INTRODUCTORY OVERVIEW FOR NEW MEMBERS

PRSD PROFESSIONAL DEVELOPMENT COMMITTEE

January 2024

702 Warrendale Rd., Gibsonia, PA 15044

Committee Purpose

- Provide **oversight** to ensure that the district is designing and implementing **professional development** activities **aligned with the strategic and comprehensive plans (Professional Development and Induction Plans)** .
- At PRSD, the **PDE-required comprehensive plan** is designed and approved to **align with the 2023-2027 PRSD strategic plan** .

Our Shared Purpose Today

- **Professional Development Process Review**
- **Final PD Update for 2022-2023 with EOY Metrics**
- **Discuss the approach for 2023 - 2024** differentiated professional development to enhance **effectiveness** and **drive continuous improvement across** the district, building, department, grade, work group, and individual **levels in alignment** with the **MVV** (Compass) and **Strategic (& Comprehensive) Plan** (Map).

702 Warrendale Rd., Gibsonia, PA 15044

PDE Comprehensive Plan

In accordance with 22 PA Code Chapter 49, the Professional Education subcommittee should be comprised of the following:

- (6) Teacher representatives divided equally among elementary, middle and high school teachers
- (2) Educational specialists including dental hygienists, school guidance counselors, home-school visitors, technology instructors, school psychologists, school restoration, and nutrition service specialist.
- (2) Administrative representatives
- (2) Parents of children attending a school in the district
- (2) Local business representatives
- (2) Community representatives

PINE-RICHLAND SCHOOL DISTRICT
Professional Development Oversight Committee

PINE-RICHLAND SCHOOL DISTRICT

PRSD Professional Education Committee

- **Senior Leadership Team**
  - Mr. Glickman, Director of Human Resources
  - Ms. Hasinger, Director of Communication
  - Dr. Paczan, Director of Student Services
  - Dr. Justus, Assistant Superintendent (Elementary)
  - Mr. Juzwick, Director of Financial and Operational Services
  - Dr. Miller, Superintendent
  - Dr. Pasquinelli, Assistant Superintendent (Secondary)
  - Mr. Stoebener, Director of Technology
- **Administration**
  - Mr. Gironda, Athletic Director
  - Dr. Hernandez, HS Assistant Principal
  - Dr. Kuzilla, Asst. Director of Student Services/Sp. Ed.
  - Ms. Berezo, MS Assistant Principal
  - Mr. Rice, EHUE Assistant Principal
  - Mr. Rucker, Asst. Director of Facilities
- **Support Staff and Administrative Support**
  - Ms. Duffy, HS Secretary / ESPA President
  - Ms. Will, Administrative Assistant
  - Mrs. Williams, Administrative Assistant
  - Mrs. Merhaut, Human Resources Specialist
- **School Board**
  - Mrs. Brussalis, Board Member & Academic Achievement Subject Lead
  - Mrs. Hillman, Board Member & Student Services Subject Lead
  - Mrs. Terchick, Board Member & Vice President
- **Professional Staff**
  - Mrs. Bianco, K-6 Intervention Specialist / Academic Leadership
  - Mr. Converse, HS Mathematics
- **Professional Staff (Continued)**
  - Ms. Graham, MS FCS / Academic Leadership Council
  - Mrs. Miller, EHUE Counselor / Academic Leadership Council
  - Ms. Prins HE 1st Grade
  - Mr. Prucey, MS English
  - Mr. Roberts, HS Social Studies / Academic Leadership Council
  - Mrs. Schonbachler, HS Nurse / Academic Leadership Council
  - Mrs. Shenefiel, EH Librarian / Academic Leadership Council
  - Mr. Vins, WE 3rd Grade / PREA President / Academic Leadership
- **Parents / Community / Business**
  - New TBD, Business
  - Mrs. Chiles, Parent
  - Dr. English, Parent
  - Ms. Frank, Business (First Commonwealth Bank)
  - Ms. Henderson, Community (Chatham Eden Hall)
  - Mrs. Hong-Bang, Parent
  - Mr. LeDuc, Parent
  - Mrs. George, PRUBO President & Past Graduate Parent
  - Mrs. Miller, Parent
  - Mrs. Norfleet, Parent
  - Mr. Geis, Community (Pine Township Parks & Recreation)
  - Mrs. Plowey, Parent
  - Ms. Ravotti, Parent
  - Mrs. Redlinger, Parent
  - Mr. Smalley, Parent
  - Mrs. Thorne, Community (Stepping Stones Executive Director)
  - Dr. Watkins, Community (A.W. Beattie Career Center)

DREAM TEAM

Effective Professional Development Descriptors

- In Transforming Professional Development into Student Results, Reeves (2010) states, "***professional learning that is devoid of challenge and opposition is the educational equivalent of a double-bacon cheeseburger diet***."
- High-impact professional learning is defined as meeting the following characteristics:
  1. Focus on Student Learning
  2. Rigorous Measurement of Adult Decisions
  3. Focus on People and Practices

