PRSD PROFESSIONAL DEVELOPMENT COMMITTEE

January 26, 2023

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 PRSD strategic plan** and is in process of being updated for the 2023-2027 cycle.

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

PRSD Professional Education Committee

- **Senior Leadership Team**
  - Mr. Glickman, Director of Human Resources
  - Ms. Hasinger, Director of Communication
  - Mr. Hustwit, Director of Special Education
  - Dr. Justus, Assistant Superintendent (Elementary)
  - Mrs. Kirk, Director of Financial and Operational Services
  - Dr. Miller, Superintendent
  - Dr. Pasquinelli, Assistant Superintendent (Secondary)
  - Mr. Stoebener, Director of Technology
- **Administration**
  - Dr. Domagala, EHUE Assistant Principal
  - Mr. Gironda, Athletic Director
  - Dr. Hernandez, HS Assistant Principal
  - Dr. Kuzilla, HE Principal
  - Mr. Minsinger, MS Assistant Principal
  - Dr. Paczan, Lead Psychologist
  - 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
  - Ms. Dindak, Human Resources Specialist
- **School Board**
  - Mrs. Brussalis, Board Member & Staff Services Subject Lead
  - Mr. Cassidy, Board Member & Buildings and Grounds Subject Lead
  - Dr. Meyer, Board Member & Academic Achievement Subject Lead
  - Dr. Mehalik, Board Member
- **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**
  - Mr. Carnovale, Business (Eaton) & Parent
  - 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. Lund, Community (PROF Executive Director)
  - Mrs. Miller, Parent
  - Mrs. Norfleet, Parent
  - Ms. Patsko, 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)

"Focused on learning for every student every day."

702 Warrendale Rd., Gibsonia, PA 15044

Our Shared Purpose Today

- **Professional Development Process Review**
- **PD Update Fall 2022 - Winter 2023**
- **Continue to refine the approach for 2022 - 2023** 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 Plan** (Map).

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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

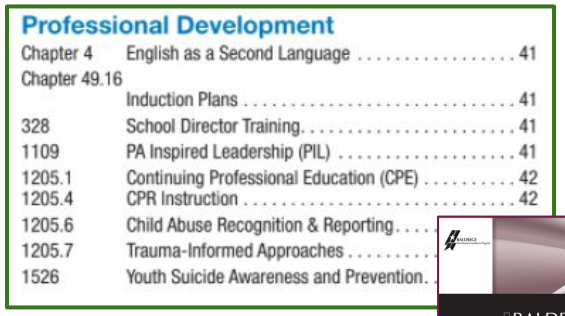
Tensions Exist/Competing Interests

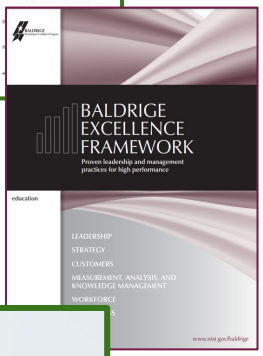
- Prioritization of PD within Strategic Plan (Impact Matrix)
- Breadth vs. Depth
- Reaction (Level 1) vs. Results (Level 4)
  - Silo and Reaction
  - Silo and Learning/Behavior
  - Threaded and Learning/Behavior
  - Threaded, Learning/Behavior, Individual
- District vs. Building vs. Department/Grade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

