PRSD PROFESSIONAL DEVELOPMENT COMMITTEE

May 24, 2022

"Focused on learning for every student every day."

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**.

- At PRSD, the **PDE-required comprehensive plan** was designed and approved to **align with the PRSD strategic plan**.

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 (chosen by the administrators)
- ☐ (2) Parents of children attending a school in the district
- ☐ (2) Local business representatives
- ☐ (2) Community representatives

PRSD Professional Education Committee

Senior Leadership Team
- Mr. Glickman, Director of Human Resources
- Ms. Hathhorn, 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
- Mr. Cassidy, Board Member & Staff Services Subject Lead
- Dr. Meyer, Board Member & Academic Achievement Subject Lead

Professional Staff
- Mrs. Bianco, K-6 Intervention Specialist / Academic Leadership
- Mr. Converse, HS Mathematics

Professional Staff (Continued)
- Mrs. Fickes, RE Kindergarten / Academic Leadership Council
- Ms. Graham, MS FCS / Academic Leadership Council
- Mrs. Miller, EHUE Counselor / Academic Leadership Council
- Ms. Prins HE 1st Grade
- Mr. Prucey, MS English
- Mr. Rickard, MS/HS Music / Academic Leadership Council
- 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. Drenning, Parent
- Ms. Dunkis, Community
- Ms. Frank, Business (First Commonwealth Bank)
- Ms. Henderson, Community (Chatham Eden Hall)
- Mrs. Hong-Bang, Parent
- Mrs. Hunt, Parent
- Mr. LeDuc, Parent
- Mrs. Lund, Community (PROF Executive Director)
- TBD, Community (Stepping Stones Executive Director)
- Ms. Mestre, Parent
- Ms. Patsko, Community (Pine Township Parks & Recreation)
- Mrs. Plowey, Parent
- Ms. Ravotti, Parent
- Mrs. Redlinger, Parent
- Mr. Smalley, Parent
- Dr. Watkins, Community (A.W. Beattie Career Center)

DREAM TEAM

Our Shared Purpose Today

- **Professional Development Process Review**
- **PD Update Fall 2021 - Spring 2022**
- **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).

Shared Purpose

☐ 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

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)
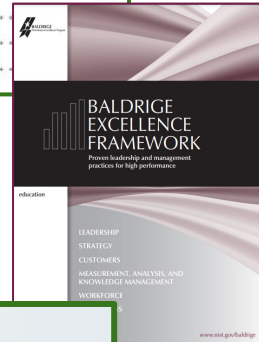- In-Service Calendar vs. Other Dates/Times
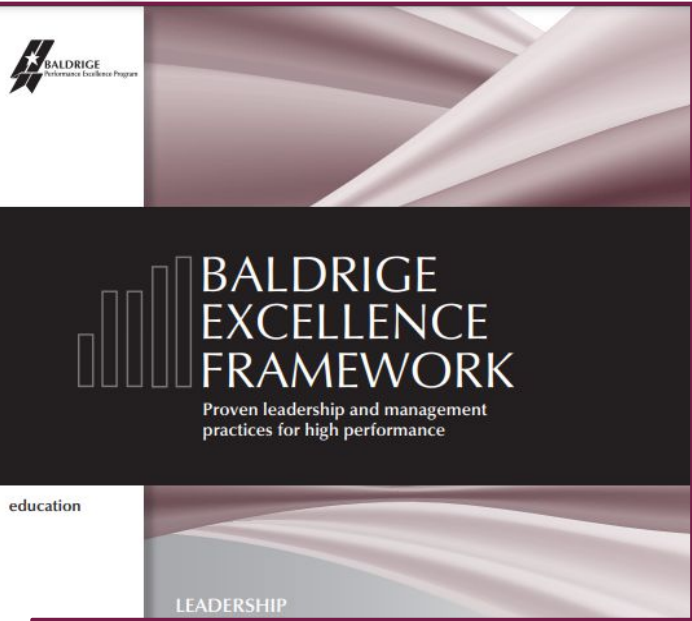
Professional Development Processes

