
Pennsylvania Department of Education



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

Professional Education Report **Wednesday, August 27, 2008**

Entity: Richland SD
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Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alyson Kaminsky	Richland SD	Secondary School Teacher	Teachers
Andrew Fedore	Richland SD	Business Representative	Richland School Board
Becky Staley	Richland SD	Community Representative	Richland School Board
Brandon Bailey	Richland SD	Administrator	District Administration
Charles Shaffer	Richland SD	Other	Richland School Board
Dianne Weigle	Richland SD	Other	Richland School Board
Donna Dumm	Richland SD	Secondary School Teacher	Teachers
Eber Verhovsek	Richland SD	Community Representative	Richland School Board
Edward A. Moran	Richland SD	Administrator	District Administration
James Roccio	Richland SD	Board Member	Richland School Board
Jeffrey Wingard	Parent	Parent	Richland School Board
John E. Maier	Richland SD	Administrator	District Administration
Karen Roman	Richland SD	Elementary School Teacher	Teachers
Merikay Moore	Richland SD	Ed Specialist - School Nurse	Education Specialist
Michael Bodolosky	Richland SD	Board Member	Richland School Board
Michelle Miller	Richland SD	Elementary School Teacher	Teachers
Missy Stringent	Richland SD	Ed Specialist - School Counselor	Education Specialists
Pam Verostick	Richland SD	Business Representative	Richland School Board
Patricia Kristobak	Richland SD	Ed Specialist - School Counselor	Education Specialists
Rex McQuaide	Richland SD	Board Member	Richland School Board
Scott Instone	Richland SD	Parent	Richland School Board
Tammy Boyd	Richland SD	Elementary School Teacher	Teachers
Tara Wolf	Richland SD	Elementary School Teacher	Teachers

Thomas P. Fleming, Jr.	Richland SD	Administrator	District Administration
Thomas Smith	Richland SD	Administrator	Richland School Board

Needs Assessment

A professional development survey was conducted by the Richland School District during the 2007-2008 school year. This survey was given to all professional staff with the goal of identifying specific areas of need across the school district. Analysis of the data revealed four areas of need across the district. They include:

- Differentiated Instruction
- Technology Training and Integration
- Meeting AYP in Mathematics
- Meeting AYP in Reading

This information was also used in the development of the Chapter 4 plan. Specific trainings will be placed under four specific goals. They include:

- Differentiated Instruction
- Future Oriented Curriculum
- Mathematics
- Reading

The activities outlined in this plan are an overview of proposed trainings. The district will supplement listed trainings and activities based upon recommendations of administrators and requests for additional trainings from professional staff.

Professional Education Action Plan

Goal: Differentiated Instruction

Description: Teachers will differentiate instruction at all levels and all phases of the curriculum. This will allow students to receive individualized instruction to accommodate their unique learning styles and abilities.

Strategy: Achieve vertical and horizontal coordination of curricula and consistency of instruction.

Description: Alignment of the curriculum grades K-12 with state and national standards

Activities:

Activity	Description	
Student Assistance Program	Student Assistance Program training will instruct staff on how to confidentially address student needs that are negatively effecting school performance and attendance.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start: 8/27/2008 Finish: 5/31/2013	\$5,000.00
Professional Development Activity Information		

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
St. Vincent College Richland School District MHMR	<ul style="list-style-type: none"> • School Entity • College • Association 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain an understanding of the Student Assistance Process. They will be able to apply the training to individuals in their classrooms.	Best practice for helping at risk students.	<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"> • 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 • 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"> • Health, Safety and Physical Education
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team meetings 	<ul style="list-style-type: none"> • Participant survey • Meetings (Monthly maintenance meetings will be conducted to allow all participants to debrief.) 	

Activity	Description	
Supporting the learning of all students	Participants will refine their understanding of differentiated instruction and assessment.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start:8/26/2008 Finish: 5/31/2013	\$15,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District Intermediate Unit 08	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
This overview will increase teachers' knowledge of best practice within the classroom.	Best practice in curriculum and instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <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 • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans 	

Strategy: Classroom instruction.

Description: Instruction and assessments will focus on the strengths of each student.

Activities:

Activity	Description	
IEP Implementaion	Teachers will be trained in appropriate techniques to accomadate both gifted and remedial students.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start:8/27/2008 Finish: 5/31/2013	\$15,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

3	2	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District IU08 PATTAN	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will gain the knowledge and skills needed to successfully implement a students IEP in the least restrictive environment. The teacher will be able to modify curriculum in their current assignment as defined in each student's IEP.	Inclusive education can best be accomplished by teachers well trained in the process.	<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 	<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"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government

	<ul style="list-style-type: none"> High school (grades 9-12) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Participant survey 	

Strategy: Inclusionary practices.