Professional Development Acknowledgements

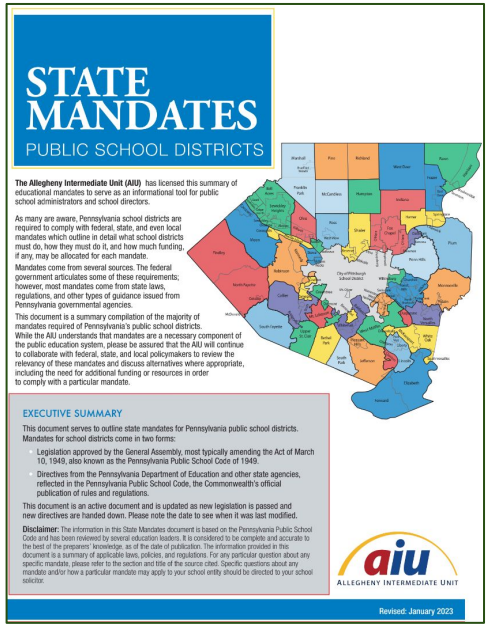
Tensions Exist/Competing Interests

- Prioritization of PD within Strategic Plan (Impact Matrix)
- Breadth vs. Depth
- Reaction (Level 1) vs. Results (Level 4)
  - Silo and Reaction
  - Silo and Learning/Behavior
  - Threaded and Learning/Behavior
  - Threaded, Learning/Behavior, Individual
- District vs. Building vs. Department/Grade
- All Staff vs. Some Staff (Segmentation/Workforce Group)
- In-Service Calendar vs. Other Dates/Times

Required Elements within the PD Section of Comprehensive Plan

- **Required Elements in New Comprehensive Plan**
  - Language & Literacy Acquisition for All Students
  - Teaching Diverse Learners in Inclusive Settings
  - Trauma-Informed Care
  - Professional Ethics Program Framework
  - Culturally Relevant and Sustaining Education
  - Structured Literacy

- **Additional State Mandates Annually (PA School Code)**
  - **Human Resources**
  - **Health & Wellness**
  - **Curriculum**
  - **Finance & Accounting**
  - **Student Procedures**
  - **Operations & Tech**
  - **Policy & Procedure**
  - **"Other" (Strat. Plan)**
  - **School Safety & Security (e.g. Act 55)**
  - **Professional Development**



Fields with asterisks (*) are required.

1. Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4) *	Yes	No
2. Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19) *	Yes	No
3. Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching? *	Yes	No
4. Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1) *	Yes	No
5. Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1) *	Yes	No
6. Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16) *	Yes	No
7. Does the professional development plan align with educator needs? (Act 48, Section 2) *	Yes	No
8. Do the implementation steps cover at least a three-year implementation horizon? *	Yes	No
9. Are the following professional development activities included in the Act 48 Professional Development Plan?		
Language and Literacy Acquisition for All Students *	Yes	No
Teaching Diverse Learners in Inclusive Settings *	Yes	No
At least 1-hour of trauma-informed care training for all staff *	Yes	No
Professional Ethics Program Framework Guidelines *	Yes	No
Culturally Relevant and Sustaining Education Program Framework Guidelines *	Yes	No
Structured Literacy Program Framework Guidelines *	Yes	No
10. When is the first year the LEA will offer Structured Literacy Training to the staff?	2022-2023	

Workforce Key Drivers / Motivators

- Meaningful Nature of Profession
- Alignment with MVV
- High Levels of Staff/Student Performance
- Competitive Salary/Benefits
- Clean/Safe Facilities
- Positive Culture

Annual Satisfaction & Engagement Surveys

Committee Descriptors of Effective PD

- Based on need
- Relevant, practical and engaging
- Collaboratively developed
- Differentiated and challenging
- Ongoing support and resources
- Aligned to school and district initiatives
- Time sensitive (to need and use)
- Connected to student learning as appropriate
- Monitor effectiveness over time
- Research & evidence-based best practices
- Clear learning expectations
- Locally grown if possible
- Hands-on and interactive in a supportive environment

Use the Chat Feature
& Share Any Other Ideas | Revisions

702 Warrendale Rd., Gibsonia, PA 15044

FULL COMMITTEE MID-YEAR UPDATE

PRSD PROFESSIONAL DEVELOPMENT COMMITTEE

January 2024

Kirkpatrick Model of Evaluation

KNOWING

- Level 1 – Reaction ("Did they like it?")
  - Measured through online survey tool with Likert Scale and open-ended response boxes
- Level 2 – Learning ("Did they learn it?")
  - "Test" participants on learning compared to program objectives (e.g., pre- and post-test).