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

Professional Development

Chapter 4	English as a Second Language	41
Chapter 49.16		
	Induction Plans	41
328	School Director Training	41
1109	PA Inspired Leadership (PIL)	41
1205.1	Continuing Professional Education (CPE)	42
1205.4	CPR Instruction	42
1205.6	Child Abuse Recognition & Reporting	
1205.7	Trauma-Informed Approaches	
1526	Youth Suicide Awareness and Prevention	

BALDRIGE EXCELLENCE FRAMEWORK
Proven leadership and management practices for high performance

education

LEADERSHIP
STRATEGY
CUSTOMERS
MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT
WORKFORCE

www.nist.gov/baldrige

-STRATEGY-

Workforce Key Drivers / Motivators

BALDRIGE
Performance Excellence Program

BALDRIGE
EXCELLENCE
FRAMEWORK

Proven leadership and management
practices for high performance

education

LEADERSHIP

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

I ♥ MY JOB

(3) **WORKFORCE Profile**   What is your WORKFORCE profile? What recent changes have you experienced in WORK-FORCE 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?
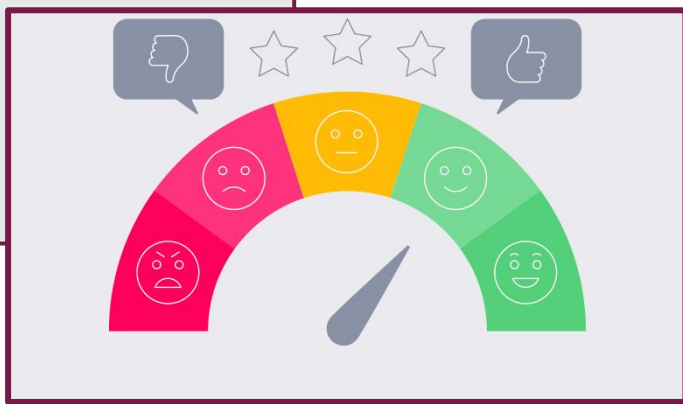
Annual Satisfaction & Engagement Surveys

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

Culture of Continuous Improvement
as an Organization
& as Individuals within the Organization

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)

Key Strategic Initiatives

❏ Transforming the Future (Virtual & In-Person Options)
❏ Common Assessments Driving Curriculum & Instruction

❏ In-Depth Program Review

  ❏ Study Phase: Art, World Language & Special Education

  ❏ Implementation (Most Other Departments)

❏ Diversity, Educational Equity and Inclusive Schools

2020-2021 Key Initiatives Quarterly Update (November)

Educational Program & Continuum

Educational Program & Continuum (**During COVID-19**)
Transforming the Future (Post COVID-19)

Starting with communications and planning in February 2020, the district identified three key drivers to ensure an educational model designed to provide continuity of learning: (1) health and safety; (2) effectiveness of learning academically, socially and emotionally; and (3) flexibility for students, families and staff. The PRSD Healthcare Leadership Council was formed in June 2020 to help inform this critical initiative. Comprising 43 members that include community-based healthcare experts, this council helped the leadership team refine plans that align with public health guidelines. Twelve members of the council are community residents and subject matter experts in science and/or health. The council has continued to meet throughout the planning phase for the 2021-2022 school year.

Following the recommendations to start the year with masks for students, staff, and visitors while conditions were being monitored, the PA Department of Health released a mandate reinforcing the same for all school entities. Students began the year seated 3 feet apart in the classrooms, which combined with the masking measures, reduced the need to identify any close contacts and mitigated quarantine. At the start of the year, students were also only 3 feet apart in the cafeteria, which led to higher numbers of quarantine. As a result, in late September, principals worked to modify and expand lunch logistics, allowing for students to be seated 6 feet apart, thereby reducing close contact identification and quarantine impacts.

Quarterly Updates can be Accessed on the PRSD Website

Pine-Richland School District

MISSION

THE **MISSION** OF THE PINE-RICHLAND SCHOOL DISTRICT IS TO FOCUS ON LEARNING FOR EVERY STUDENT EVERY DAY.

