
Pennsylvania Department of Education

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Professional Education Plan

Thursday, September 06, 2007

Entity: State College Area SD

Address: 131 W Nittany Ave
State College, PA 16801-4812

Phone: (814) 231-1011

Contact Name: Patricia Best

Professional Education Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|----------------------|---|----------------------------------|--|
| Dr. Edgar Farmer | Dept. Chair of Learning Performance Systems, College of Education, PSU, President of Forum on Black Affairs | Community Representative | Board of School Directors |
| Dr. Pamela Francis | Strategic Planning Committee Chair | Administrator | Superintendent |
| Mr. James Nolan | Community Member | Community Representative | Board of School Directors |
| Mr. James Ritchey | High School | Secondary School Teacher | Elected by peers |
| Mr. John Coleman | President/CEO CBICC | Business Representative | Board of School Directors |
| Ms. Amy Allison | Delta Advisory Council | Secondary School Teacher | Elected by peers/Board of School Directors |
| Ms. Charlotte Zmyslo | Elementary School Administrator | Administrator | Superintendent |
| Ms. Christine Kolasa | Middle School | Middle School Teacher | Elected by peers |
| Ms. Denise Kozminsky | Learning Enrichment | Parent | Board of School Directors |
| Ms. Denise McCann | Division Director of Youth Services, Youth Service Bureau | Community Representative | Board of School Directors |
| Ms. Elizabeth Dutton | School Director | Board Member | Elected by peers/Board of School Directors |
| Ms. Kerry Wiessmann | Educational Specialist | Ed Specialist - School Counselor | Elected by Ed. Specialists |
| Ms. Laura Barthmaier | Elementary | Elementary School Teacher | Elected by peers |
| Ms. Randi Menard | Middle School | Middle School Teacher | Elected by peers |
| Ms. Roberta Furst | Educational Specialist | Ed Specialist - School Nurse | Elected by Ed. Specialists |
| Ms. Tonya Black | Elementary | Elementary School Teacher | Elected by peers |
| Ms. Wendy Wilson | Parent | Parent | Board of School Directors |

Needs Assessment

A. Needs Assessment

The assessment of the professional needs of the school district and its certificated staff is a continuous process. For the purposes of this plan, the district participates in an online needs assessment coordinated through the Central Intermediate Unit 10 (CIU10) every three years, as well as a needs assessment developed and interpreted by the State College Area School District's (SCASD) Professional Development Committee (PDC). The findings of the survey indicate teachers' priorities for professional education. The results are reported by each school and for the district as a whole at the CIU level. Copies of the assessment and results can be accessed through the CIU (<http://www.ciu10.org>). The Professional Development Committee survey reported the results by elementary, middle, and high school level needs. The PDC survey can be further analyzed using the teachers professional roles and the level of experience (novice to expert). The results of the PDC survey are kept on record and can be obtained via contact with the district. During the Strategic Planning process the district held both a Student Forum, comprised of high school students, and a Community Forum, comprised of representatives from the Strategic Leadership Team and any community member who wished to participate. The results of these two forums were also taken into consideration. The forum results are kept on record and can be obtained by request from the district.

In addition, recommendations for professional educational activities are also generated through the action planning phase of the Strategic Planning and will be addressed in the implementation of the action plans. As the strategic plan is implemented, priorities in professional education activities will be given to those initiatives that support the instructional mission and strategic objectives of the plan.

B. Goals

The committee has identified the following professional educational goals based on the current needs assessment data:

- a. Keep current in areas of assignment/certification
- b. Provide opportunities for learning and integrating new technologies
- c. Foster student growth and achievement through data analysis
- d. Learn and maintain the use of First Aid, CPR and AED
- e. Develop Crisis Intervention and anti-bullying strategies
- f. Meet the needs of the ELL students

Ongoing assessments of the needs of the organization, professional educators, students, and community are drawn from a variety of sources. These sources are driven, but not limited to, district goals and objectives, educators' professional growth, student aptitude, achievement, interest and special needs, and curriculum assessments that include PSSAs grades 3 to 11, AIMSweb for elementary, district benchmarks of running records at K-2 for all students and 3-5 for students in need, a three common data point mathematical assessment at K-6, classroom based assessments K-12, and community interests and involvement.

Professional Education Action Plan

Goal: 2. Employee Collaboration and Innovation

Description: Provide for and expect collaboration and innovation in a quality staff, faculty and administration. We will continue to develop processes that promote collaboration, innovation, excellence, and creativity in all student, faculty, staff, and administrative activities. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: Enhance Professional Development School (PDS) with PSU

Description: Maintain, enhance and expand the Professional Development School (PDS) partnerships with the Pennsylvania State University.

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

| Activity | Description | |
|--|---|-----------|
| Professional Development School Support for District Mentors | Professional Development School mentors receive support from district and Penn State Professional Development School Associates and university faculty. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: N/A Finish: N/A | \$0.00 |

Strategy: Opportunities for Both Novice and Experienced Professional Staff

Description: State College Area School District continues to offer opportunities for both novice and experienced professional staff members to enhance their skills and increase their knowledge in areas that lead to continued student achievement and their own professional growth.