GAP

DOING

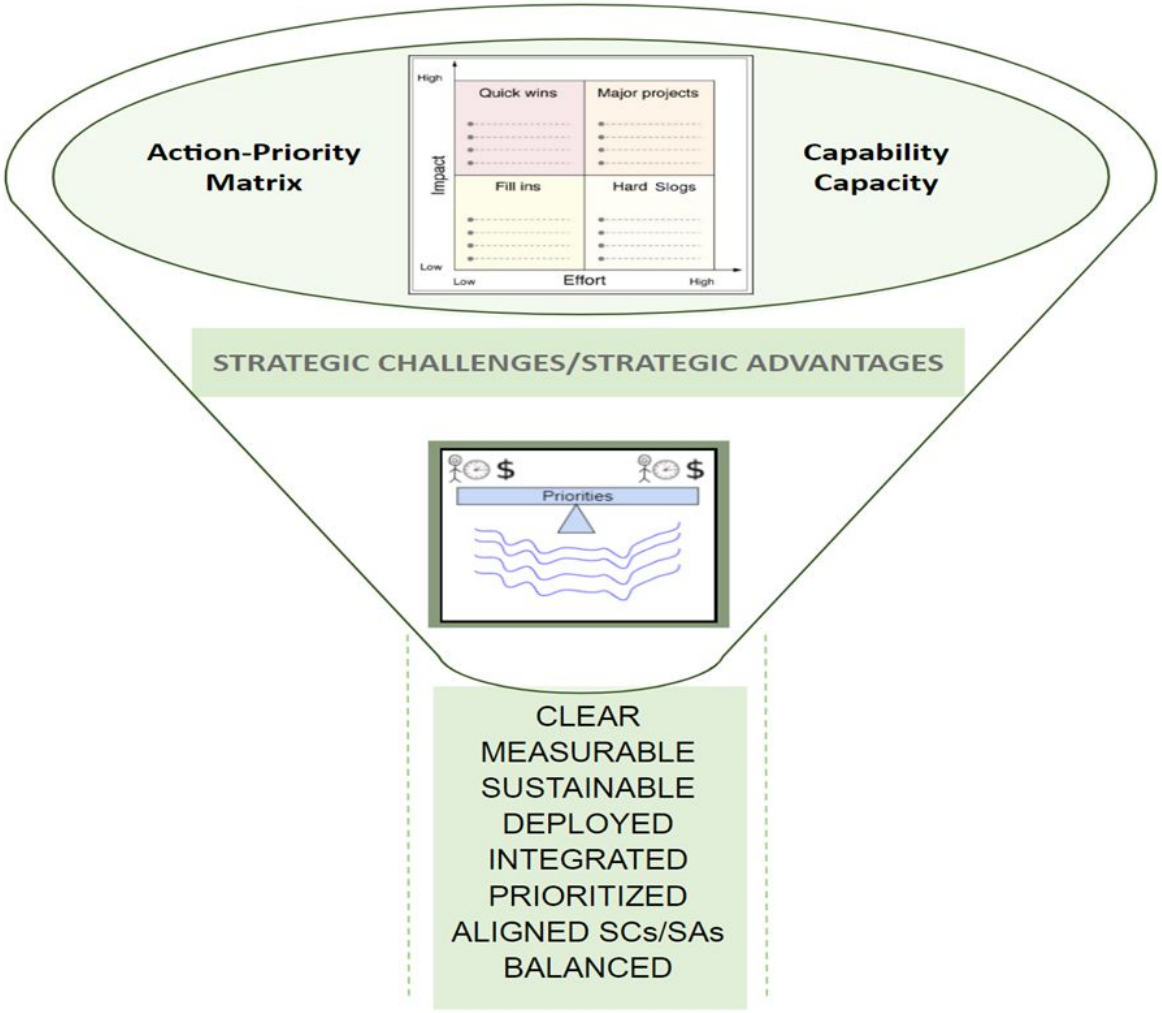
- Level 3 – Behavior ("Did they apply it?")
  - Transfer of learning from training setting to job
- Level 4 – Results ("Did it help the organization?")
  - Effect of training topic/initiative on outcomes

***Are we jumping the gap? How do we know? [Measure Results]**

Capability & Capacity

"CASTING A WIDE LONG-TERM AND SHORT-TERM NET"