PINE-RICHLAND SCHOOL DISTRICT

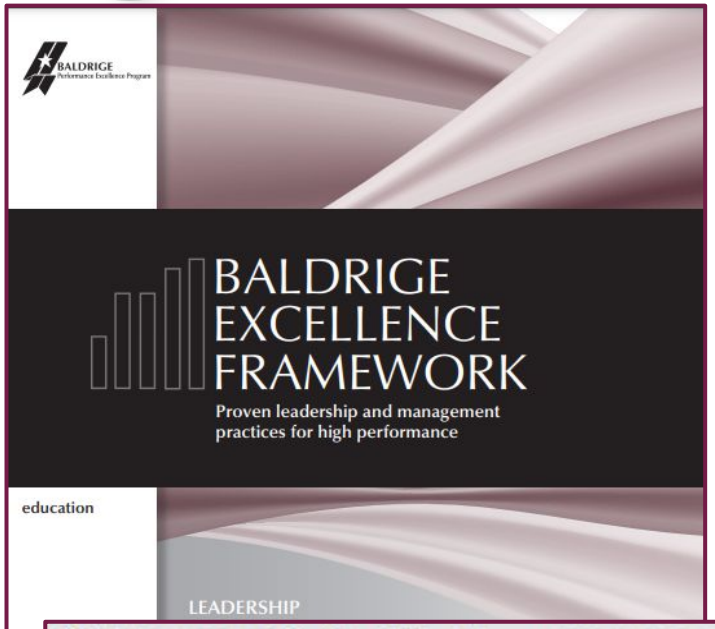
Professional Development Processes

1. Review of Strategic Plan Annually in Context of MVV & Progress
2. Consideration of Mandates, Unforeseen Events, Environment
3. Tweaks to Strategic Plan
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





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

(3) **WORKFORCE Profile** What is your WORKFORCE profile? What recent changes have you experienced in WORKFORCE composition or in your needs with regard to your WORKFORCE? What are

- your WORKFORCE or faculty/staff groups and SEGMENTS;
- the educational requirements for different faculty/staff groups and SEGMENTS;
- the KEY drivers that engage them;
- your organized bargaining units (union representation), if any; and
- your special health and safety requirements, if any?

Annual Satisfaction & Engagement Surveys

Past Committee Descriptors of Effective PD

- Based on need
- Relevant, practical and engaging
- 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

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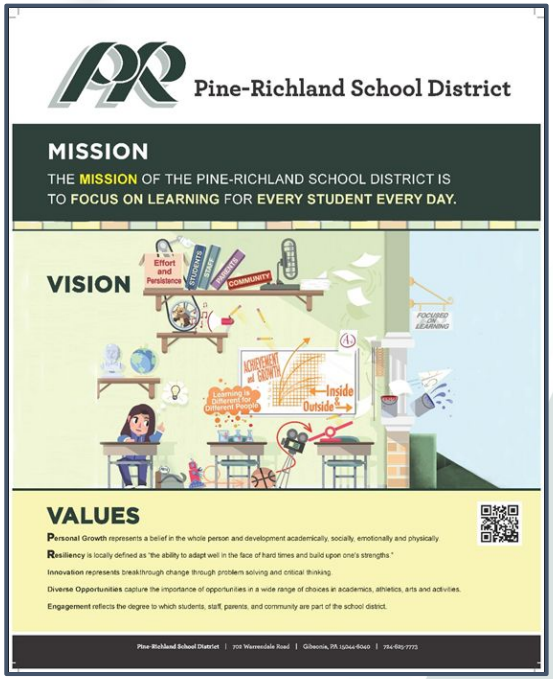
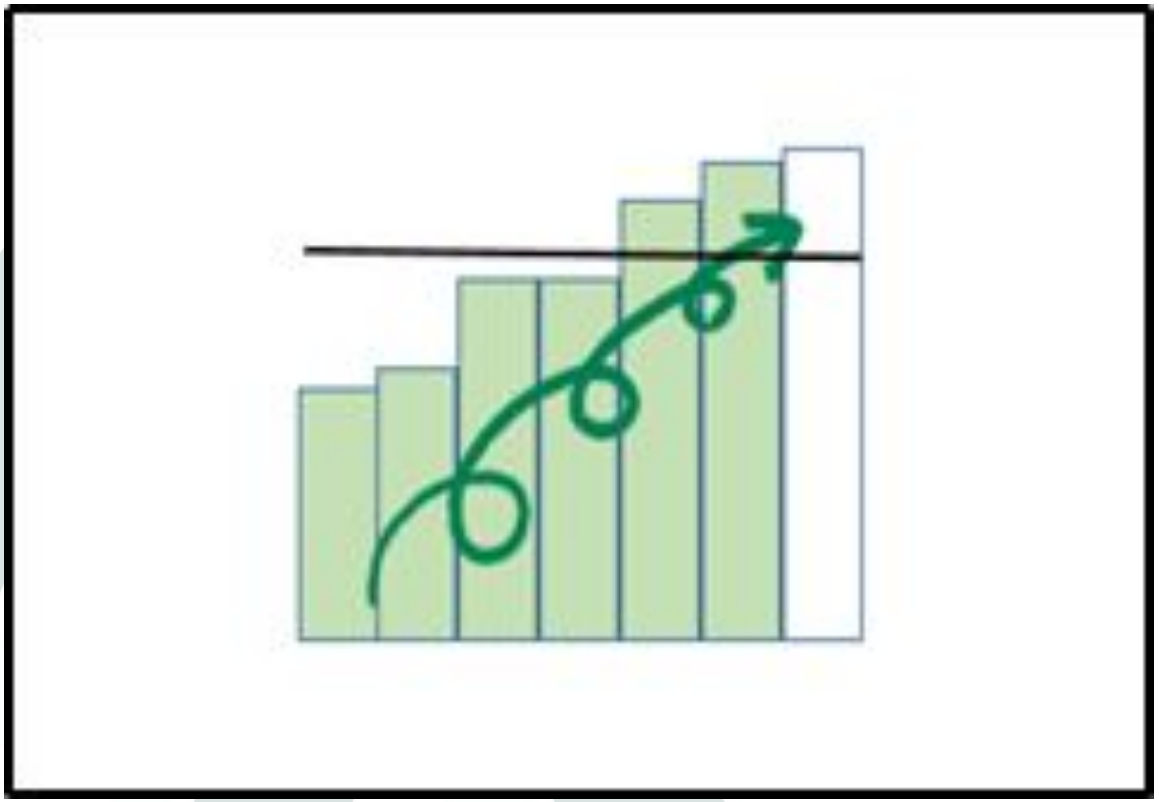
MVV (Compass) & SP (Map)