VISION

VALUES

Personal Growth
Resiliency
Innovation
Diverse Opportunities
Engagement

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			Rec. Implementation	15%	19%
IDPR Implementation Phase: Library			Rec. Implementation	30%	55%
IDPR Implementation Phase: Music			Rec. Implementation	20%	10%
IDPR Implementation Phase: Math		Narrative	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			
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 Cl		
Student Progress and Engagement: Measure and respond to students holistic indicators (e.g. "graduate portrait": knowledge, skills, health/wellness, and personal qualities/characteris					
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 se					
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		
Capital Funding Plan / Debt Management		Dashboard	Updated Plan		
Add SIS/FIS to Quarterly Key Partner Meetings with Measures		Dashboard	Grades; Attendance; Discipline; Payroll; HRIS; e		
Finance and Operations: Sustainability and environmental footprint.					
Sustainability Framework		Narrative	Consumption measures; HVAC Timeline and Plan;		
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)			Increase student attendance/Feedback to Staff - to impro		
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. Co action, 5. Data from lesson plan checks		
EHUE: Biome-based RAM Time Programming		Narrative (AOS)	Assessment Data (STAR data - % of students achieving benchmark Form		
HES: Reading and Math RAM Time			Assessment Data (STAR data - % of students achieving b		
RES: Reading and Math RAM Time			Assessment Data (STAR data - % of students achieving b		
WES: Reading and Math RAM Time			Assessment Data (STAR data - % of students achieving		
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 excell					
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		
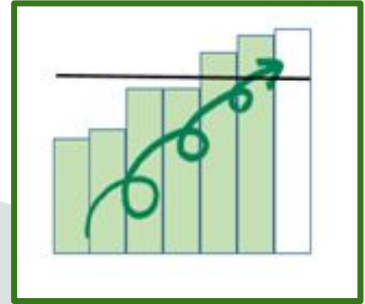
Pine-Richland School District
Key Initiatives Update (May 2022)

Topic	Progress/Next Steps
Educational Model and Continuum (During COVID-19) **Transforming the Future (Post COVID-19)**	Starting with communications and planning in February 2020, the district identified three key drivers to ensure an educational model designed to provide continuity of learning throughout the pandemic: (1) health and safety; (2) effectiveness of learning academically, socially and emotionally; and (3) flexibility for students, families and staff.
	Educational model decisions were informed by public health guidance (e.g., CDC, PDH, PDE, ACHD) and the PRSD Healthcare Leadership Council. That council included over 40 representatives across all key stakeholder groups. The council also included subject matter experts who reside in the district. Many of those experts also have or had students in our schools. Conditions and cases were monitored on a daily basis with frequent updates to a publicly available COVID tracker website. Virtual and in-person learning models were available in the 2021 - 2022 school year.
	Effective February 16, 2022, board action made masking optional for students and staff during the school day. Effective March 22, 2022, the board approved the removal of contact tracing and quarantine. An updated selection for a full virtual learning option was again made available to parents K - 12. The design of virtual learning was differentiated at the elementary (PRVA+) level and secondary level (remote synchronous connection). Students were again able to shift model selections at the end of the third nine weeks.
	When PRVA and a remote synchronous option were launched in 2020-2021, there were over 800 students in a full virtual model. In 2021 - 2022, there were only 30 - 50 students enrolled in the full virtual model. Parent, student and staff preference for in-person learning is clear.
	The **Transforming the Future Leadership Council** has continued to meet with approximately 50 representative members of the school and community (e.g., teachers, paraprofessionals, administrators, technology coaches, students, parents, etc.). As a result of the dwindling numbers in PRVA+ and a myriad of other factors described and summarized by the administrative team at the April 4, 2022, board meeting, the administrative recommendation for the 2022-2023 school year was to "pause" virtual learning. Given all factors, this recommendation was supported by the board. Determinations for the future of virtual and possibly blended learning options will be made throughout the 2023-2027 Strategic Planning Process with input from district stakeholders through town halls and other listening mechanisms. There will not be a virtual learning option offered for the 2022-2023 school year as a result. The desire is to create intentional space and reflection on the model and its quality to determine the key requirements of such programming as we finally move out of the shadow of the pandemic.

Kirkpatrick Model of Evaluation

K N O W I N G

- ☐ 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

D O I N G

- ☐ 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]
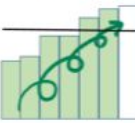
Proposal for In-Service Form

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.

Kirkpatrick Model

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

"Focused on learning for every student every day."