SEPT
OCT
NOV
DEC
JAN
FEB

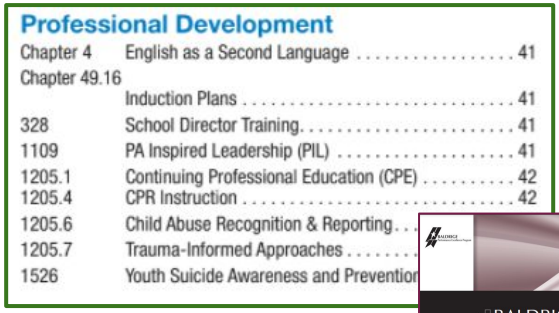


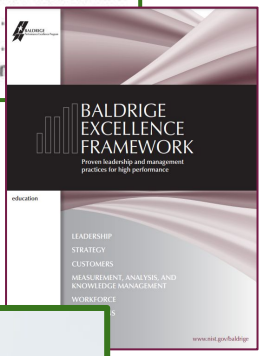
GOOD
REALLY GOOD
GREAT
EXCELLENT
IMPACT

PINE-RICHLAND SCHOOL DISTRICT

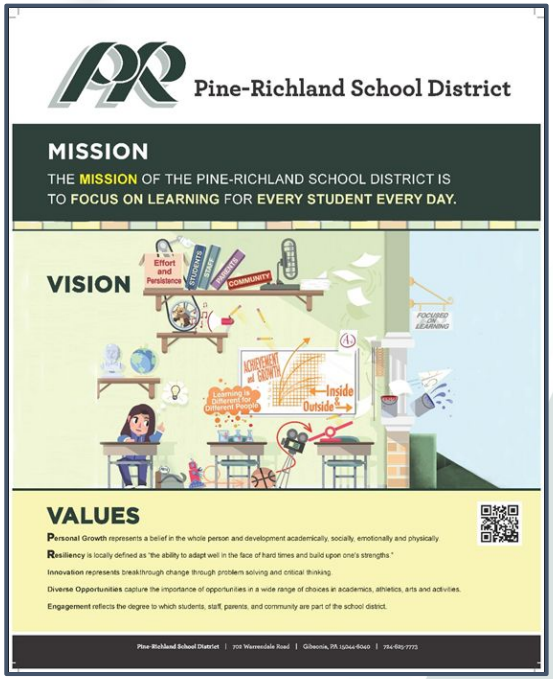
Professional Development Processes

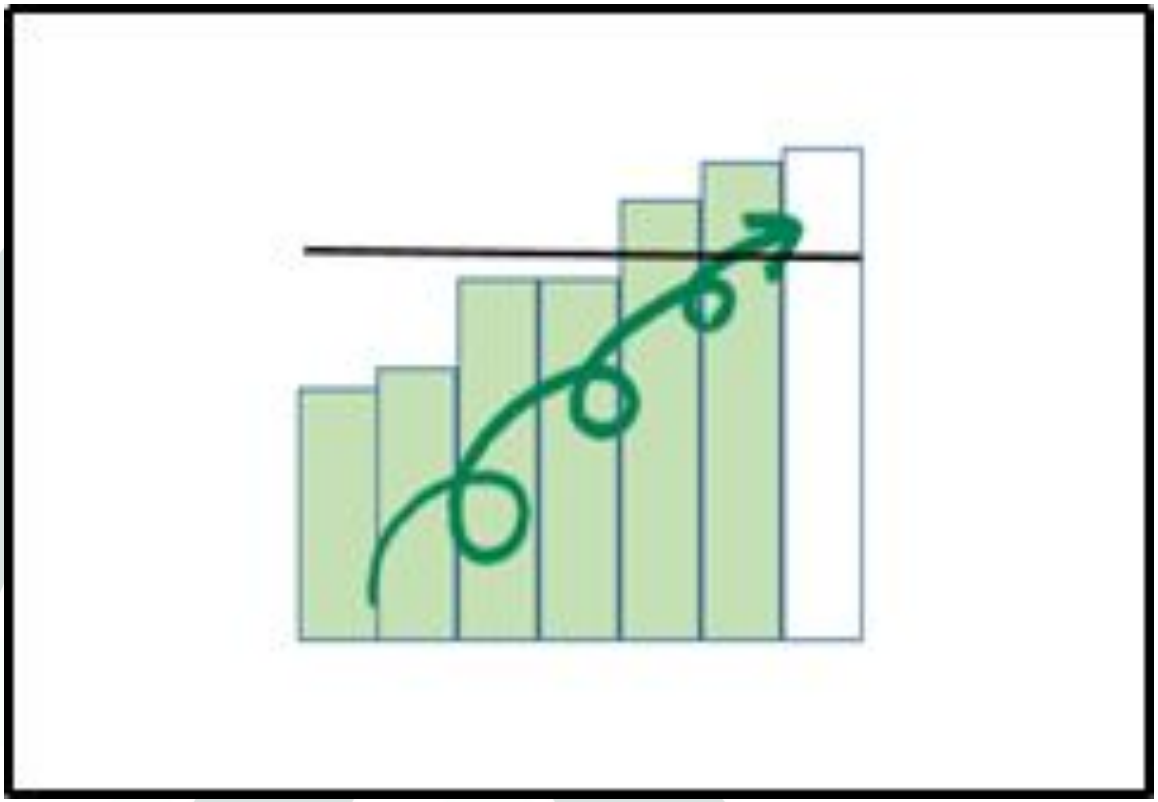
1. **Review of Strategic Plan Annually in Context of MVV & Progress**
2. **Consideration of Mandates, Unforeseen Events, Environment**
3. Tweaks to Strategic Plan (in subsequent years post approval)
4. Identification of Key Initiatives & Associated PD Needs
5. Impact Matrix of Key Initiatives on Workforce
6. Revisions to Key Initiatives or Rollout Timelines
7. Development of Initial Professional Development Calendar
   a. In-Service Days
   b. Workshop Days (Summer or During/After School)
   c. In-Depth Program Review Meetings
   d. District, Building, Department, Grade Level, Team, or Specific Workforce Group Needs
   e. Workforce Segments: Senior Leadership Team, Administrators, Admin Support, PREA/"Teachers", PRESPA/"Support Staff" (Secretaries, Paras, Custodial, Maintenance)
8. Prioritization of Needs (Impact Matrix & Action/Priority Matrix)
9. Solidify Plans on PD Calendar Spreadsheet & Work with Administrators & ALCs on Proposals
10. Thread Other Training at Departmental, Building, or Grad





MVV (Compass) & SP (Map)





<u>Culture of Continuous Improvement</u>
as an <u>Organization</u>
& as <u>Individuals</u> within the Organization

Strategic Plan: Initiatives & PD

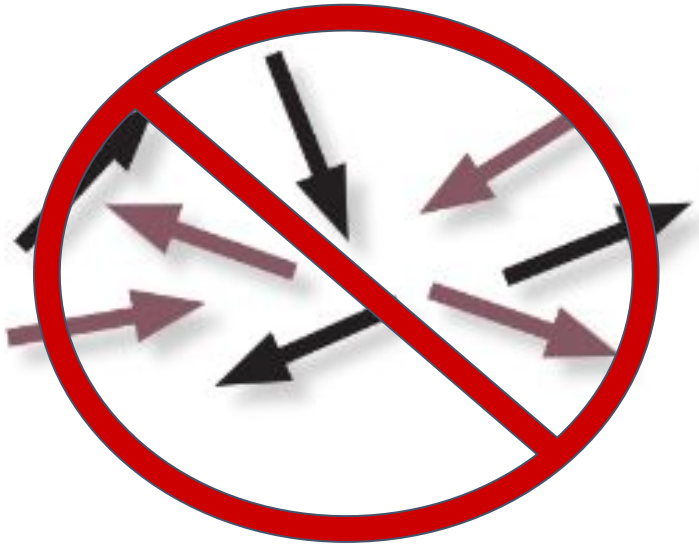
Teaching & Learning

Long-Term #1 Refine and strengthen each element of the model for teaching and learning with a focus on integration (i.e., curriculum, assessment, and instruction).