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

PINE-RICHLAND SCHOOL DISTRICT

Strategic Plan: Initiatives & PD

2019 - 2020	2020 - 2021	2021 - 2022 Revised	2022 - 2023
Pine-Richland School District Strategic Plan			
Teaching and Learning			
2019 - 2020	**2020 - 2021**	**2021 - 2022**	**2022 - 2023**
Refine and strengthen each element of the model for teaching and learning with a focus on integration.			
	Educational Continuum (During COVID-19)	**Educational Model Transition and Transformation (Post COVID-19)**	
In-Depth Program Review: Study (English, Library and Music)	**In-Depth Program Review: Study (Special Education, World Language, and Art)**	**In-Depth Program Review: Study (Special Education, World Language, and Art)**	**In-Depth Program Review: Study (H/PE, Counseling & Health Svcs., Family & Consumer Science)(Technology Education, Science)**
In-Depth Program Review: Implement Recommendations and Resource Integration (Science, Health/PE, Math, B/CS, Gifted, SS)	**In-Depth Program Review: Implement (Math, B/CS, Gifted, SS, English, Library, Music)**	**In-Depth Program Review: Implement (Math, B/CS, Gifted, SS, English, Library, Music)**	**In-Depth Program Review: Implement (English, Library, Music, Special Ed., W. Lang., Art, Health/PE, Counseling/Health Svcs., FCS)**

Strategic Plan: Initiatives & PD

DRAFT

Long-Term #2 Design, deliver and monitor required training and professional development to meet or exceed district and other agency requirements.

2023-2024	2024-2025	2025-2026	2026-2027
Provide faculty with training on teaching diverse learners in an inclusive setting in accordance with PDE guidelines	(See Teaching & Learning Category - Long-Term Goal #1)		
Revise PR Academy for Teachers to comply with revised new teacher induction guidelines	Implement revised PR Academy for Teachers and revise all of other PR Academies based on changes in job requirements.	Implement revised PR Academy for all other workforce groups.	Monitor effectiveness of the approach for each PR Academy.
Identify and implement a systematic approach to increase **efficient tracking of cyclical requirements** (e.g. clearances, mandated reporter training, Act 48/45, etc.)	Monitor effectiveness of the approach; make necessary adjustments based on changes to requirements		
Reinforce the purpose of the **individual professional development plan** and process for development, implementation, and monitoring to ensure alignment of strategic focus areas with unique staff member responsibilities.	Monitor effectiveness of the approach.		