Description: Co-teaching opportunities will be provided to special educators in identified content areas K-12 creating a more inclusive environment for special education students.

Activities:

Activity	Description	
Co-Teaching	Participants will be provided with strategies for working productively with other teachers in an inclusive setting.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start:8/27/2008 Finish: 6/28/2013	\$15,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District Intermediate Unit 08 PATTAN	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Participants will gain an understanding of co-teaching principles and best practices in the least restrictive environment.</p>	<p>Best practices in classroom instruction.</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. • 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) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • Kindergarten Early Learning Standards • Mathematics

		<ul style="list-style-type: none"> • 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 	

Strategy: Technology acquisition and utilization.

Description: Technological resources will be explored and made available to classroom teachers to support and enhance instruction.

Activities:

Activity	Description	
Technology Training	Participants will receive appropriate technology training specific to their current teaching assignment. Technology standards as established by the state of Pennsylvania and the district technology plan will be used to determine topics.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start: 8/26/2008 Finish: 5/31/2013	\$25,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	5	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will increase their understanding of technology. They will also increase their ability to integrate technology into the	Best practices for technology intergration and utilization.	<i>For classroom teachers, school counselors and education specialists:</i>

classroom to enhance learning.		<ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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 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"> 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 Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Participant survey 	

Activity	Description	
Technology training grades 7-12	During the course of this strategic plan, the Junior/Senior High Training Grades 7-12 will focus on the area of technology. The training sequence will include but not be limited to ,web design, email, classroom technologies, electronic gradebooks, etc.	
Person Responsible	Timeline for Implementation	Resources

Thomas Fleming	Start:8/27/2008 Finish: 5/31/2013	\$5,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	2	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Technology skills relevant to Jr./Sr. High School teachers.	Trainings will focus on the day to day implementation of technology.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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) 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 administrator and/or 	<ul style="list-style-type: none"> Participant survey 	

<ul style="list-style-type: none"> peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	
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Goal: Future Oriented Curriculum

Description: Implement a future-oriented curriculum so that each student will graduate with the knowledge and skills to prosper in a multi-dimensional, global and technological society. We will continue to create and provide learning experiences, program options, and support services that motivate and enable each student to maximize individual potential. Allocation of resources will occur during the budget planning cycle on an annual basis. Ongoing staff development will be designed to support the completion of this goal.

Strategy: Achieve mathematics performance expectations in grades K-12

Description: Create and provide learning experiences, program options, and support services that motivate and enable students to achieve proficient or advanced levels of performance on district and state mathematics assessments.

Activities:

Activity	Description	
Mathematics Assessment Development	A local mathematics assessment will be developed and administered three times yearly. The assessments will be based on curriculum content and eligible content as established by the state of Pennsylvania. The assessment will include both multiple choice and open-ended questions.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start:11/24/2008 Finish: 11/24/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Improved understanding of student performance and Mathematics standards as developed by the state of Pennsylvania.	Curriculum based assessments allow teachers to guide instruction based upon student need.	<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

		<p>of the educator's certification or assignment.</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.
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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 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"> 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. Classroom student assessment data Participant survey

Strategy: Achieve reading performance expectations in grades K-12

Description: Create and provide learning experiences, program options, and supports services that motivate and enable students to achieve proficient or advanced levels of performance on district and state reading assessments.

Activities:

Activity	Description	
Guided Reading	Guided Reading training will be provided to all teachers grades K-6.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start:8/27/2008 Finish: 5/31/2013	\$26,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5	4	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
St. Francis University Richland School District	<ul style="list-style-type: none"> • School Entity • College 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will gain an understanding of guided reading practices and how to effectively implement these strategies into the classroom.	Guided reading will provide individualized learning opportunities for students.	<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</i></p>

		<i>roles:</i> <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) Middle (grades 6-8) 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"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey 	

Activity	Description	
Literature Circles	Literature circles will be implemented in grades 4,5,6,7,8.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start:8/27/2008 Finish: 5/31/2013	\$35,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5	5	24
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best	Designed to Accomplish

	Practices	
Participants will gain the knowledge and skills necessary to implement literature circles into their classrooms.	Through the use of literature circles teachers will be able to provide instruction to various learning styles.	<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 	<ul style="list-style-type: none"> • Middle (grades 6-8) • 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"> • 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 	

Activity	Description
Reading Assessment	A local Reading assessment will be developed and administered

Development	three times yearly. The assessments will be based on curriculum content and eligible content as established by the state of Pennsylvania. The assessment will include both multiple choice and open-ended questions.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start:2/23/2009 Finish: 2/23/2009	\$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	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Improved understanding of student performance and Reading , Writing, Speaking and Listening standards as developed by the state of Pennsylvania.	Curriculum based assessments allow teachers to guide instruction based upon student need.	<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. <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</u>

		appropriate data to inform decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<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 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. Classroom student assessment data Participant survey 	

Strategy: Achieve writing performance expectation in grades k-12

Description: Create and provide learning experiences, program options, and supports services that motivate and enable students to achieve proficient or advanced levels of performance on district and state writing assessments.