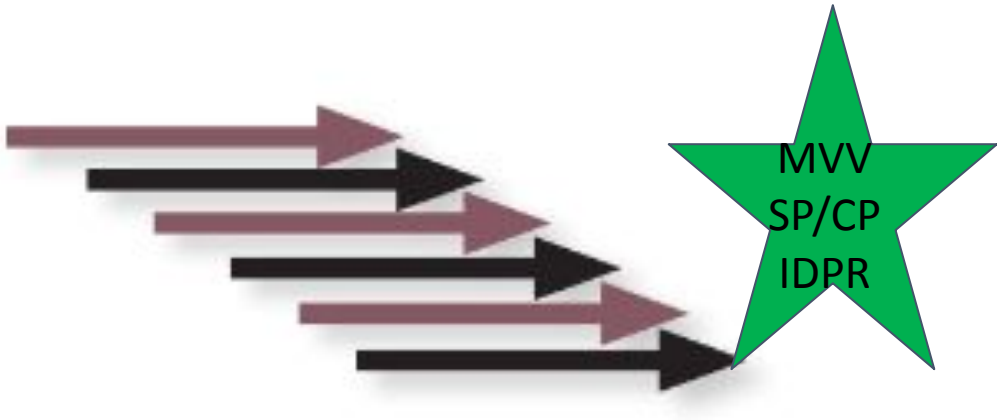
2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Academic Focus: Select and implement **instructional strategies** in general education classes (Tier I) that consider the interests, achievement / growth, and learning styles (auditory, visual, tactile) of every student in our schools.	**Academic Focus:** Reinforce the implementation of the Tier I/general education **instructional strategies** - considering the interests, achievement/growth, and learning styles of every student in our schools - through collaborative lesson planning, design and delivery.	**Academic Focus:** Deepen the implementation of Tier I/general education **instructional strategies** - considering the interests, achievement/growth, and learning styles of every student in our schools - through collaborative lesson planning, design, and delivery.	**Academic Focus:** Reinforce the **model for teaching and learning** with evidence of continuous improvement in each area (i.e., curriculum revisions/alignment, common assessment integration, instructional strategies, via collaborative work sessions).
	Promote **student's voice** throughout the school year to encourage **self-advocacy and ownership of learning** (e.g., goal setting, student/teacher conferences, parent/teacher/student conferences, 504/IEP/Gifted meetings, etc.).	Find ways to explicitly focus on **student interests and talents** (content) in the general education classroom	Find ways to explicitly focus on **student interests and talents** (process/product) in the general education classroom
Academic Focus: **In-Depth Program Review** (IDPR) Implementation for All Departments and Programs Except Science to support our MVV through continuous improvement of student learning experiences.	**Academic Focus:** **In-Depth Program Review** (IDPR) Implementation and/or IDPR Mini-Review Implementation (Science) to support our MVV through continuous improvement of student learning experiences.	**Academic Focus:** **In-Depth Program Review** (IDPR) Implementation and/or IDPR Mini-Review Implementation (2 - 3 Depts) to support our MVV through continuous improvement of student learning experiences.	**Academic Focus:** **In-Depth Program Review** (IDPR) Implementation and/or IDPR Mini-Review Implementation (2 - 3 Depts) to support our MVV through continuous improvement of student learning experiences.
Academic Focus: **Design In-Depth Program Mini-Review Study Process** and Pilot with Science to support our MVV through continuous improvement of student learning experiences.	**Academic Focus:** **In-Depth Program Mini-Review** Study Phase (2 - 3 TBD Departments) to support our MVV through continuous improvement of student learning experiences.	**Academic Focus:** **In-Depth Program Mini-Review** Study Phase (2 - 3 TBD Departments) to support our MVV through continuous improvement of student learning experiences.	**Academic Focus:** **In-Depth Program Mini-Review** Study Phase (2 - 3 TBD Departments) to support our MVV through continuous improvement of student learning experiences.

Strategic Alignment & Integration

Lack of Alignment
Not Sustainable
Siloed Work



Systematically Aligned
Sustainable/Layering
Integrated



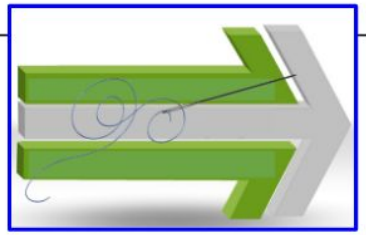
Baldrige Excellence Framework (Education)

Leadership System

PINE-RICHLAND SCHOOL DISTRICT

Leadership Development

Setting Direction	Developing People (Individuals, Teams, Self)	Aligning Systems & "Redesigning" the Organization
❑ Modeling Expectations ❑ Encouraging Collaboration at grade level and department level (breaking down walls for collaboration on common assessments, instructional strategies, consistent deployment and implementation with fidelity) ❑ Flexibility - Modify plans as needed, adjust approach (Hidden Traps in Decision Making Article & Video) ❑ Clear communication with timelines, expectations, and loop-closing ❑ Reinforcing key strategic initiatives and connecting the dots to the role of your shared departmental goals	❑ Lifting Up Emerging Teacher Leaders ❑ Ensuring everyone has a voice at the table and can weigh in based on fact-based evidence and reach consensus ❑ Empowering others to think and act and challenging thinking that is not grounded in facts ❑ Holding individuals accountable to healthy dynamics and group norm expectations ❑ Clear communication - Providing feedback and reflecting collaboratively on successful instructional strategies	❑ Vertical Team Collaboration ❑ Clear communication - Vertical and horizontal (and interdepartmental) ❑ Helping other see the connections between initiatives for the district, department, and building/grade span initiatives ❑ Threading topics and sustaining focus and connections throughout the year at meetings/huddles and communications in between in-service sessions to ensure alignment and progress ❑ Maintaining and modeling a positive attitude toward the organizational mission and initiatives



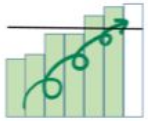
Proposal for In-Service Form

Pine-Richland School District

Focused on Learning for Every Student Every Day

Professional Development Proposal Form

Professional development is one of the largest investments we make in our future. The goal is to provide relevant training and learning opportunities, aligned to our mission, vision, values, and strategic goals. In doing so, we will educate and change the behavior of our learning community to positively impact the student experience and results. The Kirkpatrick Model captures this notion and helps us to focus on results and embody the philosophy of continuous improvement. By each of us taking small steps to the right, we grow both as individuals and as an overall organization.