Educational Practices: Continuous Learning Ethic, Quality Teaching

| Activity | Description | |
|---|--|--|
| 5th Grade Investigations | Final phase of implementation for K-5 investigation mathematical curriculum | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 10/1/2007 Finish: 5/5/2008 | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 4 | 25 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Conceptual based mathematic skills and the techniques utilized in the teaching of children. Understanding best practices for delivering this mathematical program and an overview of what Investigations entails. | Investigations is a researched-based mathematical program. Best practices rest on conceptual understanding of mathematics. Developed at the Technical Education Research Center in Cambridge, Massachusetts with partial funding from the National Science Foundation. | <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 |

| | | |
|---|--|---|
| | | <p>research on effective practice, with attention given to interventions for struggling students.</p> <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 | <ul style="list-style-type: none"> • Elementary (grades 2-5) | <ul style="list-style-type: none"> • Mathematics |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson 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 • Classroom student assessment data • Participant survey | |

| | | |
|---------------------------------|----------------------|--|
| Activity | Description | |
| Administrative and Co-ordinator | Developing effective | |

| | | |
|--|---|---|
| Leadership Training | communication skills and strategies in support of role and responsibilities. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/28/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 6 | 1 | 48 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| What constitutes effective leadership with specific attention to communication and engagement of peers, parents, and community. | Annual book study facilitated by district leaders and outside consultants. Communication is critical for effective leadership resulting in enhanced student achievement and attendance. | <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 | | |
| <ul style="list-style-type: none"> Principals / asst. principals Superintendent / asst. superintendents Other educational specialists | | |

| Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> Journaling and reflecting 16 | <ul style="list-style-type: none"> Participant survey Application of Skill (Visible Leadership practice is evident. These are annual retreats that successively build knowledge and skills.) |

| Activity | Description | |
|---|--|--|
| AIMSweb | Use of a progress monitoring data tool to track student achievement for students with disabilities, so the percentage of students proficient or above will improve by 3 to 5% in the areas of reading and mathematics. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/22/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 2 | 10 | 60 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Screening probes, data entry, Strategic and Progress monitoring and data analysis | From the research, Oral Reading Fluency is the best indicator for reading success and academic achievement. | <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. 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</u> |

| | | |
|--|---|--|
| | | <p><u>partners.</u></p> <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. |
| 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 Mathematics |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> 20 | <ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA Participant survey Progress Monitoring (Using the data to drive instruction and intervention as noted above) Data Analysis (To measure the effectiveness of intervention.) | |

| | | |
|--|---|--|
| Activity | Description | |
| Analyzing Reading Assessment Results | Review reading anchor assessments and plan instruction based on their content. Introduction to PVAAS and data analysis. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/5/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 1 | 40 |

| | | |
|---|--|--|
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| A knowledge of the reading anchor assessments and an awareness of the PVAAS data analysis system | Best practices encouraged by PDE to meet state standards | <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. 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. |
| 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"> Middle (grades 6-8) High school (grades 9-12) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening |
| 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 | <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 Participant survey | |

| | | |
|------------------|---|--|
| Activity | Description | |
| Civic Engagement | Faculty members will receive instruction on teaching strategies | |

| | | |
|--|--|---|
| | and curriculum development , including service learning that leads to increased civic engagement attitudes and skills on the part of students. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/4/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 2 | 2 | 45 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Civic knowledge, skills and dispositions across school curricular and extracurricular activities | This initiative is based on the work of Penn Cord, the Public Issues Forums, and the National Education Leadership Colloquium | <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. • Empowers educators to work effectively with <u>parents and community partners</u>. |
| 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"> • Middle (grades 6-8) • High school (grades 9-12) | <ul style="list-style-type: none"> • Civics and Government |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> • Team development and sharing of | <ul style="list-style-type: none"> • Participant survey | |

| | |
|--|--|
| <p>content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> Peer-to-peer lesson discussions | |
|--|--|

| Activity | Description | |
|--|---|--|
| Competent Learner Model | Researched based methodology for students with autism whose numbers continue to rise. There are unique needs associated with a very large spectrum disorder that needs to be met. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/22/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 2 | 10 | 20 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District and PaTTAN | <ul style="list-style-type: none"> School Entity Non-profit organization | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| The CLM curriculum at the pre-1 level is for very early learners with limited skills and builds to the level 1 curriculum where learners have the skills necessary to participate in DI curricula. | Based on principles of applied behavior analysis, the CLM model provides empirically based assessment, instruction, and evaluation for students with developmental disabilities. | <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. Empowers educators to work effectively with <u>parents and</u> |

| | | |
|--|--|---|
| | | <p><u>community partners.</u></p> <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 Other educational specialists | <ul style="list-style-type: none"> Early childhood (preK-grade 3) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening 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 Creating lessons to meet varied student learning styles Lesson modeling with mentoring | <ul style="list-style-type: none"> Participant survey | |