DRAFT

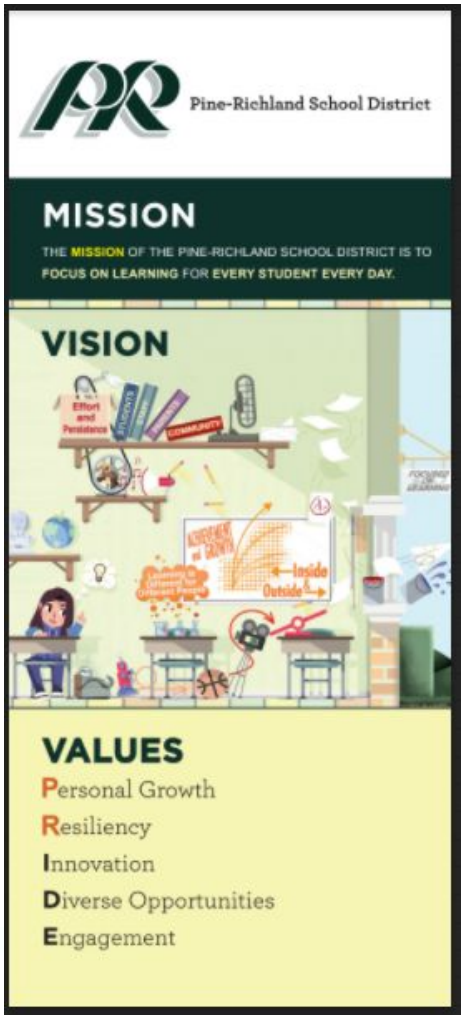
Key Strategic Initiatives

- Strategic Planning Process 2023-2027
- Systematic Approach: Safety, Security, & School Culture
- In-Depth Program Review Study & Implementation
- Future-Focused Financial Health with Sustainability Lens
- Leadership & Governance

Pine-Richland School District
Key Initiatives Final Review (November 2022)

Topic	Progress/Next Steps
Strategic Planning Process **2023 - 2027**	The district has begun the strategic planning process for 2023 - 2027. The strategic planning steering committee met for the first time on September 6, 2022, and again on September 27, 2022. Participants include Ms. Brussalis (Board Member); Mrs. Hillman (Board Member); Dr. Mehalik (Board Member); Dr. Meyer (Board Member); Dr. Miller (Superintendent); Dr. Pasquinelli (Assistant Superintendent for Secondary); Dr. Justus (Assistant Superintendent for Elementary); Mr. Hustwit (Director of Student Services and Special Education; Mr. Glickman (Director of Human Resources); Mrs. Kirk (Director of Financial and Operational Services); Mr. Stoebener (Director of Technology); Mrs. Hasinger (Director of Communications); Mr. Vins (Teacher and PREA President); Ms. Duffy (Secretary and ESPA President); Dr. Paczan (Lead Psychologist and Act 93 Representative); and Mrs. Williams (Superintendent Executive Assistant - Board Secretary and Administrative Support Representative). The first Town Hall meetings were held on October 12, 2022 at Eden Hall Upper Elementary School from 1:00 - 2:30 p.m. and 6:30 - 8:00 p.m. The slide deck for Town Hall #1 is available on the PRSD website along with a copy of the feedback notes and data/information placemat. We had over 210 participants between both sessions (unduplicated count). These participants represented the following groups: students; parents; staff (various workforce groups); community members (e.g., business and township government); and key partners (e.g., PROF, AW Beattie, etc.). For the first time in the Town Hall process, we made virtual participation an option with over 70 people selecting that option. As described in the slide deck, this is a five-month process. We are at the "top of the funnel" for input and suggestions. An electronic survey was sent at the end of October to gather additional

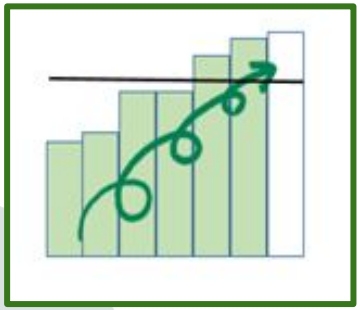
Quarterly Updates can be Accessed on the PRSD Website



