
Pennsylvania Department of Education



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

Professional Education Report

Monday, April 07, 2008

Entity: Ferndale Area SD

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Contact Name: Christine Oldham

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amy Kopriva	Ferndale Area School District	Middle School Teacher	Teachers
B. Wayne Lohr	Ferndale Area School District	Other	Teachers
Brenda Rhodes	Ferndale Area School District	Parent	Board of School Directors
Christine Oldham	Ferndale Area School District	Administrator	Administrators
Christopher Theys	Ferndale Area School District	Other	Superintendent
Debi Balog	JARI	Community Representative	Board of School Directors
Edward Moran	Ferndale Area School District	Administrator	Administrators
Eileen Zanke	Ferndale Area School District	Ed Specialist - School Counselor	Education Specialists
Gary Burnheimer	Ferndale Area School District	Other	Teachers
Jennifer Gamble	Ferndale Area School District	Administrator	Administrators
Jim Harshberger/Charlie Shaffer	Greater Johnstown Career & Technology	Community Representative	Board of School Directors
Judy Virgin	Ferndale Area School District	Ed Specialist - School Nurse	Education Specialists
Karen Deichert	Penn Highlands Community College	Community Representative	Board of School Directors
Karen Soohy	Ferndale Area School District	Secondary School Teacher	Teachers
Kathleen Wojnarowski	Ferndale Area School District	Secondary School Teacher	Teachers
Lori Beck	Ferndale Area School District	Other	Teachers
Lori Byer	Ferndale Area School District	Elementary School Teacher	Teachers
Lori Robertson	Ferndale Area School District	Parent	Board of School Directors
Marjorie Pile	Ferndale Area School District	Elementary School Teacher	Teachers
Michael Stohon	In Shore Technologies, Inc.	Business Representative	Board of School Directors
Patricia Craig	Ferndale Area School District	Other	Board of School Directors
Ridley Banks	Ferndale Area School District	Board Member	Board of School Directors
Robert Boyle	Northern Point Learning, Inc.	Business Representative	Board of School Directors
Ronald Wilson	Ferndale Area School District	Secondary School Teacher	Teachers
Sandra Chobany	Ferndale Area School District	Parent	Board of School Directors
Stephanie Mino	Ferndale Area School District	Elementary School Teacher	Teachers
Steven Brown	Ferndale Area School District	Administrator	Administrators
Susan Layton	Ferndale Area School District	Elementary School Teacher	Teachers
Vicki Kegg	Ferndale Area School District	Parent	Board of School Directors

Needs Assessment

A survey was developed to determine the professional development needs of the Ferndale Area School District's educational program. The survey, which focused on gathering needs in the areas of Curriculum and Instruction, Technology, NCLB Goals, Gifted Education, Special Education, Assessment, ESL, and Parent Involvement, was distributed to all professional staff. Because response was low, the Act 48 Committee decided to conduct a second survey. This survey gathered information in the same educational areas, but differed in that elementary staff completed surveys in grade level meetings, while junior/senior high staff worked in departmental groups. Therefore, the entire professional staff responded to the needs assessment.

Professional development needs will support the following goals defined within the Ferndale Area School District Strategic Plan:

- Meeting AYP in Mathematics
- Meeting AYP in Reading
- Differentiating instruction to meet the needs of all students
- Identifying and integrating technology standards

Professional Education Action Plan

Goal: CardioPulmonary Resuscitation

Description: As required by PA Law Act 91 of 2000 CPR will be offered to staff.

Strategy: Professional/Personal Development

Description: CPR/AED Training will be offered to professional and non-professional staff at least once every 3 years.

Activities:

Activity	Description	
CPR/AED Training	Participants will receive training on how to handle emergencies, including use of a defibrillator.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 6/9/2008 Finish: 6/1/2013	\$1,500.00

Goal: DIFFERENTIATED INSTRUCTION

Description: Teachers will Differentiate Instruction to meet the needs of all students.

Strategy: Professional Development

Description: Teachers will be trained in a variety of differentiated strategies and assessments, designed to develop students to be readers of fiction and nonfiction.

Activities:

Activity	Description	
Autism Overview	Staff will be trained to recognize autistic behaviors and characteristics, as well as to be provided with strategies appropriate to the academic and social development of autistic students.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 9/21/2007 Finish: 1/6/2013	\$3,000.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD IU08 PATTAN	<ul style="list-style-type: none"> School Entity Intermediate Unit Association 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Behaviors and Characteristics of Autistic Children - Strategies for Supporting Autistic Students	Current research supports the need for educators to understand characteristics associated with specific 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. 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>. <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 School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Pre-Kindergarten Early Learning Standards Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education

		<ul style="list-style-type: none"> • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Participant survey 	

Activity	Description	
Behavior Improvement Plans	Participants will develop skills to write and implement appropriate Behavior Improvement Plans.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 9/21/2007 Finish: 1/6/2013	\$3,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD IU08 PATTAN	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Association 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Components of Behavior Intervention Plans - Functional Behavior Assessments	In order to meet the needs of individuals, an understanding of how to assess and address specific behaviors is necessary.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>.