| | | |
|---------------------------|---|------------------|
| Activity | Description | |
| CPR/First Aid and ADR | To provide the protection, safety and well-being for State College Area School District students and personnel/adults in the event of necessary treatment or emergency care. Nurses and Health Aides will do one six-hour session. Grades 7-12 Health Instructors and Natatorium Co-ordinator will have 4 three-hour sessions and 4 five-hour sessions, respectively. | |
| Person Responsible | Timeline for Implementation | Resources |

| | | |
|--|---|---|
| Charlotte Zmyslo | Start: 8/17/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 4 | 21 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| The ability to administer CPR and ADR effectively and the ability to administer other first aid in the event of an emergency. This is done yearly as a refresher course for pertinent staff members. | Meets the standards set by the Pennsylvania Department of Health and the criteria of PDE. | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. |
| Educator Groups Which Will Participate in this Activity | | |
| Role | Grade Level | Subject Area |
| <ul style="list-style-type: none"> Classroom teachers 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"> Health, Safety and Physical Education |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> Peer-to-peer lesson discussions Lesson modeling with mentoring 16 | <ul style="list-style-type: none"> Participant survey Reports (Incident reports will help to determine effectiveness of training or needs. Observation will be another tool.) Student Instruction (Students in Health classes are instructed in CPR/ADR in order to meet Red Cross certification.) | |

| | |
|-----------------|--------------------|
| Activity | Description |
|-----------------|--------------------|

| | | |
|---|---|--|
| Crisis Prevention Intervention | Crisis Prevention Intervention will address the needs of students who exhibit behaviors that interfere with their learning and that of others. This course is offered in two venues. A two day course for those who have not taken it or have let two years lapse between courses (offered several different times over the course of each year) and a one day refresher course to maintain competency from year to year (also offered a several different times over the course of the school year). | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/17/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 7 | 13 | 200 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| The educators will participate in the CPI training to enable them to effectively, safely, and physically prevent crisis situations from escalating. | CPI is a national certification program that requires yearly re-certification following a two day initial certification process. | <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"> 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 | | |
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists | | |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> Peer-to-peer lesson discussions Lesson modeling with mentoring 14 | <ul style="list-style-type: none"> Participant survey | |

| Activity | Description | |
|--|---|------------------|
| CTC Literacy and Math Workshops | CTC teacher professional development will focus on improving the reading/language arts and math skills of CTC students. Priorities were established after analysis of the seven Perkins IV indicators. Academics Attainment in Reading and Language Arts baseline data of 43.24 indicated a need to strive to meet the state baseline score of 63 while the Math attainment score of 37.84 indicated a need to meet the state baseline score of 56. SCAHS exceeded the state baseline requirements on each of the other five standards. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/4/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|--|---|---|
| 6 | 5 | 10 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District, Academic Integration Conference/Governor's Institutes for Academic Integration | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Identifying strategies to integrate math, writing, reading, speaking, listening into technical lessons. | Modeling best practice | <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"> 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"> High school (grades 9-12) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Mathematics Career Education and Work |
| 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 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 Reflections | |

| Activity | Description | |
|--|---|---|
| CTC Program and Curriculum Development | Professional development for CTC teachers will focus on "program of study" development and curriculum development related to PA Academic Standards and Industry Standards mapping | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/4/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 5 | 3 | 18 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District/ Academic | <ul style="list-style-type: none"> School Entity College | Approved |

| | | |
|---|--|---|
| Integration Conference/ Governor's Institutes, Career and TEchnical Professional organizations, PDE meetings and workshops | <ul style="list-style-type: none"> • Association | |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Curriculum and program development in compliance with state regulations | Modeling best practice | <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. <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 | Subject Area |
| <ul style="list-style-type: none"> • Classroom teachers | <ul style="list-style-type: none"> • High school (grades 9-12) | <ul style="list-style-type: none"> • Career Education and Work |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> • Team development and sharing of | <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the | |

| | |
|---|---|
| content-area lesson implementation outcomes, with involvement of administrator and/or peers | <p>PSSA</p> <ul style="list-style-type: none"> • Participant survey • Portfolio • Documents (Program of Study document and planned course documents) |
|---|---|

| Activity | Description | |
|--|---|--|
| Curriculum Development and Assessment | Articulate big strand ideas within and across disciplines to enhance coherence and refine core assessments which are local measures of the PA Standards. This year's inservices of 4 sessions, 3 hours per session will include 320 total staff members. The 2 summer sessions of 5 hours each will encompass curriculum leadership and department representatives. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/28/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 4 | 320 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Coherence of curriculum and assessment that relates to student achievement of the PA Academic Standards, 10 Characteristics of a State High graduate and the district's mission. | Based on Academic Standards and one of the best recognized model of curriculum development, Understanding By Design (Wiggins and McTighe). | <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. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to |

