



Finding Your Seat

- ❑ Please complete a name tag
- ❑ Based on your group, please find a seat that matches the following colors:
 - ❑ Senior Leadership Team – green
 - ❑ Administration – white
 - ❑ Support Staff and Admin Support – blue
 - ❑ Professional Staff – yellow
 - ❑ Parents/Community - purple



PRSD PROFESSIONAL DEVELOPMENT COMMITTEE

May 23, 2019



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 must contain at minimum:

- (6) Teacher representatives (chosen by the teachers) divided equally among elementary, middle and high school teachers
- (2) Educational specialist (chosen by 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 (appointed by the board of school directors)
- (2) Local business representatives (appointed by the board of school directors)
- (2) Community representatives (appointed by the board of school directors)



PRSD Professional Education Committee

□ **Senior Leadership Team**

- Ms. Hathhorn, Director of Communication
- Mr. Hustwit, Director of Special Education
- Mr. Kenney, Director of HR and Legal Affairs
- Dr. Miller, Superintendent
- Dr. Pasquinelli, Assistant Superintendent (Secondary)
- Dr. Silbaugh, Assistant Superintendent (Elementary)
- Mrs. Kirk, Director of Financial and Operational Services
- Mr. Stoebener, Director of Technology

□ **Administration**

- Mr. Salopek, HS Assistant Principal
- Mr. Minsinger, MS Assistant Principal
- Ms. Kuzilla, HE Principal
- Dr. Paczan, Lead Psychologist
- Dr. Domagala, EHUE Assistant Principal
- Mr. Simmons, Athletic Director
- Mr. Zimmerman, Director of Facilities
- Mr. Reimer, Maintenance Supervisor

□ **Support Staff and Administrative Support**

- Mrs. Noble, Para-educator / ESPA President
- Ms. Will, Administrative Assistant
- Mrs. Williams, Administrative Assistant

□ **Professional Staff**

- Ms. Hahn, Spanish
- ~~Ms. Boss, RES 3rd Grade~~
- ~~Mrs. Heilman, HE 1st Grade~~
- Ms. Tansimore, HE / RE Music
- Ms. Bianco, Elem. Integration Specialist / Chair
- Ms. Schonbachler, HS Nurse / Chair
- Mr. Converse, HS Mathematics
- Mr. Vins, WE 3rd Grade / PREA President
- Mrs. Graham, MS FCS / Chair
- Mr. Thompson, MS Social Studies / Chair

□ **Parents / Community**

- Ms. Ahearn, Parent
- Ms. Boyd, Parent
- Ms. Cioppa, Business
- Ms. Dunkis, Community
- Ms. Ezolt, Parent
- Ms. Farmar, Parent
- Ms. Koenig, Parent
- ~~Ms. Martig, Business~~
- Mr. Kuchta, Community
- ~~Mr. LeDuc, Parent~~
- Ms. Noir, Parent



Today's Purpose

- **Continue to refine the approach for 2019 - 2020 professional development to deepen understanding and enhance effectiveness.**
- Consider the importance and challenge of implementing an **effective** approach to professional development that meets the varied needs of the district, building, department, grade, work group, and individual level.



Highlights from 2018 - 2019

- First Semester Committee Update (Written)
- Second Semester Committee Update (Verbal)
- “Threaded” Professional Development
- **PR Academy***
- **Paraprofessional Onboarding***
- **In-Depth Program Review***

*Implemented outside the in-service calendar.



Threaded "Content" Training

Meaningful improvement tied to sustained effort

- In-Service Days
- Staff Meetings
- Department/Grade Level Meetings
- Technology
- Observations
- Walk-throughs

Knowledge, skills and competencies (e.g., pre-beginner, beginner, intermediate, and advanced)

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 (not programs)



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*
- Monitor effectiveness over time
- Research, evidence-based best practice
- Clear learning expectations
- Locally grown if possible
- Hands-on and interactive in a good environment

*When appropriate



Kirkpatrick Model of Evaluation

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- 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

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- 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?**