Activities:

Activity	Description	
Writing Assessment Development	A local writing assessment will be developed and administered three times yearly. The assessments will be based on curriculum content and eligible content as established by the state of Pennsylvania. The assessment will include both multiple choice and open-ended questions.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start:10/20/2008 Finish: 10/20/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

5	1	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Improved understanding of student performance and Reading , Writing, Speaking and Listening standards as developed by the state of Pennsylvania.	Curriculum based assessments allow teachers to guide instruction based upon student need.	<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. <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 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
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as 	

and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<p>planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Classroom student assessment data • Participant survey
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Activity	Description	
Writing Assessment Scoring Team	Teachers will meet three times yearly to review the results of district wide writing assessments.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start: 10/3/2008 Finish: 4/24/2009	\$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
5	3	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Curriculum based assessments allow teachers to guide instruction based upon student need.	Curriculum modifications will be guided by data driven decision making.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials

		<p>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.
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
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. Classroom student assessment data Participant survey 	

Strategy: Implement a K-12 career development program.

Description: The career development program will develop and define career awareness, career exploration and career preparation.

Activities:

Activity	Description	
Transition Planning	Participants will learn how to write and implement effective transition plans for special needs students.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start: 8/26/2008 Finish: 5/31/2013	\$2,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Intermediate Unit 08 PATTAN Richland School District	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will be able to effectively write and implement transition plans. Further, they will gain knowledge of community resources available to students and families after exiting from public school.	Training will allow teachers to meet Federal and State law pertaining to special education.	<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 the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Analysis of student 	<ul style="list-style-type: none"> • Participant survey 	

work, with administrator and/or peers	<ul style="list-style-type: none"> Review of written reports summarizing instructional activity
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Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Data Analysis.

Description: District administrators and teachers will continuously evaluate student performance and make curricular decisions based upon data.

Activities:

Activity	Description	
Mathematics Assessment Scoring Team	Teachers will meet three times yearly to review the results of district wide mathematics assessments.	
Person Responsible	Timeline for Implementation	Resources
Brandon Bailey	Start:10/3/2008 Finish: 5/1/2009	\$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
5	3	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will gain knowledge of student performance that will guide instruction based upon data.	Curriculum modifications will be guided by data driven decision making.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides 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"> • 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.
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"> • Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • 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. • Classroom student assessment data • Participant survey 	

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Data Analysis.

Description: District administrators and teachers will continuously evaluate student performance and make curricular decisions based upon data.

Activities:

Activity	Description	
Reading Assessment Scoring Team	Teachers will meet three times yearly to review the results of district wide mathematics assessments.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start: 10/24/2008 Finish: 4/24/2009	\$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
5	3	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Richland School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Curriculum based assessments allow teachers to guide instruction based upon student need.	Curriculum modifications will be guided by data driven decision making.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides 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 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"> • 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. • Classroom student assessment data • Participant survey

Annual Review Process

The Richland School District's Act 48 committee reviews staff development activities and the Professional Education Report annually. During the review process the committee considers the five factors expected by the Pennsylvania Department of Education. These include:
Student outcome via assessment.

- Participants use of new knowledge and skills.
- Participants learning via observation by their immediate supervisor.
- Participants reaction to their evaluation/comment at the end of an activity.
- Organization support/change via Strategic Plan updates.

Recommendations from this committee are used to revise the plan as needed. These revisions are submitted to the Richland School Board for approval per district policy.

Supporting Documents - Attachment

• **APPENDIX B**

ENTITY INFORMATION PAGE

Entity: Richland SD

Address:

340 Theatre Drive
Johnstown, PA 15904-5370

Superintendent or Chief Administrative Officer: Thomas Fleming

E-mail: tfleming@richlandsd.com

Telephone: (814)266-6063

Fax: (814)266-7349

Professional Education Committee Chairperson: Edward Moran

E-mail: emoran@richlandsd.com

Telephone: (814)266-5757

Fax: (814)269-3499

Act 48 Reporting Contact: Vicky Stampelis

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Telephone: (814)266-5757

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APPENDIX C

PROFESSIONAL EDUCATION REPORT ASSURANCES

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

Signature

President of the Board of School Directors

Date