PINE-RICHLAND SCHOOL DISTRICT

Strategic Plan & Progress

Pine-Richland School District Strategic Plan 2019 - 2023					
Short-Term Action Plan (2021-2022)	Progress and Implementation	Update Narrative or Dashboard-only	Expected Result & Performance Measure	EOY Target	Actual-to-Date
Teaching and Learning: Refine and strengthen each element of the model for teaching and learning with a focus on integration.					
Educational Model and Continuum (During COVID-19)		Narrative	**PRSD and PDE Requirements**	100%	100%
Transforming-the-Future Educational Models (Post COVID-19)		Narrative	**Final Report and Model (2021-22)**	100%	100%
IDPR Study Phase: Art		Narrative	Scheduled Meetings, Progress Towards Final Report	100%	80%
IDPR Study Phase: World Language		Narrative	Scheduled Meetings, Progress Towards Final Report	100%	80%
IDPR Study Phase: Special Education and MTSS		Narrative	Scheduled Meetings, Progress Towards Final Report	100%	80%
IDPR Implementation Phase: English		Narrative	Rec. Implementation	15%	19%
IDPR Implementation Phase: Library			Rec. Implementation	30%	55%
IDPR Implementation Phase: Music			Rec. Implementation	20%	10%
IDPR Implementation Phase: Math			Rec. Implementation	60%	69%
IDPR Implementation Phase: B & CS			Rec. Implementation	65%	69%
IDPR Implementation Phase: Gifted and/or HA			Rec. Implementation	65%	71%
IDPR Implementation Phase: Soc. St.			Rec. Implementation	60%	60%
IDPR Implementation: Science			Rec. Implementation	100%	100%
IDPR Implementation: Health/Physical Education			Rec. Implementation	100%	90%
Common Assessment / Collaborative Discussion		Dashboard	# Assessment Per Course	100%	100%
Teaching and Learning: Fully deploy the MTSS model at all three tiers for all students to address both intervention and enrichment (see also IDPR and RAMS Way).					
MTSS: Monitor and Adjust K-12		Dashboard	[illegible]	100%	100%
Teaching and Learning: Integrate relevant technology into the teaching and learning process with explicit attention given to digital citizenship and responsible use.					
Student and Staff Device Purchase & Refresh Cycle Refinement		Dashboard	Image/Inventory/Deploy/Survey/Competency Check		
Student Progress and Engagement: Measure and respond to students holistic indicators (e.g. "graduate portrait": knowledge, skills, health/wellness, and personal qualities/characteristics).					
Diversity, Equity and Inclusive Schools Framework		Narrative	Rec. Implementation		
Nondiscrimination, Title IX and Related Policies		Narrative	Completed Framework		
RAMS Way: Hybrid Model / K-12 Classrooms Extension		Dashboard	Completed Framework		
Student Progress and Engagement: Student and parent voice in evaluation and improvement of programming					
Strengthen Internal Partnerships w/ Bi-Annual Review		Dashboard	Partner Satisfaction Survey		
Workforce Development and Engagement: Increase effectiveness of the PR Academy for all employee groups and expand opportunities for career progression and succession planning.					
Monitor PR Academy for All Groups and Refine As Needed		Dashboard	Survey and Competency Check		
Workforce Development and Engagement: Refine learning and development for all employee groups integrated with the performance evaluation and feedback system.					
Performance Feedback Consistency/Quality		Dashboard	Repeat Rep Sample Eval		
Evaluate IPDP Development and Alignment w/ "Why" Focus		Dashboard	Base-1st Sem-2nd Sem		
Workforce Development and Engagement: Strengthen the alignment of external/internal partner service providers and enhance opportunities for integration and innovation in those services.					
Refine External Key Partner Performance Measures		Dashboard	Completion; Select Metrics		
Banking RFP		Dashboard	Selection of Financial Institution		
Finance and Operations: Refine long-range budget planning, debt management and capital funding model (building systems, capacity, technology infrastructure, and projects).					
Budget Awareness / Future-Focused Financial Planning		Dashboard	Updated Plan; Approved 2022-2023 General Fund Budget		
Capital Funding Plan / Debt Management		Dashboard	Updated Plan		
Add SIS/FIS to Quarterly Key Partner Meetings with Measures		Dashboard	Grades; Attendance; Discipline; Payroll; HRIS; etc.		
Finance and Operations: Sustainability and environmental footprint.					
Sustainability Framework		Narrative	Consumption measures; HVAC Timeline and Plan; Council		
Pursuit of Excellence: Implement school-based action plans tied to accreditation programs or data analysis (e.g., Middle States, and Schools-to-Watch).					
PRHS: Student Engagement Attendance/Tier 1 Instruction (MS)		Narrative (AOS)	Increase student attendance/Feedback to Staff - to improve engagement		
PRMS: MTSS Integration/Strengthen Academic Team/Developing the Building-Based Team/Revising Decision Tree (STW)			1 Sp.ed qualifying, 2. Teams enter intervention data, 3. Building team shares recommendations, 4. Core dept. mtg agendas h action, 5. Data from lesson plan checks		
EHUE: Biome-based RAM Time Programming			Assessment Data (STAR data - % of students achieving benchmark) Intervention Tr Form		
HES: Reading and Math RAM Time			Assessment Data (STAR data - % of students achieving benchmark)		
RES: Reading and Math RAM Time			Assessment Data (STAR data - % of students achieving benchmark)		
WES: Reading and Math RAM Time			Assessment Data (STAR data - % of students achieving benchamrk)		
Pursuit of Excellence: Refine and enhance the system of governance through school board training, evaluation, policy development and the strengthening of key communities.					
Act 55 Training Plan Implementation		Dashboard	End-of-Program Survey		
Board Self-Evaluation		Dashboard	Completion		
Batch Policy Review (800s, 900s and 100s)		Dashboard	AR Revision / Creation As Needed		
School Visitations (IDPR, MTSS and RAMS Way)		Dashboard	Completion and Attendance		
Key Community Partnership Attendance		Dashboard	Attendance		
Systematic and Integrated Communications		Dashboard	# and Open Rate		
Pursuit of Excellence: Utilize the Mid-Atlantic Alliance for Performance Excellence and Baldrige Performance Excellence programs for continuous improvement and organizational excellence					
MAAPE Level 3 Feedback Report		Narrative (AOS)	Identify Two Areas of Focused Improvement		
Pursuit of Excellence: Develop, refine and monitor a comprehensive system of performance measures to monitor results.					
Finalize Performance Measure Scorecard		Narrative (AOS)	Annual Update		