- PR Academy for Various Workforce Segments
- Individualized Professional Development Plans
- Continuity of Learning Website for Asynchronous Learning Opportunities
- In-Depth Program Review Recommendation Implementation (9 Departments)
- Data for Action & Model for Teaching & Learning
  - Common Assessments
  - Curricular Work (Social Studies)
  - Resource Evaluation Processes
- Staff Wellness/Mindfulness
- Diversity, Educational Equity, & Inclusion Introduction
- Trauma-Informed Care
- Emergency Preparedness & Response

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.	2021-2022 (YTD)												
Session Evaluation	Total	Total	Total	Total	8/26 a.m.	8/26 p.m.	8/27 a.m.	8.27 p.m.	8/30 a.m.	10/29 a.m.	1/17 a.m.	2/22 a.m.	2/22 p.m.	3/28 a.m.	4/19 a.m.	4/19 p.m.	6/10 a.m.
Preparation/Delivery	3.59	3.81	3.85	3.94	3.97	3.96	4.00	3.92	4.00	4.00	3.91	4.00	3.82	3.97	3.98	3.96	
Learning Goals/Activities	N/A	N/A	3.93	3.98	4.00	3.97	3.96	3.88	4.00	3.96	3.94	3.99	3.97	3.99	3.98	3.98	
Implementation/Action	3.83	N/A	3.96	3.97	3.98	3.92	3.96	3.92	4.00	3.99	3.91	3.95	3.94	3.78	3.88	3.98	

"Focused on learning for every student every day."
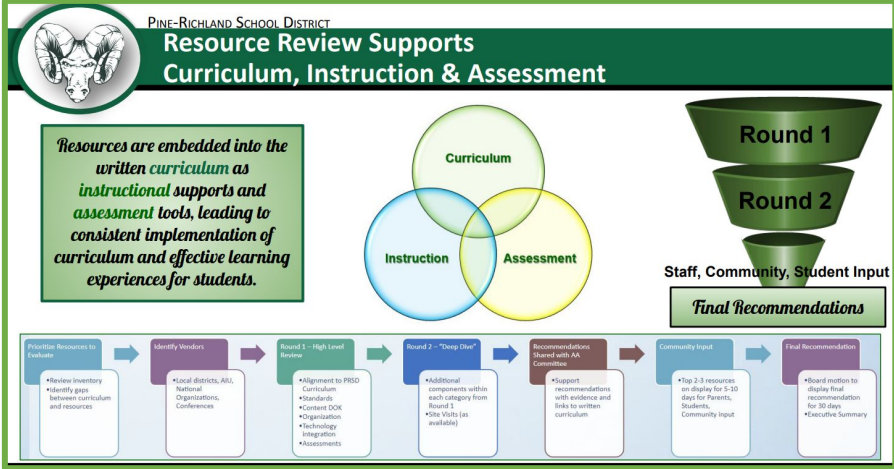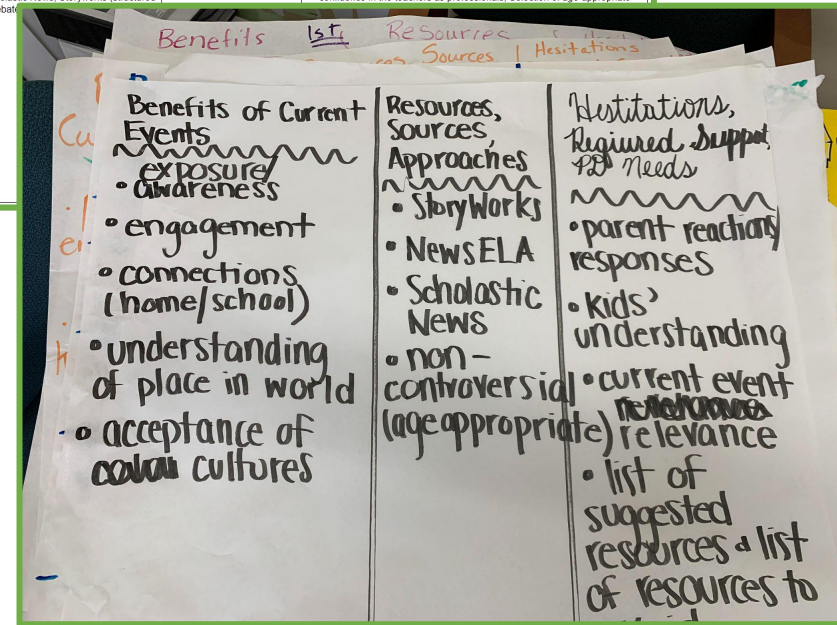
Social Studies Example:
Feedback for Next Steps & Integration