PD Progression

- How should we navigate the following “tensions” of effective professional development?
 - Breadth vs. Depth
 - Reaction (Level 1) vs. Results (Level 4)
 - Building vs. District
 - All Staff vs. Some Staff
 - In-Service Calendar vs. Other Dates/Times



PD Progression

- Silo and Reaction
- Silo and Learning/Behavior
- Threaded and Learning/Behavior
 - Enhanced workgroups
- Threaded, Learning/Behavior, Individual



PINE-RICHLAND SCHOOL DISTRICT

MVV and Strategic Direction

PR 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** represents a belief in the whole person and development academically, socially, emotionally and physically.
- Resiliency** is locally defined as "the ability to adapt well in the face of hard times and build upon one's strengths."
- Innovation** represents breakthrough change through problem solving and critical thinking.
- Diverse Opportunities** capture the importance of opportunities in a wide range of choices in academics, athletics, arts and activities.
- Engagement** reflects the degree to which students, staff, parents, and community are part of the school district.

Pine-Richland School District | 707 Warrendale Road | Gibsonsia, PA 15044-9000 | 724-637-7773



“Focused on learning for every student every day.”

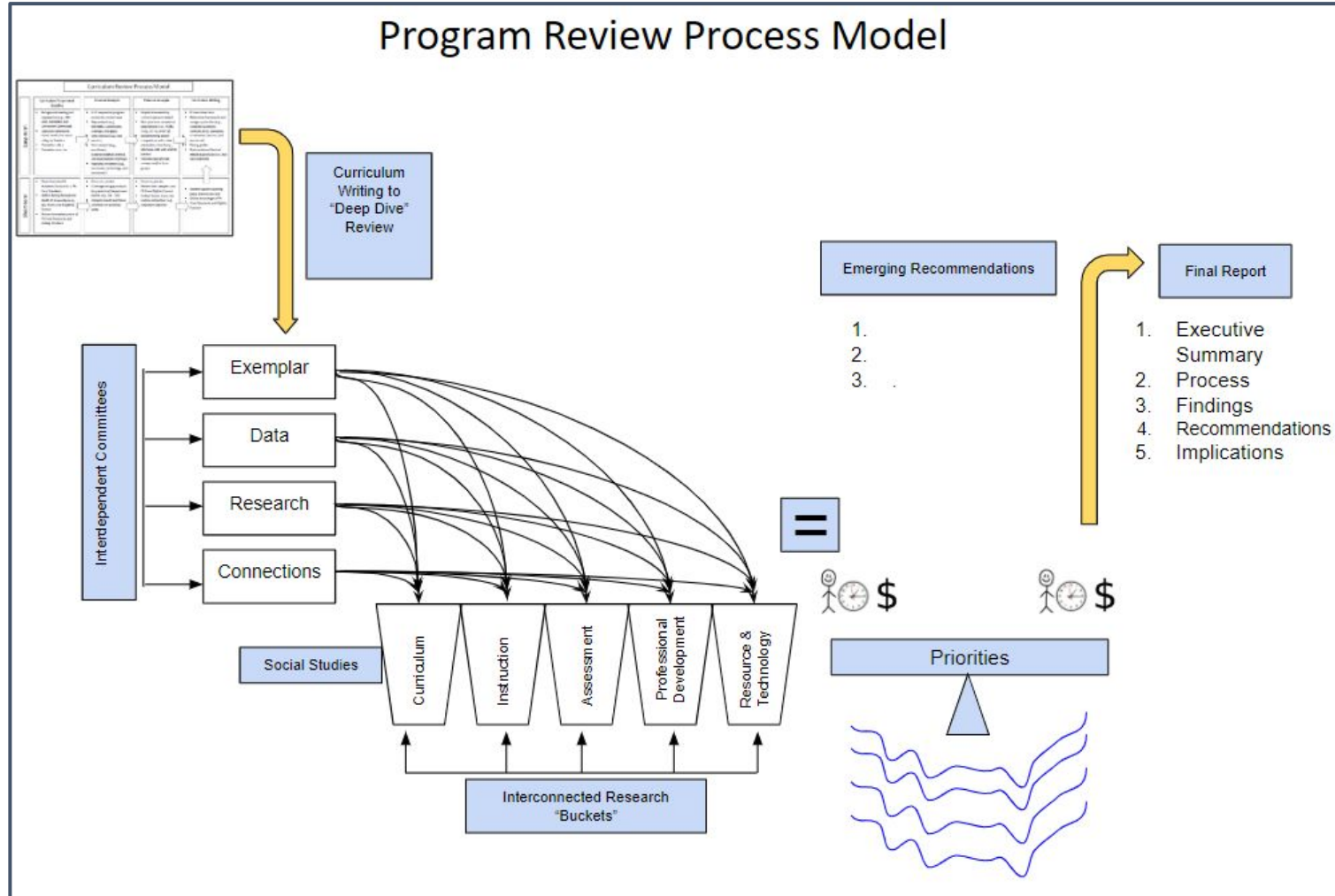


In-Depth Program Review

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.			
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 (Health & Physical Education, Counseling & Health Svcs., Family & Consumer Science)	In-Depth Program Review: Study (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 (Gifted, SS, English, Library, Music, Special Ed., W. Lang., Art)	In-Depth Program Review: Implement (English, Library, Music, Special Ed., W. Lang., Art, Health/PE, Counseling/Health Svcs., FCS)