Professional Development Session Name:	
Session Location:	
Contact Person:	
Length of Session AM / PM / Full Day:	
Focus Group for Training: Note whether the training is for the District, Building, Department, Grade Level, or a Specific Subgroup.	
Relevance of Training to MVV, Strategic or Building Goals/Initiatives, State/Federal Mandates:	
Learning Goals:	
Evidence of Achieved Learning Goals in Session (e.g. Pre-/Post-Assessment of Learning): How will you compare the base knowledge of a participant to their knowledge at the conclusion of the session?	
Evidence of Implementation Post-Session (Behavior/Results): What will participants produce or be expected to do	

Send Completed form to Building Principal and Assistant Superintendent for Approval

Last revised: 10/2018

1

as a result of this training?	
Learning Activities Planned for Session:	
Please write a S.M.A.R.T. goal to demonstrate how you will measure the impact of the session and integration of the desired learning goals. S = Specific M = Measureable A = Attainable R = Relevant T = Timebound	
Resources Required for Delivery? Personnel? Estimated Cost (Budget Code)? Equipment?	
Opportunities for Continued Scaffolding: How will participants continue to be supported to deepen their understanding and embed this learning into daily practice?	
Preliminary Timeline for Ongoing Support: Provide a tentative timeline of the dates and types of touchpoints for participants to ensure mastery and ample support.	
Link to Google Evaluation Form - OPTIONAL **Create a session-specific evaluation form to collect feedback and identify any follow-up needs. This link will be added to the district-wide evaluation that will occur at the end of the session.**	**Paste the URL (web address) of your Google Form here:**

Principal Signature and Date	Asst. Superintendent Signature and Date

	Approved	Justification:
	Denied	Justification:

For Completion After Implementation

Please share the results of your S.M.A.R.T. goal	

Send Completed form to Building Principal and Assistant Superintendent for Approval

Last revised: 10/2018

2

Highlights: School Year 2022 - 2023

- PR Academy for Various Workforce Segments
- Individualized Professional Development Plans
- Continuity of Learning Website for Asynchronous Learning Opportunities
- In-Depth Program Review Recommendation Implementation (12 Depts.) & Study (4 Depts.)
- Data for Action & Model for Teaching & Learning
  - Common Assessments
  - Curricular Work (Social Studies)
  - Resource Evaluation Processes (ELA, WL, SS)
- Emergency Preparedness & Response
- Differentiated Grade Level Meetings (e.g. Core Texts, Math Placement Matrices, Common Assessment Data Review, & Instructional Practice Collaboration)

PD Effectiveness Measures

Below is a chart of the Act 48 professional development session ratings over time, with the prior three years' ratings as a comparison with trends over time. This data is kept for each in-service session and summarized into an annual average. In addition to soliciting qualitative feedback and comments, each of the formal in-service sessions is rated on a scale of 1-4, where the values expressed represent the following categories: (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree, in response to the prompts:

- ☐ *"Was (were) the facilitator(s) well organized and **prepared to deliver** the session? Consider handouts, resources, "parking lot" for questions to revisit, facility, etc."*
- ☐ *"Were the **learning goals** presented and aligned with the **learning activities**?"*
- ☐ *"Will you **implement** at least one strategy as a result of this professional development experience?"*

	2017-18 avg.	2018-19 avg.	2019-20 avg.	2020-21 avg.	2021-22 avg.	2022-23 avg.	2022-2023 (YTD)												
Session Evaluation	Total	Total	Total	Total	Total	Total	8/22 a.m.	8/22 p.m.	8/23 a.m.	8/23 p.m	8/24 a.m.	8/24 p.m	10/28 a.m.	1/16 a.m.	2/20 a.m.	2/20 p.m.	3/27 a.m.	4/17 a.m	4/17 p.m.	6/9 a.m.
Preparation/Delivery	3.59	3.81	3.85	3.94	3.96	3.97	4.00	3.99	4.00	3.94	4.00	4.00	3.98	3.9	3.94	3.93	3.98	4.00	3.98	4.00
Learning Goals/Activities	N/A	N/A	3.93	3.98	3.96	3.98	3.99	3.99	4.00	3.92	4.00	4.00	3.96	4.00	3.98	3.98	3.95	4.00	3.96	4.00
Implementation/Action	3.83	N/A	3.96	3.97	3.91	3.96	3.94	3.99	3.99	3.98	4.00	4.00	3.92	3.9	3.97	3.95	3.92	3.98	3.96	3.95

- Positive trend in terms of the main 3 rating areas
- "Implementation" is a relative area of opportunity to consider to maximize impact for students
- Overall very positive feedback and qualitative comments help drive specific improvements per session

702 Warrendale Rd., Gibsonia, PA 15044

PD Effectiveness Measures

Below is a chart of the Act 48 professional development session ratings over time, with the prior three years' ratings as a comparison with trends over time. This data is kept for each in-service session and summarized into an annual average. In addition to soliciting qualitative feedback and comments, each of the formal in-service sessions is rated on a scale of 1-4, where the values expressed represent the following categories: (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree, in response to the prompts:

- ☐ *"Was (were) the facilitator(s) well organized and **prepared to deliver** the session? Consider handouts, resources, "parking lot" for questions to revisit, facility, etc."*
- ☐ *"Were the **learning goals** presented and aligned with the **learning activities**?"*
- ☐ *"Will you **implement** at least one strategy as a result of this professional development experience?"*

Professional Development Session Evaluation (2023-2024 YEAR)