| | | |
|--|--|---|
| | | <p><u>analyze and use data</u> in instructional decision-making.</p> <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 | Subject Area |
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists | <ul style="list-style-type: none"> • Middle (grades 6-8) • 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 • Mathematics • History • Economics • Family and Consumer Sciences • Geography |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> • Team development and | <ul style="list-style-type: none"> • Participant survey • Core Assessments (Refinement of a local comparable | |

| | |
|---|--|
| sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions | assessment system) <ul style="list-style-type: none"> • Curricular Strands (Refinement of curricular strands to clearly articulate worthy learning goals within each discipline.) |
|---|--|

| Activity | Description | |
|--|--|--|
| Differentiated Instruction for Administrators | To increase administrators understanding of differentiation in order to lead staff through their understanding and implementation across the curriculum | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/17/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 11 | 15 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Pre-assessment techniques, analyzing data to provide appropriate instruction, post assessment ideas, and ways in which to further guide and educate staff for implementation of a richer, more meaningful curriculum for each student. | Meeting children's individual needs and learning styles has always been considered best practice. Using pre and post assessments to shape the delivery and the content of instruction enables teachers to better deliver the curriculum that meets all children's needs. | <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that |

| | | |
|---|--|--|
| | | <p>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.</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 | | |
| <ul style="list-style-type: none"> Principals / asst. principals Superintendent / asst. superintendents Other educational specialists | | |
| 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 | <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 Participant survey | |

| Activity | Description | |
|---|---|--|
| Differentiated Instruction for Elementary Educators | To help increase teacher knowledge and use of differentiation in all areas of the curriculum in order to provide the best instruction for all children. There will be one 3 hour inservice in the fall and a 6 hour inservice in the spring. One hour a month will be | |

| | | |
|--|---|--|
| | devoted to developing further competencies in differentiation skills at each division level. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 11/2/2007 Finish: 5/2/2008 | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 1 | 9 | 250 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Pre-assessment techniques, analyzing data to provide appropriate instruction, post-assessment, and ways in which to make the curriculum richer and more meaningful for all students. | Meeting children's individual needs is best practice. Using pre and post assessments and analyzing the data to drive instruction aids in the best delivery of curriculum. | <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 <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional 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) Elementary (grades 2-5) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> Ecology • Health, Safety and Physical Education • Kindergarten Early Learning Standards • 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 | <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 | |

| Activity | Description | |
|--|---|---|
| ESL Workshop | Novice teachers and teachers new to teaching ESL students will attend a workshop describing the needs of ESL students and presenting research based strategies for increasing the achievement of this population. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/4/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 6 | 2 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |

| | | |
|---|--|--|
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Knowledge of research based strategies to improve the learning of ESL students | Research based strategies are presented during the workshop. | <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 <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. |
| 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"> High school (grades 9-12) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> 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 Classroom student assessment data Participant survey | |

| | | |
|--|--|------------------|
| Activity | Description | |
| Exploring Curriculum Delivery Methodology | Language department presentation of the Rosetta Stone program via interactive video and in person discussion | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/5/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |

| | | |
|--|--|--|
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 1 | 1 | 28 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Effectiveness of this type of language learning program and appropriateness of use or not in the curriculum. | Models innovative strategy that includes varied learning modalities which is best practice for students gaining information and knowledge in any subject matter. | <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. |
| 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"> Middle (grades 6-8) High school (grades 9-12) | <ul style="list-style-type: none"> World Languages |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> 12 | <ul style="list-style-type: none"> Participant survey | |

| | | |
|--|---|---|
| Activity | Description | |
| Gearing Up for Math Instruction | Instruction on an updated instructional component to enrich the conceptual mathematics program taught in grades 1 to 4. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/27/2007 Finish: 9/28/2007 | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 4 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| | | |

| | | |
|---|--|---|
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Understanding best practices for mathematical education and new ways to enhance these practices. | Investigations is a researched-based mathematical program. Best practices rest on conceptual understanding of mathematics. Developed at the Technical Education Research Center in Cambridge, Massachusetts with partial funding from the National Science Foundation. | <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. |
| 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 (preK-grade 3) Elementary (grades 2-5) | <ul style="list-style-type: none"> Mathematics |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions | <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 Participant survey | |

| | | |
|------------------------------|---|--|
| Activity | Description | |
| High School Advisory Program | Develop a program that will further promote a safe, healthy and nurturing environment in the high school. This program will help to build a strong community within the high school to ensure all students feel a part of the | |

| | | |
|--|---|---|
| | community; thus, leading to better student achievement and attendance. This program will have 4 major sessions of 3 hours each, as well as monthly one hour sessions during the school year (8 months). | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/24/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 4 | 225 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Nurturing individual small groups for successful community building. | Safe, secure, nurturing schools support student achievement and increase student attendance. | <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 / | <ul style="list-style-type: none"> High school (grades 9-12) | |

| | | |
|--|---|--|
| asst. principals <ul style="list-style-type: none"> • School counselors • Other educational specialists | | |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> • Peer-to-peer lesson discussions • 16 | <ul style="list-style-type: none"> • Participant survey • Increase Community (Student achievement and attendance improvement due to student feelings of belonging to a nurturing community.) • Middle States Plan (Meet the goals set in the Middle State Strategic Plan through their evaluation process) | |