		<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Write Plans 	<ul style="list-style-type: none"> • Participant survey • Behavior Plans (Write and implement appropriate Behavior Improvement Plans) 	

Activity	Description	
Co-Teaching (1-12)	Co-teaching strategies will be provided for teachers working together in inclusive settings.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 10/1/2007 Finish: 8/30/2013	\$12,800.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	12

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD IU08 PATTAN	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Association 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Develop skills of co-planning between regular and special education teachers.</p> <p>Develop instructional strategies for use with students.</p> <p>Develop understanding of content and strategy specialties.</p>	<p>Inclusive education is best achieved through regular and special education teachers working together.</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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Environment and Ecology • Mathematics • History • Economics • 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 • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans

Activity	Description	
Differentiating Instruction for Learners	Training for determining learning styles and assessment possibilities for all types of learners.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 1/30/2008 Finish: 1/30/2013	\$12,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD IU08 PATTAN	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Association 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

<p>Develop lessons which incorporate a variety of instructional methods Develop assessments which measure authentic learning Determine student learning styles</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. 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. 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 Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Pre-Kindergarten Early Learning Standards Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Kindergarten Early Learning Standards Mathematics History Career Education and Work Economics Family and Consumer Sciences Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<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 • Review of participant lesson plans

Activity	Description	
Differentiation for Advanced Learners (K4-12)	Concepts of acceleration and enrichment will assist teachers as they become more knowledgeable in strategies designed to create curriculum that includes higher level questioning, inquiry learning, tiered assignments, and creative thinking.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 1/30/2008 Finish: 1/30/2013	\$12,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD IU08 IUP	<ul style="list-style-type: none"> • School Entity • College • Intermediate Unit • Association 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Acceleration vs. Enrichment How to Achieve Curriculum Compacting What are Tiered Assignments? Developing Higher Level Questions What is Inquiry Learning? Creating Assignments that Incorporate Creative Thinking	A combination of acceleration and enrichment provides the greatest opportunity for flexible programming to meet the needs of gifted and advanced learners.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>.

		<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans 	

Activity	Description	
Differentiation for Special Needs Learners (K4-12)	Knowledge of the characteristics and learning needs of students with special needs will be reviewed in an effort to continue developing instructional skills and strategies.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 1/30/2008 Finish: 1/6/2013	\$12,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD IU08 PATTAN	<ul style="list-style-type: none"> School Entity Intermediate Unit Association 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Fair is NOT Always Equal Determining Modified Curriculum Goals Adapting Assignments Adapting Tests Alternative Forms of Assessment General Accommodations	Inclusion Research Research related to a variety of special 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. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school 	<ul style="list-style-type: none"> Pre-Kindergarten Early Learning Standards Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education

	(grades 9-12)	<ul style="list-style-type: none"> • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans 	

Activity	Description	
Legal Issues	Participants will develop an understanding of the legal issues surrounding Chapter 14 - IDEA, Chapter 16 - Gifted Education, and 504 Plans.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 9/21/2007 Finish: 1/6/2013	\$3,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD IU08 PATTAN IUP	<ul style="list-style-type: none"> • School Entity • College • Intermediate Unit • Association 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Requirements of Chapter 14 and IDEIA - Requirements of Chapter 16 and GIEPs - 504 Plans	A constantly changing legal environment creates the need for educators to be apprised of the requirements surrounding students with unique needs. Application of requirements to the classroom setting is necessary.	<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.

		<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>. <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.
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Educator Groups Which Will Participate in this Activity

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

		<ul style="list-style-type: none"> • Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Accommodations 	<ul style="list-style-type: none"> • Participant survey • Feedback (Feedback from parents and students) 	

Activity	Description	
Limited English/ESL: ESL Teachers	The district will continue to provide professional development opportunities to develop the skills of staff relative to ELLs, for the successful implementation of an English as a Second Language (ESL) program.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 10/1/2007 Finish: 1/6/2013	\$600.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	3
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IU08	<ul style="list-style-type: none"> • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Updates of federal and state regulations - professional responsibilities - common procedural practices - lesson delivery & strategies - ESL programming - assessment requirements		<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"> 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
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"> Participant survey 	