	2017-18 avg.	2018-19 avg.	2019-20 avg.	2020-21 avg.	2021-22 avg.	2022-23 avg.	2023-24 avg.	2023-2024 (YTD)												
Session Evaluation	Total	Total	Total	Total	Total	Total	*Tot. to Date*	8/21 a.m.	8/21 p.m.	8/22 a.m.	8/22 p.m	8/23 a.m.	10/27 a.m.	1/15 a.m.	2/19 a.m.	2/19 p.m.	4/1 a.m.	3/27 a.m	5/3 a.m	5/3 p.m.	6/6 a.m.
Preparation/Delivery	3.59	3.81	3.85	3.94	3.96	3.97	*3.93*	3.99	3.78	4.00	3.92	3.98	3.88	3.97	*TBD*	*TBD*	*TBD*	*TBD*	*TBD*	*TBD*	*TBD*
Learning Goals/Activities	N/A	N/A	3.93	3.98	3.96	3.98	*3.96*	3.99	3.91	4.00	3.92	4.00	3.87	4.00	*TBD*	*TBD*	*TBD*	*TBD*	*TBD*	*TBD*	*TBD*
Implementation/Action	3.83	N/A	3.96	3.97	3.91	3.96	*3.95*	3.97	3.91	3.99	3.92	4.00	3.88	3.98	*TBD*	*TBD*	*TBD*	*TBD*	*TBD*	*TBD*	*TBD*

- Positive trend in terms of the main 3 rating areas
- "Implementation" is a relative area of opportunity to consider to maximize impact for students
- Overall very positive feedback and qualitative comments help drive specific improvements per session

702 Warrendale Rd., Gibsonia, PA 15044

Act 55: Mandated Safety & Security Training

- Prior to 2022-2023, all school staff were required to participate in 3 hours of Safety & Security training every 5 years
- Beginning with Act 55 0f 2022, all school staff are now required to participate in at least **3 hours of Safety & Security training on an annual basis**.

At Least 2 Hours On:	At Least 1 Hour On:
• Situational Awareness • Trauma-Informed Approaches • Behavioral Health Awareness • Suicide & Bullying Awareness • Substance Use Awareness	• Emergency Preparedness • Threat Assessment

Required Elements within the PD Section of Comprehensive Plan Structured Literacy Example

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

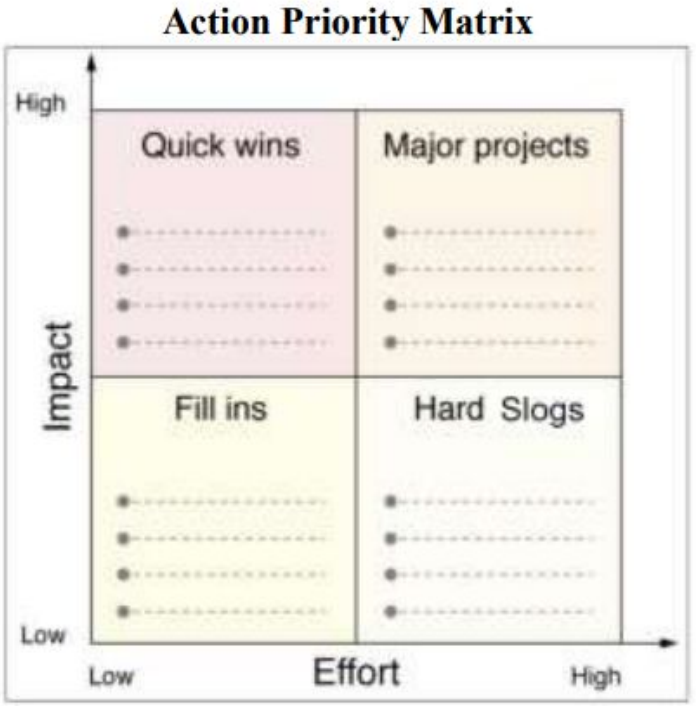
Chapter 49 further require that professional education plans must address training in meeting the needs of diverse learners (defined as students with limited English language proficiency or students with disabilities), improving language and literacy acquisition, and closing the achievement gap among students. The plan must describe how professional development activities will improve language and literacy acquisition for all students, including the provision of training in structured literacy for professional employees who hold instructional certificates in Early Childhood, Elementary/Middle, Special Education PK—12, English as a second language and Reading Specialists. The plan must contribute to closing achievement gaps among students and improve professional employees' knowledge of professional ethics and culturally relevant and sustaining education