| Activity | Description | |
|--|---|---|
| K-12 Copyright Training | Training staff on copyright guidelines in all areas. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/28/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 1 | 675 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School Districts | <ul style="list-style-type: none"> • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Defining copyright and the appropriate and legal use of intellectual and trademark property. | Based on copyright law. | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <i>For school and district</i> |

| | | |
|---|---|---|
| | | <i>administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results. |
| Educator Groups Which Will Participate in this Activity | | |
| Role | | |
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists | | |
| Follow-up Activities | Evaluation Methods | |
| | <ul style="list-style-type: none"> Participant survey Appropriate Use (Appropriate use of resources.) | |

| Activity | Description | |
|--|---|---|
| K-12 Teacher Induction | New teacher induction activities to support effective instruction and student achievement throughout the school district. Elementary will have 13 one hour sessions, Middle and High School will conduct 9 one hour sessions for their new staff members. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/28/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 1 | 13 | 40 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Knowledge of learning | Providing a series of opportunities, | <i>For classroom teachers,</i> |

| | | |
|---|---|---|
| <p>environment, effective classroom instruction, and knowledge of processes, procedures and policies to support effective classroom practice.</p> | <p>activities, and experiences that will offer a successful entry into employment in our school district will promote success in teaching and student learning.</p> | <p><i>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>. |
|---|---|---|

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | |
|--|---|--|
| <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) | |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Participant survey • Checklist (Professional Skills Checklist derived from the PA Professional Standards. Documentation to be placed in personnel file.) | |

| Activity | Description | |
|-----------------|--------------------|--|
|-----------------|--------------------|--|

| | | |
|--|--|---|
| Knowledge of Math Content and Pedagogy | Review of mathematical concepts and modeling of best practices | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/5/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 6 | 1 | 38 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Content knowledge and instructional strategies | Models best practice | <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. |
| 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"> • Middle (grades 6-8) • High school (grades 9-12) | <ul style="list-style-type: none"> • 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 • 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 |
|--|--|

| Activity | Description | |
|--|---|--|
| Lesson Study | Curriculum development and revision to capture best practices for teacher growth. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/5/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 1 | 10 | 12 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Knowledge of content and knowledge of pedagogy | Lesson Study is a research based program for teacher and curriculum development. | <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. |

| | | |
|--|--|---|
| | | <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 <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. |
| 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"> High school (grades 9-12) | <ul style="list-style-type: none"> 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 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 Review of participant lesson plans | |

| | | |
|--|---|------------------|
| Activity | Description | |
| Literacy Workshops for High School Content Area Teachers | Presented by reading specialists, a series of workshop target content area reading strategies for classroom teachers. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/4/2007 Finish: N/A | \$0.00 |

| Professional Development Activity Information | | |
|--|---|---|
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 6 | 4 | 60 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Educators will receive knowledge and skills related to administering and providing assessment data and using this information to provide instruction based on research based strategies and best practices | Strategies presented are based on the Pennsylvania Literacy Framework | <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. |
| Educator Groups Which Will Participate in this Activity | | |
| Role | Grade Level | Subject Area |
| <ul style="list-style-type: none"> Classroom teachers Other educational specialists | <ul style="list-style-type: none"> High school (grades 9-12) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Civics and Government Environment and Ecology Health, Safety and Physical Education History |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> Team development and sharing of content-area | <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, | |

| | |
|--|--|
| <p>lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <p>pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Classroom student assessment data • Participant survey |
|--|--|

| Activity | Description | |
|--|--|---|
| Middle School Literacy Workshops | Presented by reading specialists and content faculty --a single day overview workshop that targets content area reading strategies for classroom teachers. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/5/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 6 | 1 | 25 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Educators will receive knowledge and skills related to administering and providing assessment data and using this information to provide instruction based on research based strategies and best practices | Department of Education resource materials on developing literacy strategies. | <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 |

| | | |
|--|--|--|
| | | <p>practice, with attention given to interventions for struggling students.</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"> Middle (grades 6-8) | <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 Mathematics History Family and Consumer Sciences |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson | <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey |

| | |
|-------------|--|
| discussions | <ul style="list-style-type: none"> Review of participant lesson plans |
|-------------|--|

| Activity | Description | |
|--|--|---|
| Multicultural Day | Multicultural Day will address the various multi-cultural initiatives in the district such as ESL, diversity in education, and a sense of community. It is an in-service day centered around different cultures and their specific needs. It helps to develop a sensitivity about cultures and the effective maintenance of a diverse community which is safe, secure, and nurturing for all. This in-service involves both professional and non-professional staff across the district and K-12 grade levels. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/17/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 6 | 1 | 1100 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Continue to build nurturing learning environments that foster shared responsibility, personal relationships, and mutual respect among students, parents, staff, faculty, administration, school board members and community. | A group of professionals meets monthly to review data collected from the district to determine the needs in the area of cultural diversity in the school. This group researches best practices and develops the 6 hour in-service based on the district's needs and how they relate to cultural diversity in the school setting. | <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</i></p> |

