

Appendix: Professional Development Implementation Step Details

<p>LEA Goals Addressed:</p>	<p>Develop a long range Professional Development plan and outline to ensure proper planning, development and delivery of Professional Development.</p> <p>Continue to support new teachers through the established Mentor Program, revising and improving the mentor program via an annual critique by mentors, proteges and administrators.</p> <p>Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.</p> <p>Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.</p>	<p>Strategy #1: Instructional coaching</p>
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Start	End	Title	Description
9/3/2019	6/30/2022	Provide opportunities for new CTC Teachers to participate in MAX Teaching Strategies	New CTCLC teachers will be provided opportunities to attend MAX teaching sessions and receive job embedded coaching regarding the implementation of MAX

professional development.

teaching strategies, which are strategies designed to teaching diverse learners in inclusive settings.

Person Responsible	SH	S	EP	Provider	Type	App.
Mr. George Pelepko-Filak	6.5	2	3	MAX Teaching	For Profit Company	Yes

Knowledge	Integration of research-based strategies to increase students' ability to access text. Teachers will learn how to improve literacy and language acquisition for diverse learners by utilizing the MAX teaching strategies.					
Supportive Research	MAX teaching strategies					
Designed to Accomplish	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.					
	For classroom teachers, school counselors and education specialists:		Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.			
	For school and district administrators, and other educators seeking leadership roles:		Instructs the leader in managing resources for effective results.			
Training Format	Series of Workshops Offsite Conferences					
Participant Roles	Classroom teachers			High (grades 9-12)		
				Grade Levels		

Follow-up Activities	<p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p>
	<p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Targeted walk-throughs</p>		

Develop a long range Professional Development plan and outline to ensure proper planning, development and delivery of Professional Development.

Continue to support new teachers through the established Mentor Program, revising and improving the mentor program via an annual critique by mentors, proteges and administrators.

Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Establish a system within the school that fully ensures barriers to student learning are

LEA Goals Addressed:

Strategy #1: Technical Assistance Program (TAP)

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9/3/2019	6/30/2022	Provide opportunities for new CTC Teachers to participate in MAX Teaching Strategies professional development.					New CTCLC teachers will be provided opportunities to attend MAX teaching sessions and receive job embedded coaching regarding the implementation of MAX teaching strategies, which are strategies designed to teaching diverse learners in inclusive settings.		
		Person Responsible	SH	S	EP	Provider	Type	App.	
		Mr. George Pelepko-Filak	6.5	2	3	MAX Teaching	For Profit Company	Yes	

Knowledge	Integration of research-based strategies to increase students' ability to access text. Teachers will learn how to improve literacy and language acquisition for diverse learners by utilizing the MAX teaching strategies.
Supportive Research	MAX teaching strategies
Designed to Accomplish	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For classroom teachers, school counselors and education specialists:	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops

Offsite Conferences

Participant Roles	Classroom teachers	Grade Levels	High (grades 9-12)
Follow-up Activities	<p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Targeted walk-throughs</p>

LEA Goals Addressed:	<p>Develop a long range Professional Development plan and outline to ensure proper planning, development and delivery of Professional Development.</p> <p>Continue to support new teachers through the established Mentor Program, revising and improving the mentor program via an annual critique by mentors, proteges and administrators.</p> <p>Establish a system within the school that fully ensures each member of the school</p>	Strategy #1: Technical Assistance Program (TAP)
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community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Start	End	Title				Description		
9/3/2019	6/30/2022	Provide opportunities for new CTC Teachers to participate in MAX Teaching Strategies professional development.				New CTCLC teachers will be provided opportunities to attend MAX teaching sessions and receive job embedded coaching regarding the implementation of MAX teaching strategies, which are strategies designed to teaching diverse learners in inclusive settings.		
		Person Responsible Mr. George Pelepko-Filak	SH 6.5	S 2	EP 3	Provider MAX Teaching	Type For Profit Company	App. Yes

Knowledge

Integration of research-based strategies to increase students' ability to access text. Teachers will learn how to improve literacy and language acquisition for diverse learners by utilizing the MAX teaching strategies.

Supportive Research

MAX teaching strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Offsite Conferences	
Participant Roles	Classroom teachers	Grade Levels High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Lesson modeling with mentoring	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Targeted walk-throughs