--|--|

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 and district administrators, and other educators seeking leadership roles:

- 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.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • School counselors | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|--|
| <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"> • 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 • Classroom student assessment data |

Status: Not Started — Upcoming

Goal: TECHNOLOGY

Description: Technology will be integrated into the curriculum when appropriate and purposeful.

Strategy: Professional Development

Description: Teachers are provided with opportunities to enhance their technology skills

Activity: Follow-up Support for new technology

Description: Provide follow-up support in each building for all new technology introduced into buildings. This includes but is not limited to hardware, software, web-based programs

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|-----------|
| Bigelow, Kate | Start: 1/5/2009 Finish: 1/2/2012 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
|-----------------------------|--|---|

| | | |
|------|---|-----|
| 1.00 | 5 | 300 |
|------|---|-----|

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|------------------|--|
|----------------------------------|------------------|--|

| | | |
|----------------------------|--|----------|
| Chichester School District | <ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual | Approved |
|----------------------------|--|----------|

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

| | | |
|---|---|---|
| Individuals will learn the needed skills to assist in their using new technology hardware and software programs in order to enhance student learning. | Technology training helps teachers fuse technology with the standards based curriculum. Research utilized are Howard Gardner's Theory of Multiple Intelligences and Robert Marzano's Classroom Instruction that Works - Research Based Strategies for Improving Instruction | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. |
|---|---|---|

For school and district administrators, and other educators seeking leadership roles:

- 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.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|--|--|
| <ul style="list-style-type: none"> • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity |

Status: Not Started — Overdue

Activity: Incorporate Technology

Description: Incorporate Technology into Lesson Plans

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|-----------|
| Bigelow, Kate | Start: 1/5/2009 Finish: 1/2/2012 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 1.00 | 2 | 300 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Chichester School District | <ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Individuals will gain the knowledge of how to use technology to drive their instruction. It will be evident in teacher's lesson plans | Technology training helps teachers fuse technology with the standards based curriculum. Research utilized are Howard Gardner's Theory of Multiple Intelligences and Robert Marzano's Classroom Instruction that Works - Research Based Strategies for Improving Instruction | <p data-bbox="1019 237 1385 331"><i>For classroom teachers, school counselors and education specialists:</i></p> <ul data-bbox="1073 369 1385 800" style="list-style-type: none"> <li data-bbox="1073 369 1385 552">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <li data-bbox="1073 552 1385 800">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p data-bbox="1019 835 1385 957"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul data-bbox="1073 995 1385 1178" style="list-style-type: none"> <li data-bbox="1073 995 1385 1178">• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|--|---|
| <ul data-bbox="282 1310 553 1465" style="list-style-type: none"> <li data-bbox="282 1310 553 1367">• Classroom teachers <li data-bbox="282 1367 553 1400">• School counselors <li data-bbox="282 1400 553 1465">• Other educational specialists | <ul data-bbox="605 1310 1019 1465" style="list-style-type: none"> <li data-bbox="605 1310 1019 1367">• Early childhood (preK-grade 3) <li data-bbox="605 1367 1019 1400">• Middle (grades 6-8) <li data-bbox="605 1400 1019 1434">• Elementary (grades 2-5) <li data-bbox="605 1434 1019 1465">• High school (grades 9-12) | <ul data-bbox="1073 1310 1385 1871" style="list-style-type: none"> <li data-bbox="1073 1310 1385 1367">• Reading, Writing, Speaking & Listening <li data-bbox="1073 1367 1385 1434">• Science and Technology <li data-bbox="1073 1434 1385 1465">• Arts & Humanities <li data-bbox="1073 1465 1385 1522">• Civics and Government <li data-bbox="1073 1522 1385 1579">• Environment and Ecology <li data-bbox="1073 1579 1385 1635">• Health, Safety and Physical Education <li data-bbox="1073 1635 1385 1669">• World Languages <li data-bbox="1073 1669 1385 1726">• Kindergarten Early Learning Standards <li data-bbox="1073 1726 1385 1759">• Mathematics <li data-bbox="1073 1759 1385 1793">• History <li data-bbox="1073 1793 1385 1871">• Career Education and Work |

- Economics
- Family and Consumer Sciences
- Geography

| Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions • Journaling and reflecting | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity |

