

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Strategy #1: Standards-based Learning for All
Strategy #2: Curriculum Mapping

| Start | End | Title | Description | Person Responsible | SH | S | EP | Provider | Type | App. |
|----------|-----------|--------------------|--|--------------------------|-----|---|----|----------|---------------|------|
| 7/1/2016 | 6/30/2019 | Curriculum Mapping | K-8 English Language Arts, K-8 Mathematics, and Keystone based courses will have fully developed curriculum maps aligned to the PA Core Standards. | Assistant Superintendent | 3.0 | 6 | 12 | LEA | School Entity | No |

Knowledge

- PA Core Standards
- PA Standards Aligned System resources
- Formulate curriculum learning targets
- PA Core Curriculum Framework

Supportive Research

Heidi Hayes Jacobs - Getting Results with Curriculum Mapping

Heidi Hayes Jacobs and Ann Johnson - The Curriculum Mapping Planner

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

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

Training Format

Series of Workshops
 Department Focused Presentation
 Professional Learning Communities

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or

Evaluation Methods

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

peers

Review of written reports
summarizing instructional activity

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Strategy #1: Standards-based Learning for All

| Start | End | Title | Description | Person Responsible | SH | S | EP | Provider | Type | App. |
|----------|----------|--|--|--------------------------|-----|---|----|---------------------------|---------------|------|
| 7/1/2016 | 7/1/2018 | Align Assessments to Current Standards - Math Design Collaborative | Drafting of locally creating common assessments using curriculum based resources, released items, common core consortium assessment tools, and purchased assessment tools. Emphasis will be placed on developing grade level specific performance-based tasks that are authentic real world applications of skills and concepts. | Assistant Superintendent | 3.0 | 4 | 30 | LEA and/or IU Consultants | School Entity | Yes |

Knowledge

MDC provides teachers with Formative Assessment Lessons (FALs) to engage students in a productive struggle that builds fluency with their procedural skills, and deepens mathematical reasoning and understanding.

Supportive Research

Leveraging resources such as the Math Design Collaborative to procure grade level assessments.

<http://k12education.gatesfoundation.org/student-success/high-standards/literacy-tools/mathematics-design-collaborative/>

<http://map.mathshell.org/>

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format

Series of Workshops
 School Whole Group Presentation
 Professional Learning Communities

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)

Follow-up Activities

Team development and sharing of content-area lesson

Evaluation Methods

Classroom student assessment data

implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Strategy #1: Standards-based Learning for All
Strategy #2: Universal Design for Learning (UDL)
Strategy #3: Curriculum Mapping

| Start | End | Title | Description | | | | | Type | App. |
|---|-----------|--|---|---------------|-----------------|--|--|------|------|
| 6/30/2017 | 6/30/2019 | UDL Training and Implementation | Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture. Universally-designed environments have features that minimize or remove barriers and allow access for all possible users. UDL builds flexible features into curriculum, thereby removing barriers and inviting engagement for the widest range of students, while maintaining high standards. | | | | | IU | Yes |
| | | Person Responsible Assistant Superintendent/Director of Special Services | SH 6.5 | S 6 | EP 30 | Provider LEA and/or IU Consultants | | | |
| http://effectivestrategies.wiki.caiu.org/file/view/UDL_Booklet_3_11.pdf/528266810/UDL_Booklet_3_11.pdf | | | | | | | | | |

Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

(<http://www.udlcenter.org/aboutudl/whatisudl>)

UDL Guidelines—Version 2.0

Knowledge

The goal of education in the 21st century is not simply the mastery of content knowledge or use of new technologies. It is the mastery of the learning process. Education should help turn novice learners into expert learners—individuals who want to learn, who know how to learn strategically, and who, in their own highly individual and flexible ways, are well prepared for a lifetime of learning. Universal Design for Learning (UDL) helps educators meet this goal by providing a framework for understanding how to create [curricula](#) that meets the needs of all learners from the start.

The UDL Guidelines, an articulation of the UDL framework, can assist anyone who plans lessons/units of study or develops curricula (goals, methods, materials, and assessments) to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start. They can also help educators identify the barriers found in existing curricula

Understanding by Design (Wiggins & McTighe) Understanding by Design (Wiggins & McTighe)

Supportive Research

Universal Design for Learning (UDL) is a research-based set of principles to guide the design of learning environments that are accessible and effective for all. First articulated by CAST in the 1990s and now the leading framework in an international reform movement, UDL informs all of our work in educational research and development, capacity building, and professional learning.