| | | |
|---|--|---|
| | | <p><i>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 | | |
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists | | |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • 19 | <ul style="list-style-type: none"> • Participant survey | |

| Activity | Description | |
|------------------------------|--|--|
| New Elementary Science Units | There will be 3 half day sessions to familiarize intermediate teachers who will be teaching the two newly developed, rewritten science units on Ecosystems and the Interaction and Healthy Habits and Astronomy as well as a new primary unit, Changes, for those teachers who will be | |

| | | |
|--|---|--|
| | using this curriculum this school year. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/17/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 3 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Teachers will understand the concepts and outcomes of the new science units and how they connect to the PA State Standards. They will have first hand experience with the activities that they will present to their students. It will also give them further training on inquiry based instruction and proper use of science materials. For administrators who may attend this in-service, it will give them information to use when they are observing and evaluating how effectively the lesson is being presented to students and give them background for unit planning meetings. | All science units have been written to reflect the PA standards for environment and ecology and /or science and technology, using the hands-on, minds-on, inquiry based approach. | <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 |

| | | |
|--|--|---|
| | | <p>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.</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 | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5) | <ul style="list-style-type: none"> • Science and Technology |

| 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 | <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 • Participant survey |

| Activity | Description | |
|---------------------------|---|--|
| Physical Education/Health | Various instructional inservices in the | |

| | | |
|--|---|---|
| Curriculum Training | following areas: Archery, Outdoor Adventure Education, Life Guard Training, Water Safety Instruction, Dance Education, Nutrition Education, Tennis, Golf, and components of fitness. The Act 48 hours will vary from 1 to 6 hours per session depending upon the specific activity. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/5/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 8 | 25 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Enhance content knowledge and instructional delivery of the physical education curriculum to fulfill the PA State Standards. | Survey of staff to identify needs. | <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. |
| 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 (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) | <ul style="list-style-type: none"> Health, Safety and Physical Education |

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> 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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring | <ul style="list-style-type: none"> Participant survey | |

| Activity | Description | |
|--|---|--|
| Podcasting in Family and Consumer Science | Explore the use of podcasting as an instructional tool | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/5/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 1 | 7 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Learning to use technology to enhance instruction and deliver curriculum | Modeling best practices and innovative practices | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Increases the educator's |

| | | |
|---|--|--|
| | | <p><u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</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. |
| 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"> Middle (grades 6-8) High school (grades 9-12) | <ul style="list-style-type: none"> Family and Consumer Sciences |
| 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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions | <ul style="list-style-type: none"> Participant survey | |

| | | |
|--|---|--|
| Activity | Description | |
| Professional Development for CTC Child Care Teacher | Focus on curriculum development, PA Academic Standards and Industry Standards mapping | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/4/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School | Estimated Number of Participants Per Year |

| | Year | |
|--|---|---|
| 5 | 5 | 1 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Academic Integration Conference/Governor's Institute/ NAEYC National Institute for Early Childhood Professional Development/local Child Care Agency meetings NAEYC PDE Penn State University State College Area School District | <ul style="list-style-type: none"> • School Entity • College • Association | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Current research on child development, early education, teaching strategies, curriculum design, industry standards, academic standards integration and current job outlook | Modeling best practice | <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. • 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. • Instructs the leader in <u>managing resources</u> for effective results. |
| 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"> High school (grades 9-12) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Mathematics Career Education and Work Family and Consumer Sciences |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> Creating lessons to meet varied student learning styles Lesson modeling with mentoring Journaling and reflecting | <ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA Participant survey Portfolio | |

| Activity | Description | |
|--|---|---|
| Response to Intervention Development Committee | This committee is continuing to develop a solid RtI program for the district that can be replicated at all of the buildings successfully. It is currently active in one building and will be moving to a second building this school year. The committee is amending and improving delivery and program assessments, reporting and analyzing data to drive instruction as meetings are held to assess and refine the current programs in operation. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/17/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 8 | 20 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Best practices for working | Materials being incorporated, | <i>For classroom teachers, school</i> |

| | | |
|---|--|--|
| <p>with children with struggling reading needs to develop the necessary skills to become a solid reader. Develop a strong, solidified program that can be replicated successfully at other schools.</p> | <p>such as Words Their Way, are researched based and have been proven to be effective in teaching the skills needed, like phonemic awareness and other related reading skills. Best practice has always been to have a solid plan and program in place before proceeding to a whole district approach.</p> | <p><i>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 <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. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results. |
|---|--|--|