Activity	Description	
Limited English/ESL: non-ESL Teachers	The district will continue to provide professional development opportunities to develop the skills of staff relative to ELLs, for the successful implementation of an English as a Second Language (ESL) program.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 1/1/2008 Finish: 1/6/2013	\$1,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IU08	<ul style="list-style-type: none"> Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Develop cultural awareness and sensitivity - Develop knowledge and skills necessary to accommodate ELLs in content area instruction		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

		<p>For school and district administrators, and other educators seeking leadership roles:</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 Principals / asst. principals School counselors 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<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"> Participant survey 	

Activity	Description	
Transition Planning	Participants will learn how to write and implement effective transition plans.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 1/1/2008 Finish: 1/6/2013	\$250.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD IU08 PATTAN	<ul style="list-style-type: none"> School Entity Intermediate Unit Association 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Components of Transition Plans	In order to assist special needs students in preparing for post-secondary college/career choices, knowledge of transition plan requirements is necessary.	<p>For classroom teachers, school counselors and education specialists:</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> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors 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 Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Mathematics History Career Education and Work Economics Family and Consumer Sciences Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Transition Plans 	<ul style="list-style-type: none"> Participant survey Transition Plans (Write and Implement Transition Plans) 	

Goal: MATHEMATICS

Description: Students will be proficient in Mathematics, as defined by PDE.

Strategy: Professional Development

Description: Strategies will be implemented to develop individual reading achievement in the area of mathematics.

Activities:

Activity	Description	
Connected Math (6-8)	Visitations, conferences, and peer lesson development will be provided for teachers to incorporate additional modules from the current middle level mathematics program.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 10/15/2007 Finish: 8/15/2008	\$4,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Enhancement of standards-based, integrated mathematics instruction	CMP is recognized as a scientifically-based mathematics model.	<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 Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) 	<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 	<ul style="list-style-type: none"> Student PSSA data Participant survey Review of participant lesson plans 	

Activity	Description	
Open-ended Scoring Rubric	Training in the PSSA open-ended scoring rubric will be provided in order that teachers will incorporate open-ended items into weekly mathematics instruction.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 9/7/2007 Finish: 8/6/2013	\$7,200.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	4	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Rubric definitions - Scoring practice - Assessment development -	In an attempt to prepare students for the PSSA, open-ended math items will be incorporated as an instructional strategy.	<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.

		<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"> Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> Student PSSA data Participant survey 	

Activity	Description	
PSSA Math	Grade appropriate strategies to support student proficiency and to increase mathematics achievement will be developed.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 9/3/2007 Finish: 1/6/2013	\$9,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD IU08	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Strategy Development	Current research in mathematics supports the need for data analysis, standards expectations, and math strategies designed to promote individual student progression in mathematical 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. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for

		<p>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 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 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"> Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans 	

Goal: READING

Description: Students will be proficient in Reading, as defined by PDE.

Strategy: Professional Development

Description: Strategies will be implemented to promote individual student achievement in the area of reading.

Activities:

Activity	Description	
Comprehension Strategies (2-5)	Participants will learn how to develop reading comprehension strategies appropriate for use with both fiction and nonfiction text.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 10/4/2007 Finish: 3/17/2008	\$3,800.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	3	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Comprehension Strategies for use with fiction and nonfiction texts		<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. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology History
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 	<ul style="list-style-type: none"> Participant survey 	

Activity	Description	
Expository Research	Participants will learn how to develop expository research appropriate for classroom instruction	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 11/6/2007 Finish: 5/8/2008	\$1,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	3	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Expository Research Model - Selection of resources		<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"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) 	<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 Peer-to-peer lesson discussions Lesson modeling with mentoring 		<ul style="list-style-type: none"> Participant survey

Activity	Description	
Guided Reading	A guided reading program will be implemented K-6. Participants will learn how to manage and incorporate guided reading. Assessment, leveled instruction, classroom management, small group strategies, and learning center development will be addressed.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 10/15/2007 Finish: 5/15/2009	\$7,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	26
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Effectively implement and manage guided reading groups and accompanying learning centers: Analysis of Student Assessments Use of Leveled Readers Classroom Management Guided Reading Strategies Learning Center	Current research in literature supports the need for reading strategies designed to promote individual student progression in literacy development - learning to read and reading to learn.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching</u>

Development		<p><u>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. <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 Other educational specialists 	<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"> Pre-Kindergarten Early Learning Standards Reading, Writing, Speaking & Listening Kindergarten Early Learning Standards
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 	<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 participant lesson plans 	