Status: Not Started — Overdue

Activity: Mentoring/Coaching

Description: Provide mentoring/coaching for professional staff

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|-----------|
| Bigelow, Kate | Start: 1/5/2009 Finish: 1/2/2012 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
|-----------------------------|--|---|

| | | |
|------|---|---|
| 0.00 | 0 | 0 |
|------|---|---|

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|---|--|
| Chichester School District | <ul style="list-style-type: none"> • School Entity • Individual | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|--|
| Through the use of building technology moderators under the direction of the technology director, teachers will receive assistance on technology related issues to help them enhance their teaching. (ex. podcasts, video conferencing) | Technology training helps teachers fuse technology with the standards based curriculum. Research utilized are Howard Gardner's Theory of Multiple Intelligences and Robert Marzano's Classroom Instruction that Works - Research Based Strategies for Improving | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the |

Instruction

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.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|--|--|
| <ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Other educational specialists | <ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12) | <ul style="list-style-type: none">• Pre-Kindergarten Early Learning Standards• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• Kindergarten Early Learning Standards• Mathematics• History• Career Education and Work• Economics• Family and Consumer Sciences• Geography |

Follow-up Activities

- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Participant survey
- Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Activity: Provide professional development for administrators to enhance technology skills in accessing, retrieving and sorting data for administrative decision-making

Description: All educational administrators will receive technology training in order to access relevant data stored in various data warehouses

Person Responsible

Berryman, Brian

Timeline for Implementation

Start: 7/6/2009
Finish: 7/9/2009

Resources

-

Professional Development Activity Information**Number of Hours Per Session**

0.00

Total Number of Sessions Per School Year

0

Estimated Number of Participants Per Year

15

Organization or Institution Name

Chichester School District

Type of Provider

- School Entity
- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Use web-based data management systems and spreadsheet applications (ex. PVAAS, eMetric, 4Sight) to access, retrieve, sort and analyze data

Research and Best Practices

Training will be provided in PVAAS, eMetric, 4Sight

Designed to Accomplish

For school and district administrators, and other educators seeking leadership roles:

- 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.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> • Principals / asst. principals • Superintendent / asst. superintendents | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Mathematics |

| Follow-up Activities | Evaluation Methods |
|--|--|
| <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 | <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 written reports summarizing instructional activity |

Status: Not Started — Upcoming

Annual Review Process

Annual Review

End of year reviews will be conducted for the purpose of evaluating continuing professional education activities for Act 48. These reviews will include: the monitoring of the continuing professional education plan; the determination of emerging needs through a yearly needs assessment; the selection and scheduling of learning activities and providers; and, an on-going evaluation of continuing professional education activities. The superintendent/assistant superintendent shall designate administrators and other professional staff to perform these reviews.

The Performance Education Criteria Form and the Continuing Professional Education Learning Experience Evaluation Form (Appendix) will be used to help determine the impact of continuing professional education activities. Forms will be reviewed and utilized to identify new opportunities as they arise.

It is important to utilize current research, which explains how children learn, and to involve our professional staff in active learning situations. This approach necessitates learning structures that introduce not only new theory or methodology, but emphasize participant involvement through discussion groups, problem-solving, guided practice, reflection, application and collegial support. The overall intent is to integrate changes suggested by current research into daily practice. The criteria of specific offerings will often be determined by the needs of the professional staff involved.

Evidence that the plan meet Professional Education Criteria

The professional education plan strikes a balance between content, pedagogy, and other necessary skills needed. It includes evidence that meets the following professional education criteria:

- Related to attainment of the Pennsylvania academic standards and high-quality instruction
- Planned to address the needs of a school entity and its professional employees
- Includes content and instructional methods appropriate for the goals and objectives to be mastered
- Planned and conducted by personnel who have academic degrees or other education and experience appropriate to the subject matter being taught
- Research-based, data-driven and contributes to measurable increases in student achievement
- Provides sufficient support and resources to enable individuals to master new skills
- Contributes to building learning communities and continuous improvement
- Requires evaluation by demonstration of attainment of the skill, knowledge and goals

Supporting Documents

There are currently no supporting documents selected for this section.

Contact Information

Appendix B

Entity Information Page

Entity: Chichester SD

Address:

401 Cherry Tree Rd
Aston, PA 19014

Superintendent or Chief Administrative Officer: Barbara DiMarino

E-mail: bdimarin@chichestersd.org

Telephone: (610) 485-6881

Fax: (610) 485-3086

Professional Education Committee Chairperson: Assistant Superintendent

E-mail:

Telephone: (610) 485-6881

Fax: (610) 485-3557

Act 48 Reporting Contact: Assistant Superintendent

E-mail:

Telephone: (610) 485-6881

Fax: (610) 485-3557