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 (preK- | <ul style="list-style-type: none"> Reading, Writing, |

| | | |
|--|--|----------------------|
| <ul style="list-style-type: none"> Principals / asst. principals Other educational specialists | grade 3) | Speaking & Listening |
| 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 | <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 Participant survey Review of written reports summarizing instructional activity | |

| Activity | Description | |
|--|--|---|
| Response to Intervention School Psychology Professional Development School | Professional Development School (PDS) in school psychology is a partnership with Penn State University and SCASD for training and supporting the early identification and intervention of students at risk for academic failure utilizing the Response to Intervention framework at the elementary level. School Psychologists need training in the RtI model and in the planning and development of the PDS for school psychology with PSU. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/17/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 2 | 10 | 10 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |

| | | |
|--|---|--|
| <p>State College Area School District and Penn State University Collaboration</p> | <ul style="list-style-type: none"> • School Entity • College | <p>Approved</p> |
| <p>Knowledge and Skills</p> | <p>Research and Best Practices</p> | <p>Designed to Accomplish</p> |
| <p>Essential components and responsibilities aligned with a successful RtI responsibilities and expectations in a PDS model.</p> | <p>RtI is widely cited in the literature as effective for promoting success for students through early identification and intervention.</p> | <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 leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Instructs the leader in <u>managing resources</u> for effective results. |
| <p align="center">Educator Groups Which Will Participate in this Activity</p> | | |
| <p>Role</p> | <p>Subject Area</p> | |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> Other educational specialists | | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening |
| 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 19 | <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data AIMSweb (Curriculum based measurement tool.) | |

| Activity | Description | |
|---|--|---|
| Safety in the Science Classroom | With increasing utilization of laboratory activities for instruction and assessment, the need to do this training has become more apparent. Delivery of instruction/assessment related to PA Standards will be enhanced and done in a much safer way. 3 days of inservice hours will vary--1 day @ 6 hours and 2 days of 3 hours each. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/24/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 3 | 45 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Procedures to safely conduct laboratory activities in all science classrooms in grades 7 to 12. | Training will be based on applicable OSHA and NIOSH standards and the NSTA guidelines. | <i>For classroom teachers, school counselors and education specialists:</i> |

| | | |
|--|--|--|
| | | <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. <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. Instructs the leader in <u>managing resources</u> 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 | <ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) | <ul style="list-style-type: none"> Science and Technology |

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

| | |
|---|--|
| administrator and/or peers <ul style="list-style-type: none"> Peer-to-peer lesson discussions | |
|---|--|

| Activity | Description | |
|---|---|---|
| Science Content and Skill Enhancement | Science teachers need to enhance and further extend their knowledge in their content area. Training will be at the school district and some faculty from Penn State will assist with the training. PA Standard content areas will be covered. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/24/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 1 | 35 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District and Penn State University faculty | <ul style="list-style-type: none"> School Entity College | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| New content in various science disciplines. Laboratory techniques to be applied in classrooms for assessment and instruction. | It is important to keep teachers abreast of new ideas, content and instructional opportunities. Assessment tools will help determine next steps in instruction to meet the needs of each child. | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. |
| 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"> Middle (grades 6-8) | <ul style="list-style-type: none"> Science and |

| | | |
|---|--|------------|
| | <ul style="list-style-type: none"> High school (grades 9-12) | Technology |
| 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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring | <ul style="list-style-type: none"> Participant survey Review of written reports summarizing instructional activity | |

| Activity | Description | |
|---|--|---|
| SRA Reading and Mathematics | Improve student reading and mathematics achievement as reflected in a 3 to 5 % increase in the number of students with disabilities being proficient or advanced. Teachers will require training in the implementation of a scientific research-based program for the delivery of reading and mathematics instruction. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/22/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 2 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District/SRA Trainer | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| The ability to implement the SRA program with fidelity. | SRA programs have over 25 years of research supporting their effectiveness in improving the reading and | <i>For classroom teachers, school counselors and education specialists:</i> |

| | | |
|---|---|---|
| | mathematical abilities of students with reading and mathematical difficulties. | <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 <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. |
| Educator Groups Which Will Participate in this Activity | | |
| Role | Grade Level | Subject Area |
| <ul style="list-style-type: none"> Other educational specialists | <ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening 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 | <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data | |

| | | |
|--|--|------------------|
| Activity | Description | |
| Student Assistance Program | SAP training instructs how to confidentially address personal student needs that are affecting their academic performance and school attendance. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/17/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |

| | | |
|---|---|---|
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 6 | 4 | 200 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| How best to support students in the school setting who are experiencing at-risk behaviors that affect their academic performance. | SAP is a certification program based and designed on research and development. | <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. 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 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 | | |
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists | | |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of | <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data | |

| | |
|--|--|
| administrator and/or peers <ul style="list-style-type: none"> • 15 | <ul style="list-style-type: none"> • Participant survey • Reports and Surveys (Weekly meeting minutes, student survey and end of the year annual SAP report to the state.) |
|--|--|

| Activity | Description | |
|---|---|---|
| Supporting the Learning of All Students | Refining understanding and application of differentiated instruction and assessment. These efforts were begun in 2006-07 and will be extended during the 2007-08 school year. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/5/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 3 | 135 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Pre-assessment of learning, differentiation of instruction and assessment, use of technology to support differentiation and record keeping. | Utilized professional resources and consultants. Workshops led by Rich Wormli and Jeanne Purcell during the 2006-07 school year. Key print resources authored by Carol Ann Tomlinson and Jay McTighe. | <i>For classroom teachers, school counselors and education specialists:</i> <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 |