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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]**

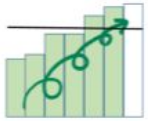
Proposal for In-Service Form

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: Fall 2022 - Winter 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?"*

Professional Development Session Evaluation (2022-2023 YEAR)

	17-18 avg.	18-19 avg.	19-20 avg.	20-21 avg.	21-22 avg.	22-23 avg.	2022-2023 (YTD)												
Session Evaluation	Total	Total	Total	Total	Total	*Total to Date*	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	***3.98***	4.00	3.99	4.00	3.94	4.00	4.00	3.98	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Implementation / Action	3.83	N/A	3.96	3.97	3.91	***3.97***	3.94	3.99	3.99	3.98	4.00	4.00	3.92	--	--	--	--	--	--	--

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Impact at the Classroom / Student Level

Genre/ Format (select

- [ ] Action/ Adventure
- [ ] Autobiography
- [ ] Biography
- [ ] Coming of age
- [ ] Dystopian
- [ ] Fantasy
- [ ] Graphic novel
- [ ] Historical fiction
- [ ] Horror
- [ ] Humor
- [ ] Informational
- [ ] Memoir
- [ ] Mystery
- [ ] Play/ drama
- [ ] Realistic Fiction
- [ ] Satire
- [ ] Science Fiction
- [ ] Thriller
- [ ] Other:

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In-Depth Program Review Recommendation

Recommendation #7: Resources; Interest and Ownership; Relevance and Application

- Review K-12 texts to develop a text list that delineates the grade level at which each text will be used based on preset criteria (e.g., instructional value, time-periods, student interest, cultural relevance/diversity, etc.). **Clarify core and protected texts by grade-level and department**.
- Research and **select a range of novels that are current and diverse, providing opportunities for choices for students**. Include a variety of methods for accessing the book or novel (online, paperback) to expose students to different ways of interacting with text.