Sources of Data to Drive PD

1. In-Depth Program Review
2. Professional Organizations (NCSS)
3. Policy 119 Current Events
4. Curricular Resources (Integration)
5. Model for Teaching & Learning with Focus on Instructional Strategies
6. In-Service Activities with Input from Staff Directly (Chart Papers)
7. Act 48 Feedback around the Learning Goals/Activities, Implementation, and Suggestions for Next Steps

Grade	Compelling Why	Resources	Instructional Strategies	Needs, Hesitations, PD Focal Areas
Kindergarten	Bring awareness to issues; Students will be more informed and well-rounded; Practical appliation examples for RAMS Way; Developmentally appropriate discussion; Expressing disagreement safely and respectfully	Websites that are professional and peer-reviewed; Scholastic News; Time for Kids		Finding age-appropriate current events for Kindergarteners; Parental reactions to current events being discussed; Assistance with controversial topics and how to respond at a developmentally appropriate level if a child brings it up
1st	Awareness of world and community around them; Fostering citizenship; Generating communicatoin and discussion among classmates; Exposure to various viewpoins and cultures	Scholastic News; Quality Picture Books; Quality Videos (Previewed); Common book library - like the season of celebration collection but more updated		Consistent training on how to facilitate discussions that is shared with community to build trust in teachers' professional decisions and judgment; Consistent implementation of policies and guidelines to and by staff; Administrative support to build community trust in teachers' ability to facilitate dialogue and civil discourse; Connect teachers with local children's librarians and other resources to find quality materials
2nd	Provides and creates a safe environment for open discussion; Extends prior knowledge; Cross-curricular connections; Validates students' points of view	Scholastic News; Time for Kids; Pebble Go; Word Book; DoGo News		Potential parental concerns; Bullying based on viewpoints; Kids sharing or questioning social media (when not a verified/reliable source of information); Identifying and working through "Fake News"
3rd	Home & School Connection; Stimulates students to explore and learn about the news; Helps students practice accountable talk and respect others' views	Time for Kids; Scholastic News	Students sharing out with class	Handling Guest Speakers; When to filter or pause student speech; Awareness and respect for family beliefs; What to say as a representative of the district as teachers facilitting discussion
4th	Student exposure to, awareness of, and connecton to issues; Development of civic competence and engagement; Acceptance of different cultures; Knowledge and skills; Real life application of learning; Interactions with diverse viewpoints; Challenging themselves to evaluate evidence and form their own opinions; Creating engaged and empathetic citizens	iCivics; News ELA; CNN10; Local news; Curricular resources; DOGO news; Scholastic News; Storyworks (structured debate	Structured Debates	Professional Development for selection of resources and facilitation of discussions; Clearly defined guildelines and parameters; Support for and confidence in the teachers as professionals; Selection of age-appropriate
5th				

PINE-RICHLAND SCHOOL DISTRICT

Resource Review Supports
Curriculum, Instruction & Assessment

Resources are embedded into the written curriculum as instructional supports and assessment tools, leading to consistent implementation of curriculum and effective learning experiences for students.

Curriculum

Instruction   Assessment

Round 1

Round 2

Staff, Community, Student Input

Final Recommendations

Prioritize Resources to Evaluate → Identify Vendors → Round 1 – High Level Review → Round 2 – "Deep Dive" → Recommendations Shared with AA Committee → Community Input → Final Recommendation

Benefits 1st Resources Hesitations

Benefits of Current Events
- exposure/ awareness
- engagement
- connections (home/school)
- understanding of place in world
- acceptance of color cultures

Resources, Sources, Approaches
- StoryWorks
- NewsELA
- Scholastic News
- non-controversial (age appropriate)

Hesitations, Required Support, PD Needs
- parent reactions responses
- kids' understanding
- current event relevance
- list of suggested resources & list of resources to

- 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)
- Diversity, Educational Equity, & Inclusion
- Trauma-Informed Care
- Emergency Preparedness & Response