| | | |
|--|--|--|
| | | <p>decision-making.</p> <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 | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists | <ul style="list-style-type: none"> • Middle (grades 6-8) | <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 • Mathematics • History • 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 | <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 |

| | |
|--|--|
| administrator and/or peers <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans |
|--|--|

| Activity | Description | |
|--|---|---|
| Technology Inservice for Music Department | Development of websites and the use of ipods to enhance music instruction. Entire department for two inservice sessions and one session each by organizational level. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/5/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 4 | 24 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| New technology skills in order to enhance instruction and incorporate technology into curriculum development | Models best practice and introduces inovative strategies | <i>For classroom teachers, school counselors and education specialists:</i> <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. |

| | | |
|--|--|--|
| | | <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. Empowers educators to work effectively with <u>parents and community partners</u>. |
|--|--|--|

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 (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) | <ul style="list-style-type: none"> Arts & Humanities |

| 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 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. Classroom student assessment data Participant survey |

| Activity | Description |
|---------------------|---|
| Technology Training | Technological skills necessary for all academic pursuits and teaching the technology competencies across the K-12 curriculum. This would include such activities as spreadsheets, word processing, presentation, web development, databases, and communication. The number of |

| | | |
|---|--|---|
| | participants and sessions will vary according to need. The time for each session may also vary according to program being introduced. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 8/17/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 100 | 500 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Learning to use technology as an effective tool to support both academic planning, communication, teaching and overall best practice. | Technology is a means to an end and not the end in and of itself. Therefore, teaching to use it as an effective tool is best practice. | <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. • 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 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 | | |
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists | | |
| 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"> Participant survey | |

| | | |
|-------------------|----------------------------------|--|
| Activity | Description | |
| Writing on Demand | The Writing on Demand initiative | |

| | | |
|--|---|---|
| | addresses student abilities in writing and the strategies needed to correct deficiencies. Two sessions: a three hour session on assessment and a two hour session on strategy development | |
| Person Responsible | Timeline for Implementation | Resources |
| Charlotte Zmyslo | Start: 9/5/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3 | 2 | 40 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| State College Area School District | <ul style="list-style-type: none"> • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Assessment and teaching strategies | Based on best practices | <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. |
| 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"> Middle (grades 6-8) High school (grades 9-12) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening |
| <p>Follow-up Activities</p> <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 | <p>Evaluation Methods</p> <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 Participant survey | |

Annual Review Process

The Professional Development Committee meets at least two to three times a year to evaluate and assess the implementation of professional education activities and revise them as needed. The district and those involved in the review process take into consideration the five factors expected by PDE: student outcome via assessment; participants use of the new knowledge and skills; participants learning via observation by their immediate supervisor; participants reaction via their evaluations/comments at the end of any activity; and organization support/change via Strategic Plan updates. In addition, building administrators and district instructional administrators review and suggest revisions. Curriculum coordinators also regularly plan and assess effectiveness of professional education activities within their respective areas and bring their suggestions to the administrators. Individuals who attend State College Area School District (SCASD), IU, or pre-approved conferences, seminars, or workshops within their area of certification will evaluate their experiences by communicating to their colleagues either through discussion or in writing.

Professional education activities provided for individuals, buildings, departments, and the district will reflect a regular examination of the feedback provided by the participants to ensure that activities are meeting the needs in a clear and appropriate way.

Evaluations by participants and general feedback from staff members will be used in revising and planning subsequent professional education opportunities. Professional education plans will be reviewed annually and revised as needed. The review will include evaluation of the goal, activities, delivery system, and attainment of the competencies for each activity. The district's strategic plan will continue to be supported by the Act 48 plan. Amendments to the plan will be recommended by the district's Professional Development Committee; approved by the Board of School Directors; and submitted to PDE for approval.

APPENDIX B

ENTITY INFORMATION PAGE

Entity: State College Area SD

Address:

131 W Nittany Ave
State College, PA 16801-4812

Superintendent or Chief Administrative Officer: Dr. Patricia Best

E-mail: plb11@scasd.org

Telephone: 814-231-1016

Fax: 814-231-4130

Professional Education Committee Chairperson: Ms. Charlotte Zmyslo

E-mail: cmz12@scasd.org

Telephone: 814-231-4119

Fax: 814-231-4163

Act 48 Reporting Contact: Ms. Charlotte Zmyslo

E-mail: cmz12@scasd.org

Telephone: 814-231-4119

Fax: 814-231-413

APPENDIX C

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Signature Professional Education Committee Chairperson Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Councils Standards for Staff Learning.

Signature Superintendent or Chief Administrative Officer Date

We affirm that this Professional Education Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Professional Education Plan as designated in Chapter 4 of the Regulations of the Pennsylvania State Board of Education.

Signature President of the Board of School Directors Date