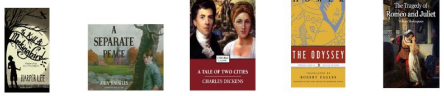
A mirror is a story that reflects your own culture and helps you build your identity.

A window is a resource that offers you a view into someone else's experience.

2019-2020 Study Phase
2020+ - Implementation Phase

PINE-RICHLAND SCHOOL DISTRICT

9th Grade English Core Texts



To Kill a Mockingbird by Harper Lee (1960)

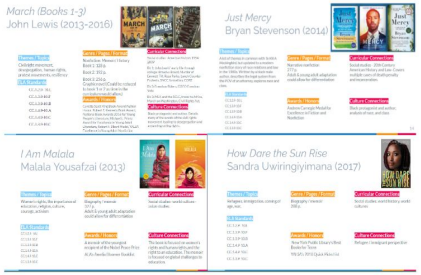
A Separate Peace by John Knowles (1959)

A Tale of Two Cities by Charles Dickens (1859)

The Odyssey by Homer (8th century BCE)

The Tragedy of Romeo and Juliet by William Shakespeare (1597)

Current Core Text



Criteria Aligned New Core Text

The core text evaluation process will result in replacement of **one (1)** of the current core text with **one (1)** of the new core text.

ELA Text Selection Process

Phase 1: Inventory Current Resources

Step 1: ELA teachers meet in grade level teams to list out the core texts that they teach.
**Core text: a text that all grade level teachers have read consistently over the course of several year

Step 2: Librarians/ ELA teachers conduct a core text diversity audit reviewing the following:
- Author information
- Character description
- Context (representation of characters and setting)
- Perspective (point of view)
- Genre

Step 3: ELA teachers then add the **instructional value** of each current core text to the report.
**Instructional value: The standards and valuable learning activities taught with the text.

Product: Each grade level will produce a list of standards and text criteria needed to fill gaps in the current selection of texts.

Phase 2: Review Texts for Consideration

Step 1: The text selection committee will communicate the text criteria, skill focus, and topic/ thematic needs with librarians.

Step 2: Librarians conduct a search of age-appropriate literature that fits the criteria identified by the text selection committee.

Step 3: The text selection committee reviews the texts provided by the librarians for the following:
- Adherence to PRSD curriculum
- Appropriate text complexity
- Instructional value added to the curriculum

Product: Each grade level on the text selection committee will produce a list of 2-3 texts that should be considered for adoption into the curriculum.

Step 4: The text selection committee will share their narrowed down texts with the School Board and community.

Phase 3: Communicating Recommendations

Step 1: Hold a book club with the finalist texts and solicit feedback from the school board and community about each text.

Step 2: The text selection committee will review the community input and recommend one text to go before the school board for approval.

Product: Final text recommendations will be detailed in an executive summary to the board. The texts will be available for review for 30 days prior to the board voting meeting.

A note about resource updates
In the process of selecting new texts, it is likely that current texts will be removed from the curriculum. Recommendations for resource updates:
- Lacks instructional value or overlaps with other texts
- Not challenging enough for the grade level in which it is taught
- Contains outdated material
- Lacks diversity of skill development, genres, character types, themes, perspectives, etc.

Phase 1	Phase 2	Phase 3
Inventory & Audit Current Resources	Review New Text for Consideration	Communicate New Recommendations, Gather Feedback
Completed during the 2021-2022 school year	In progress - anticipated completion by February 2023	March - May 2023

"Focused on learning for every student every day."

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Brainstormed PD Plans for 2022-2023

- Individual Professional Development Plans
- In-Depth Program Review Recommendation Implementation (12 Departments)
- In-Depth Program Review Study Phase
  (H/PE, Counseling & Health Svcs., Family & Consumer Science)
- Data for Action & Model for Teaching & Learning
  - Common Assessments
  - New Resource Evaluation
  - New Resource Training
  - Curricular Work (e.g. Social Studies)
  - ***FOCUS on Tier 1 Instructional Practices***
- School Culture & Diversity
- Trauma-Informed Care
- Emergency Preparedness & Response

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Concluding Thoughts & Thank You!!

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