In-Depth Program Review





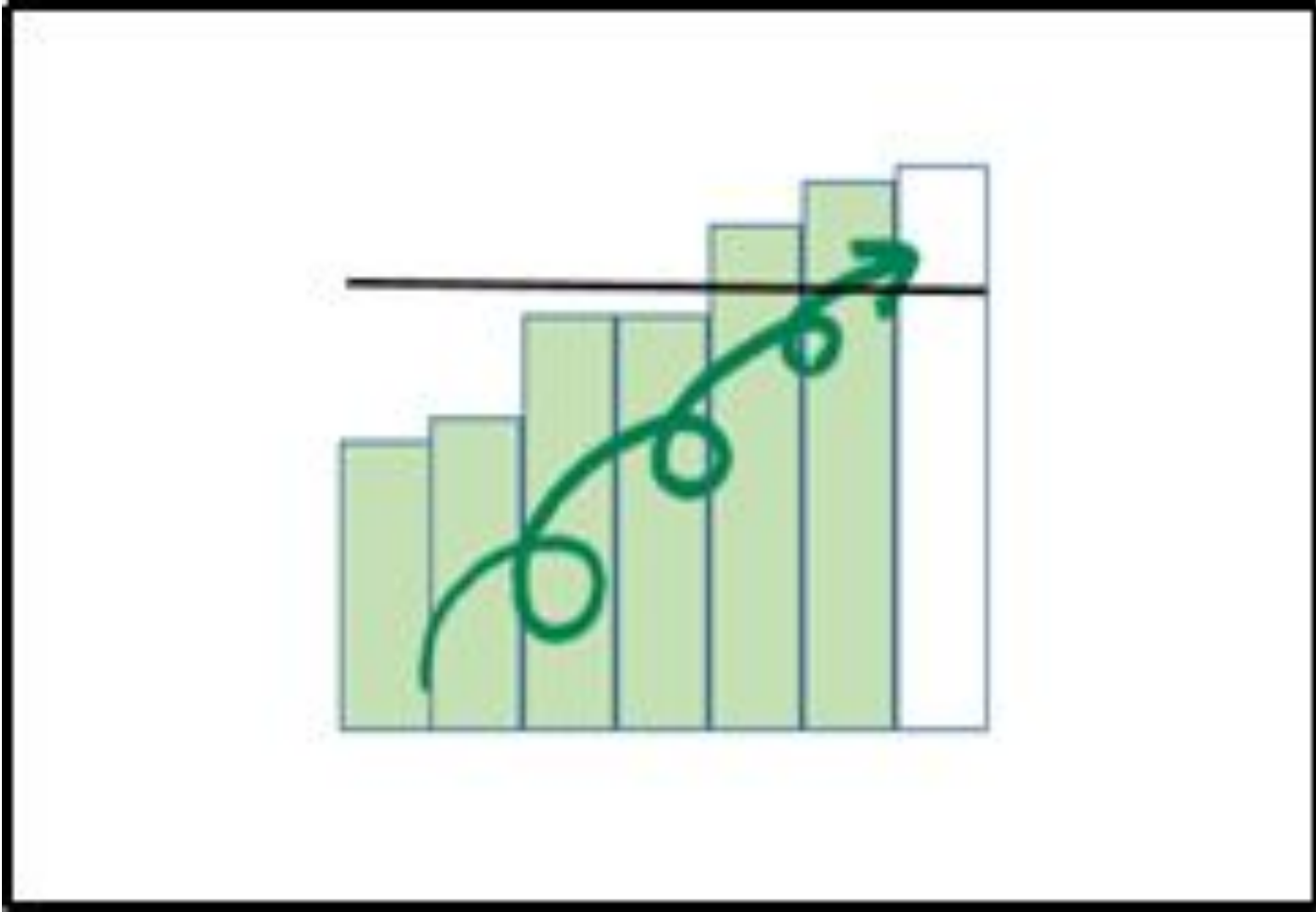
Workforce Development

Workforce Development and Engagement			
2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Increase effectiveness of the PR Academy for all employee groups and expand opportunities for career progression and succession planning.			
Refine PR Academy for Teachers, Principals and Paraprofessionals Based on 2018 - 2019 Measures of Effectiveness; Develop and Implement PR Academy for Other Employee Groups (e.g., Secretary and Custodian)	Refine PR Academy for Other Employee Groups (e.g., Secretary and Custodian)	Monitor Measures of Effectiveness for All PR Academies and Refine as needed.	

Refine learning and development for all employee groups integrated with the performance evaluation and feedback system.			
Develop and Implement an Individual PD Plan for 500 Employees Threaded/Aligned to District, Building, Department, Compliance, and Personal Goals (Segments)	Evaluate Individual PD Plan Against Kirkpatrick Model for Training Evaluation with Feedback	Full Deployment of a Personalized Performance System that Integrates PD and Evaluation	Quality Evaluation of Performance System with Refinements for Increased Effectiveness and Measurement
Evaluate the Consistency and Quality of Performance Feedback for Employees Across All Supervisors (Strengths/OFIs in NERD Format)	Refine PA-ESEP Usage to Ensure a Systematic Approach to Performance Evaluation through Multiple Methods (Formal, Differentiated, Walk-through)		



Performance Excellence





Strategic Plan: Workforce Development and Engagement

2019-2023 Long-Term Goals

- Increase effectiveness of the PR Academy for all employee groups and expand opportunities for career progression and succession planning.
- **Refine learning and development for all employee groups integrated with the performance evaluation and feedback system.**
- Strengthen the alignment of external and internal partner service providers to the strategic plan and enhance opportunities for integration and innovation in those services.





Strategic Plan: Workforce Development and Engagement

Long-Term: Refine learning and development for all employee groups integrated with the performance evaluation and feedback system.

Short-Term: Develop and Implement an Individual PD Plan for 500 Employees Threaded/Aligned to District, Building, Department, and Personal Goals, and Regulatory/Compliance.



CHALLENGES:

1. Pine-Richland School District = over 500 employees (i.e., no “one size fits all” plan)
2. Multiple workforce segments (main segments also have sub-groups)
 - a. Administration
 - b. Faculty (335) - Teachers, Counselors, Nurses
 - c. Educational Support (130) - Paras, Secretaries, Custodians, Maintenance
 - d. Administrative Support (17)
3. In-Service “Silos” or “one time” training - FOCUS ON THREADING
 - a. Ex. Common Assessments (dept. and vertical teams)