702 Warrendale Rd., Gibsonia, PA 15044

Capability & Capacity

K-3 Teachers

4-6 Teachers



702 Warrendale Rd., Gibsonia, PA 15044

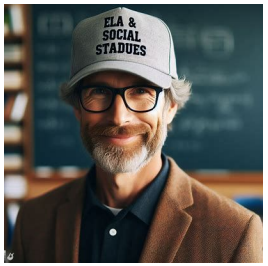
PINE-RICHLAND SCHOOL DISTRICT

Action/Priority: Impact Matrix

Content Area	2022-2023	2023-2024	2024-2025
English Language Arts	**K-2 ELA IDPR Phonics & Phonemic Awareness Resource Evaluation** **K-6 Supplementary Computer-Adaptive Tool Evaluation (Freckle)** **5th: Core Text Evaluation Process**	**K-6 Structured Literacy** **K-2 Phonics, Phonemic Awareness; & New Resource Alignment** **K-6 Enrichment; Differentiation & Use of Freckle** **K-5 New Wonders 2023** **6-9 ELA Resource Evaluation**	K-6 Implementation of Structured Literacy Initiatives (e.g. Integration of Resources; Improved Approach to Instruction; Creation of New Morphology Curricular Areas and Tool Identification in Grade 3-6) K-6 Enrichment, Differentiation and Effective Integration of Resources during RAM Time and Class Time 6-9 New Resource Implementation
Math	K-6 Standards of Math Practice Attributes Update K-6 MyMath , Freckle, Redbird, ALEKS and Integration of Tools for Differentiation 2-6 Data-Driven Placement Process	**K-3 Enrichment Courses Consistently Offered each Semester** **2-6 Standards of Math Practice, Matrices Review, Updated FAQ for Parents, Updated Placement Letters** **K-6 Math Intervention Restructuring to be Core + Intervention**	**K-6 Refinement of Enrichment, Differentiation, and Resource Integration to Meet Kids' needs** **Reflection on Math Placement Process & Continuous Improvement Learning to Tweak Approach and Integrate**
Science	K-6 Amplify Kits as Rearranged Committee Participation in Updated STEELS Standards Study Group	In-Depth Program Review Lite Work and Potential Resource Renewal	**New IDPR Recommendation Implementation & Curricular Audits and Revisions Driven by New STEELS Standards**
Social Studies	**K-5 Resource Review Evaluation and Selection of McGraw Hill Impact**	Professional Development in the Spring for the New K-5 Resource 6-9 Social Studies Resource Evaluation & Professional Development	**K-9 New Resource Implementation and Curricular Adjustments** **Integration of Social Studies IDPR Recommendations**

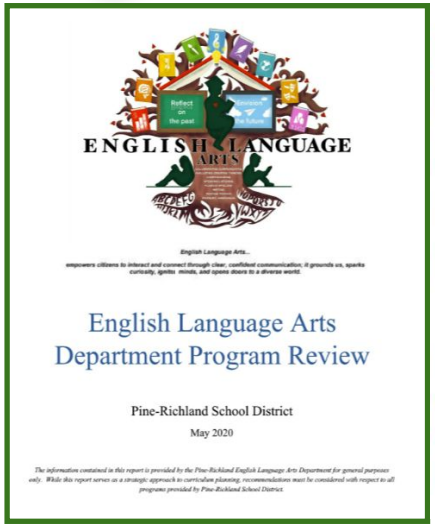
K-3 Teachers

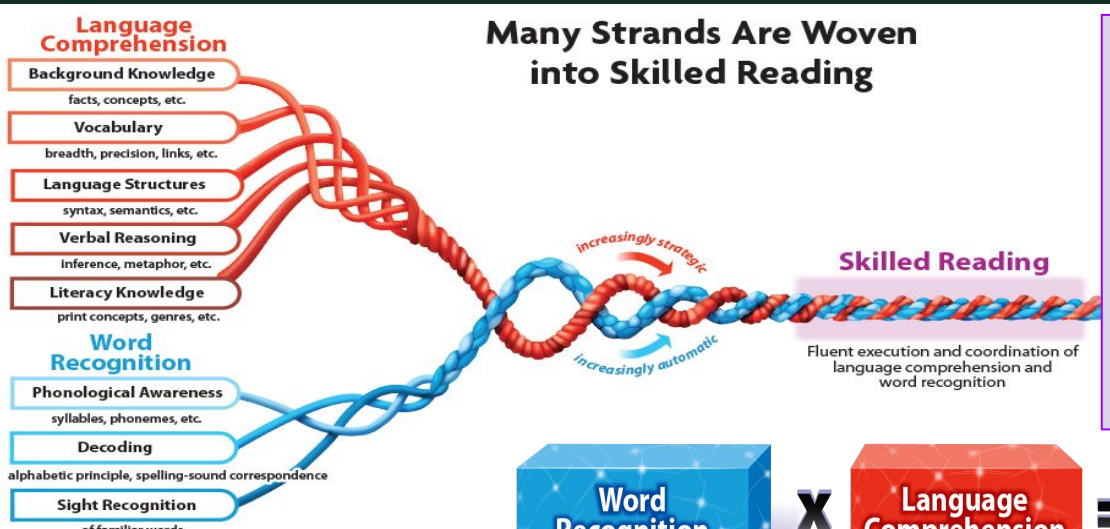
4-6 Teachers



PINE-RICHLAND SCHOOL DISTRICT

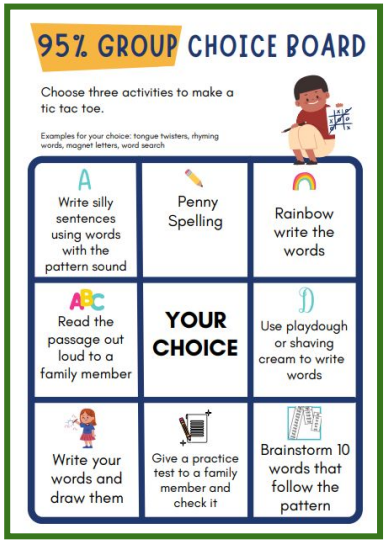
Impact at the Classroom / Student Level





Level of Commitment

IDPR Action Plan
ALC Leadership
AIU Consultation
Resource Review
Science of Reading PD
Curricular Revisions
Instructional Approach
Parent Connections
Ongoing PD



Structured Literacy Professional Development Overview

Professional Development Plans for 2023-2024

- Individual Professional Development Plans
- In-Depth Program Review Recommendation Implementation (16 Departments)
- In-Depth Program Review Study - Science "Lite"
- Data for Action & Model for Teaching & Learning
  - *FOCUS on Tier 1 Instructional Practices & Differentiation*
- **Trauma-Informed Care**
- **Develop Local Culturally-Responsive & Sustaining Education** Initial Training Goals
- **Professional Ethics**
- **Structured Literacy**
- RAMS Way
- Emergency Preparedness & Response

Concluding Thoughts & Thank You!!

702 Warrendale Rd., Gibsonia, PA 15044