<http://udltheorypractice.cast.org/>

UDL Center Research Support: <http://www.udlcenter.org/research/researchevidence>

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Training Format

LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation
 Professional Learning Communities

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex Dir
 School counselors
 Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)

Follow-up Activities

Team development and sharing of content-area lesson

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers
Peer-to-peer lesson discussion

Lesson modeling with mentoring

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Participant survey
Review of participant lesson plans

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Strategy #1: Common Assessment within Grade/Subject
Strategy #2: Standards-based Learning for All

| Start | End | Title | Description | Provider | Type | App. |
|----------|----------|--|--|---------------------------|---------------|-----------------|
| 7/1/2016 | 7/1/2018 | Align Assessments to Current Standards - Math Design Collaborative | Drafting of locally creating common assessments using curriculum based resources, released items, common core consortium assessment tools, and purchased assessment tools. Emphasis will be placed on developing grade level specific performance-based tasks that are authentic real world applications of skills and concepts. | LEA and/or IU Consultants | School Entity | Yes |
| | | Person Responsible Assistant Superintendent | | SH 3.0 | S 4 | EP 30 |

Knowledge

MDC provides teachers with Formative Assessment Lessons (FALs) to engage students in a productive struggle that builds fluency with their procedural skills, and deepens mathematical reasoning and understanding.

Leveraging resources such as the Math Design Collaborative to procure grade level assessments.

Supportive Research

<http://k12education.gatesfoundation.org/student-success/high-standards/literacy-tools/mathematics-design-collaborative/>

<http://map.mathshell.org/>

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format

Series of Workshops
 School Whole Group Presentation
 Professional Learning Communities

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)

| | | |
|-----------------------------|---|-----------------------------------|
| | Dir | Middle (grades 6-8) |
| Follow-up Activities | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> | Evaluation Methods |
| | | Classroom student assessment data |

LEA Goals Addressed: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Strategy #1: Common Assessment within Grade/Subject
Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

| Start | End | Title | Description |
|--------------|------------|-------------------------|---|
| 1/3/2017 | 6/30/2019 | Performance-based Tasks | <p>Performance assessment uses tasks that require students to demonstrate their knowledge, skills, and strategies by creating a response or a product. These tasks often involve real-world applications or scenarios that are often multi-step, complex, and authentic. Performance assessment taps into students’ higher-order thinking skills, such as evaluating the reliability of sources of information, synthesizing information to draw conclusions, or using deductive/inductive reasoning to solve a problem. Performance tasks may require students to make an argument with supporting evidence in English or history or social science, conduct a controlled experiment in science, or solve a complex problem or build a model in mathematics.</p> |

| Person Responsible | SH | S | EP | Provider | Type | App. |
|--------------------------|-----|---|----|---------------------------|---------------|------|
| Assistant Superintendent | 6.5 | 6 | 30 | LEA and/or IU Consultants | School Entity | No |

Knowledge

Performance assessment is used for both formative and summative purposes. When students are provided with multiple opportunities to learn and apply the skills being measured and opportunities to revise their work, performance assessment can be used to build students’ skills and also to inform teachers’ instructional decisions. Teachers will be provided training, consultation, coaching, and support in drafting grade-level, content specific performance tasks.

Supportive Research

Jay McTighe - Performance Tasks: <http://jaymctighe.com/resources/>

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

Participant Roles

Classroom teachers

Grade Levels

Elementary - Primary (preK - grade 1)

| | | |
|-----------------------------|---|---|
| | <p>Other educational specialists</p> <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Created Performance Tasks and student responses</p> | <p>Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of written reports summarizing instructional activity</p> |
| Follow-up Activities | Evaluation Methods | |

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Strategy #1: Increased Quality Instructional Time

Strategy #2: Classroom Teaching Strategies for Increasing and Maintaining Active Engagement

| Start | End | Title | Description |
|-----------|----------|--|--|
| 8/26/2015 | 7/1/2019 | High Impact Strategies - Penn Literacy Network | <p>Related to high impact instructional strategies (Classroom Instruction that Works 2001).</p> <p>Implemented Penn Literacy Network in the Fall of 2015 with Cohort 1. Had approximately 50 teachers complete PLN#1 Course. Continue Year 2 implementation with second cohort completing PLN#1. Also offer PLN#2b Mini-course/workshop model to sustain 2015-2016 efforts. Year 3 will include expanded</p> |

PLN opportunities for middle level teachers. Will explore expansion to elementary school in 2017-2018 school year, as applicable.