Activity	Description	
Literature Circles	The use of literature circles to enhance independent reading and comprehension skills will be integrated into grades 5-11.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 1/24/2008 Finish: 1/25/2008	\$2,900.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	2	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
What Are Literature Circles? - Literature Circle Management - Strategies for Visualizing, Questioning, Predicting - Facilitating Discussions	Through independent reading, peer discussion, and teacher conferencing, literature emphasis is a best practice in reading to learn.	<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"> 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 	<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
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"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	
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Activity	Description	
Open-Ended Scoring Rubric	Training in the PSSA open-ended scoring rubric will be provided in order that teachers will incorporate open-ended items into weekly reading instruction.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/22/2007 Finish: 7/21/2013	\$6,400.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	4	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Rubric Definitions - Scoring Practice - Assessment Development	In an attempt to prepare students for the PSSA, open-ended reading items will be included as an instructional strategy.	<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. <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"> Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey 	

Activity	Description	
Reading in the Content Areas	Teachers in grades 7-12 will be trained in adolescent literacy, integrating strategies designed to develop students to be readers of content. Participants will develop knowledge and activities to enhance before - during- and after reading strategies.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/28/2007 Finish: 2/15/2008	\$5,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	8	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD Saint Francis University IU08	<ul style="list-style-type: none"> School Entity College Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
What Do Proficient Readers Do? - Difference Between Learning to Read and Reading to Learn - Textbook Setup - Vocabulary Strategies - Building Prior Knowledge - Think Alouds - Graphic Organizers - "How Do I Make Inaccessible Text Accessible?" - Frontloading - Visualization - Writing and Reading - Summarization - Assessment	There is an abundance of research focusing on the need for content area teachers to understand and incorporate strategies related to adolescent literacy.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching</u>

		<p><u>skills</u> based on 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"> 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		Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 		<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 Career Education and Work Economics Family and Consumer Sciences Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Participant survey Review of participant lesson plans 	

Activity	Description	
Steve Dunn Refresher (K-5)	A 1 day refresher will be provided to participants who have been utilizing Reading and Writing Workshop concepts.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 10/1/2008 Finish: 10/1/2013	\$1,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5	1	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Editing Strategies - Writing Personal Narratives - Expository Writing and Research	The FASD has been training and utilizing reader/writer workshop strategies for the past 5 years. PSSA scores are supportive of continuing this initiative.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Pre-Kindergarten Early Learning Standards Reading, Writing, Speaking & Listening Kindergarten Early Learning Standards
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 	<ul style="list-style-type: none"> Participant survey Review of participant lesson plans 	

Goal: SAFE SCHOOLS

Description: A safe and supportive environment will be provided to students.

Strategy: Professional Development

Description: NCPI Training provides a way to diffuse aggressive situations involving students and/or adults in the school setting so that the learning environment is safe and productive.

Activities:

Activity	Description	
Nonviolent Crisis Prevention Intervention Training	NCPI will provide participants with the ability to recognize and diffuse aggressive situations.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 10/1/2007 Finish: 10/1/2013	\$4,800.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	1	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IU08	<ul style="list-style-type: none"> Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Recognition of crisis levels - diffusion of situations - physical holds		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>.

		<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 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"> Use of Strategies 	<ul style="list-style-type: none"> Participant survey 	

Goal: SCIENCE

Description: Students will be proficient in science, as defined by PDE.

Strategy: Professional Development

Description: Teachers will be provided with standards-based curriculum and assessment information.

Activities:

Activity	Description	
PSSA Science Assessment	Teachers will be trained in the components of the PSSA Science, including open-ended response expectations and strategies to support proficiency.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 9/3/2007 Finish: 1/6/2013	\$4,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IU08 FASD	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
PSSA Science Format - Open-ended response expectations - Strategy development		<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. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	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"> Science and Technology
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> Student PSSA data Participant survey 	

Activity	Description	
Science Strategies	Grade appropriate strategies will be developed to support implementation of science curriculum to ensure student proficiency of standards and to increase science achievement.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 9/3/2007 Finish: 1/6/2013	\$5,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	10

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD IU08	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Hands-on strategies Science and Literature		<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. • 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"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Environment and Ecology
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 	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans 	

Annual Review Process

The Act 48 Committee will review the plan on an annual basis. They will conduct an analysis of the plan including progress toward goals and quality of professional development. Plan revisions will be recommended by the Act 48 Committee, approved by the Ferndale Area School District Board of Directors, and submitted to PDE for approval.

Supporting Documents

- Ferndale Area School District Professional Development Policy

APPENDIX B

ENTITY INFORMATION PAGE

Entity: Ferndale Area SD

Address:

100 Dartmouth Ave
Johnstown, PA 15905-2305

Superintendent or Chief Administrative Officer: Christine Oldham

E-mail: Oldham@fasdk12.org

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Professional Education Committee Chairperson: B. Wayne Lohr

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Telephone: 814-535-1507

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Act 48 Reporting Contact: Patricia Craig

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