Learning: Individual and Organization



Individual Professional Development Plan: Framework

	PRHS Teacher (New Hire - Science)	PRHS Teacher (Social Studies)	PRHS Paraprofessional	PRHS Custodian (New Hire)
District	PR Academy; Common Assessment; MTSS	Common Assessments	MTSS - ELA/Math	PR Academy
Building	Middle States; RAMS Way; Professional/Para Teaming	Middle States, RAMS Way	Middle States; RAMS Way; Professional/Para Teaming/Co-Teaching	RAMS Way; Propane Burnisher Training
Department/ Grade Level	IDPR (NGSS Integration)	IDPR (Vision); IDPR (10 Themes & C3 Framework)	Strategies to fade support	Environmental Cleaning Products
Personal	Problem-based learning	Evaluation based, Primary source document analysis	Autism training	Email, Basic Word/Excel, Timeclock
Technology	Google Classroom; SIS	IDPR Online Resource Implementation; SIS	Interactive Display Boards	
Regulatory/ Compliance	Red Folder; Ethics Sign-off; Mandated Reporter; Suicide Prevention; Diabetes Training	Red Folder, Ethics Sign-off, Mandated Reporter, Suicide Prevention, Diabetes Training	Red Folder, Ethics Sign-off, Diabetes Training, CPR/AED	Red Folder, Ethics Sign-off, Mandated Reporter, MSDS,

Individual Professional Development Plan: Framework

	Input	PRHS Teacher (New Hire - Science)	1st Semester Progress	2nd Semester Progress
District	Strategic Plan	PR Academy; Common Assessment; MTSS	PR Academy (see binder)	
Building	Principal	Middle States; RAMS Way; Professional/Para Teaming	RAMS Way (8/20; __; __; __)	
Department/ Grade Level	Chairperson and/or Supervisor	IDPR (NGSS Integration)		
Personal	Self-Select	Problem-based learning		
Technology	BLTC and/or Self-Select	Google Classroom; SIS		
Regulatory / Compliance	Human Resources and/or Supervisor	Red Folder; Ethics Sign-off; Mandated Reporter; Suicide Prevention; Diabetes Training	Red Folder (8/21; __; __) Ethics Sign-off (8/20) Suicide Prevention (May 2019) Diabetes (May 2019)	



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

Level 1: Reaction
Level 2: Learning
Level 3: Behavior
Level 4: Results

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

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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	Paste the URL (web address) of your Google Form here:
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.	

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	
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Send Completed form to Building Principal and Assistant Superintendent for Approval
Last revised: 10/2018

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2019 - 2020 Start-of-Year Draft

	August 19	August 20	August 21	October 28
AM SESSION				
Teachers, Counselors & Nurses	8:00 - 9:15 a.m. District 9:30 - 11:15 a.m. Dept.	Building-Based Opening	Building-Based (Red Folder/EOP and Student Sharing)	Building (SP Goals)
Paraeducators	8:00 - 9:15 a.m. District 9:30 - 11:15 a.m. Dept.	Building-Based Opening	Building-Based (Red Folder/EOP and Student Sharing)	Off
Custodians & Maintenance	8:00 - 9:15 a.m. District 9:30 - 11:15 a.m. Dept.	Building-Based Opening	Building-Based (Red Folder/EOP)	Department (Skills-Based)
Support Staff	8:00 - 9:15 a.m. District 9:30 - 11:15 a.m. Regular Work	Building-Based Opening	Building Support (Red Folder/EOP) District Support (Red Folder/EOP)	Individual Goal Pursuit
PM SESSION				
Teachers, Counselors & Nurses	Department (IDPR; Individual PD Plan; Common Assessment; Proposal)	Building-Based (RAMS Way)	Clerical	Clerical
Paraeducators	Department (Skills-Based)	Building-Based (RAMS Way)	Clerical	Off
Custodians & Maintenance	Regular Work	Building-Based (RAMS Way)	Regular Work	Department (Skills-Based)
Support Staff	Regular Work	Building Support (RAMS Way) District Support (Regular Work)	Regular Work	Technology Training



Workgroups

- The following workforce groups demonstrate the varied needs of district staff:
 - All
 - Secretaries
 - Custodial/Maintenance
 - Parents
 - Administration
 - Professional Staff
 - Para-educators
 - Admin Support
- The professional staff example below also illustrates the need for differentiation with a workforce group.
 - Professional Staff
 - District
 - Building(s)
 - Grade Span
 - Department
 - Vertical Team