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---------------------------|-----------|----------|-----------|----------------------------|-----------------------|-------------|
| Assistant Superintendent | 6.0 | 25 | 30 | University of Pennsylvania | College or University | No |

Literary acquisition

Knowledge

Collins Writing

Literary and Informational Text analysis

Supportive Research

The Penn Literacy Network embodies professional development and literacy research and provides for the systemic growth of best practices across the span of PreK-12 classrooms. The PLN framework of The Four Lenses and the development of instructional literacy practices through its Five Reading/Writing/Talking Processes provide the opportunity for reflective practice of the highest order resulting in improved student achievement

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Training Format

Series of Workshops

School Whole Group Presentation
Professional Learning Communities

| | | | |
|-----------------------------|--|---------------------------|---|
| Participant Roles | Classroom teachers Principals / Asst. Principals School counselors New Staff | Grade Levels | Middle (grades 6-8) High (grades 9-12) |
| Follow-up Activities | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> | Evaluation Methods | <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> |

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Strategy #1: Increased Quality Instructional Time

Strategy #2: Classroom Teaching Strategies for Increasing and Maintaining Active Engagement

| Start | End | Title | | | Description | | | |
|----------|-----------|--------------------------------|-----------|----------|--|---------------------------|---------------|-------------|
| 7/1/2016 | 6/30/2018 | Teacher Questioning Techniques | | | Ongoing professional development and support for teacher questioning techniques. | | | |
| | | Person Responsible | SH | S | EP | Provider | Type | App. |
| | | Assistant Superintendent | 6.5 | 3 | 35 | LEA and/or IU Consultants | School Entity | No |

Knowledge

Questioning techniques are a heavily used, and thus widely researched, teaching strategy. Research indicates that asking questions is second only to lecturing. Teachers typically spend anywhere from 35 to 50 percent of their instructional time asking questions. But are these questions effective in raising student achievement? How can teachers ask better questions of their students? How can current educational research inform practice?

Blooms Taxonomy:

<http://www.bloomstaxonomy.org/>

Higher Order Thinking Skills:

http://www.curriculum.edu.au/leader/teaching_higher_order_thinking,37431.html?issueID=12910

Supportive Research

Critical Reading and Questioning:

<http://www.ascd.org/publications/educational-leadership/mar10/vol67/num06/Teaching-Critical-Reading-with-Questioning-Strategies.aspx>

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Training Format

LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation
 Professional Learning Communities

Participant Roles

Classroom teachers
 New Staff

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)
 High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Review of participant lesson plans

LEA Goals Addressed: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates. **Strategy #1: Educating the Whole Child**

| Start | End | Title | Description | Person Responsible | SH | S | EP | Provider | Type | App. |
|----------|-----------|--|---|---------------------|-----|---|----|----------------------|---------------|------|
| 7/1/2016 | 6/30/2019 | Bullying Behavior Prevention and Response Programs | The district remains committed to providing supports for students experiencing bullying behaviors. School-based teams were implemented during the 2012-2013 school year. A LEA trainer provides ongoing technical support and professional development to sustain the program for all stakeholders. Annual support for new/novice teachers and staff to the school site is provided by a local trainer. | Building Principals | 6.0 | 1 | 30 | School Administrator | School Entity | Yes |

Knowledge Olweus Bully Prevention System with site specific planning based on needs assessments, student surveys, staff feedback, and parent/family surveys.

Supportive Research Olweus Bully Prevention

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership Provides leaders with the ability to access and use appropriate data to inform decision-making.

roles:

| | | | |
|-----------------------------|--|---------------------------|--|
| Training Format | Series of Workshops | | |
| Participant Roles | Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists | Grade Levels | Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) |
| Follow-up Activities | Analysis of student work, with administrator and/or peers Annual review of needs assessment and surveys | Evaluation Methods | Participant survey |

LEA Goals Addressed: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates. **Strategy #1: Educating the Whole Child**

| Start | End | Title | Description |
|----------|-----------|---|--|
| 7/1/2017 | 6/30/2019 | Multi-Tiered Support System (MTSS-RtII) | Pennsylvania’s Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, |

central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success.

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---|-----------|----------|-----------|-----------------|-------------|-------------|
| Assistant Superintendent/Director of Special Services | 6.5 | 15 | 20 | PaTTAN | PaTTAN | Yes |

Knowledge

PaTTAN has been facilitating professional learning and application of curricular, instructional/intervention, and assessment practices within the areas of reading, writing and mathematics across and within Tiers 1, 2, and 3. This training is provided to support the adoption and implementation of a MTSS framework. The conceptual and practical underpinnings of comprehensive school improvement are revisited and further explained in this training. Interdisciplinary school teams are encouraged to register and network with other schools and review their own process and procedures, implementation priorities, and collective skill and will across the three tiers.

PaTTAN Implementation:

http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20%28MTSS-RtII%29/page/Implementation_Fidelity_and_Sustainability.html

Supportive Research

Resource:

http://www.gtlcenter.org/sites/default/files/Multi-Tiered_Systems_of_Support.pdf

Designed to Accomplish

| | |
|--|--|
| <p>For classroom teachers, school counselors and education specialists:</p> | <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> |
| <p>For school and district administrators, and other educators seeking leadership roles:</p> | <p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> |

Training Format

Series of Workshops
 School Whole Group Presentation
 Professional Learning Communities
 Offsite Conferences

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex Dir
 School counselors
 Other educational specialists
 Related Service Personnel

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)

Follow-up Activities

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

Evaluation Methods

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

Review of written reports summarizing instructional activity