Pine-Richland School District
Professional Development
Oversight Committee

May 2025

2024-2025 Year in Review
2025-2026 Planning & Preview

"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** (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** .

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

"Focused on learning for every student every day."

702 Warrendale Rd., Gibsonia, PA 15044
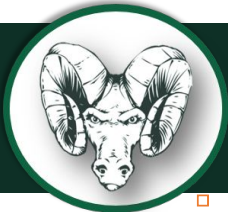
PRSD Professional Education Committee

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
- Ms. Berezo, MS Assistant Principal
- Mrs. Berezo, EHUE Principal
- Mrs. Giran, Hance Principal
- Mr. Gironda, Athletic Director
- Dr. Hernandez, HS Assistant Principal
- Dr. Kuzilla, Asst. Director of Student Services/Sp. Ed.
- Mr. Rucker, Asst. Director of Facilities

Support Staff and Administrative Support
- Ms. Jones, ESPA Vice 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
- Ms. Graham, MS FCS

Professional Staff (Continued)
- Mrs. Miller, EHUE Counselor / Academic Leadership Council
- Ms. Prins HE 1st Grade
- Mr. Prucey, MS English
- Mrs. Schonbachler, HS Nurse / Academic Leadership Council
- Mrs. Shenefiel, EH Librarian / Academic Leadership Council
- Mr. Slimm, HS Social Studies
- Mr. Vins, WE 3rd Grade / PREA President / Academic Leadership

Parents / Community / Business
- TBD Chatham Eden Hall University Rep, Community
- Mrs. Chiles, Parent
- Mrs. Baumberger, Parent
- Mrs. Donatelli, Parent
- Dr. English, Parent
- Ms. Frank, Business (First Commonwealth Bank)
- Mr. Geis, Community (Pine Township Parks & Recreation)
- Mrs. Hong-Bang, Parent
- Mrs. Katzfey, Parent
- Ms. Lalama, Community (Point Park University, CLO, Pgh Playhouse)
- Mrs. Norfleet, Parent
- Mrs. Orga, Parent/Community (Westinghouse Aerospace Engineer; Airforce)
- Mrs. Chiles, Parent
- Mrs. Plowey, Parent
- Ms. Primm, Community (Pine-Township)
- Mrs. Redlinger, Parent
- Mrs. Rice, Parent (AIU)
- Mrs. Splitstone, Parent
- Mrs. Thorne, Community (Stepping Stones Executive Director)
- Dr. Watkins, Community (A.W. Beattie Career Center)

Our Shared Purpose Today

- Professional Development Process Review
- YTD PD Update for 2024-2025 Metrics in Context
- **Discuss the approach for** 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)

Shared Purpose

Professional Development is the Vehicle to Learning & Improvement
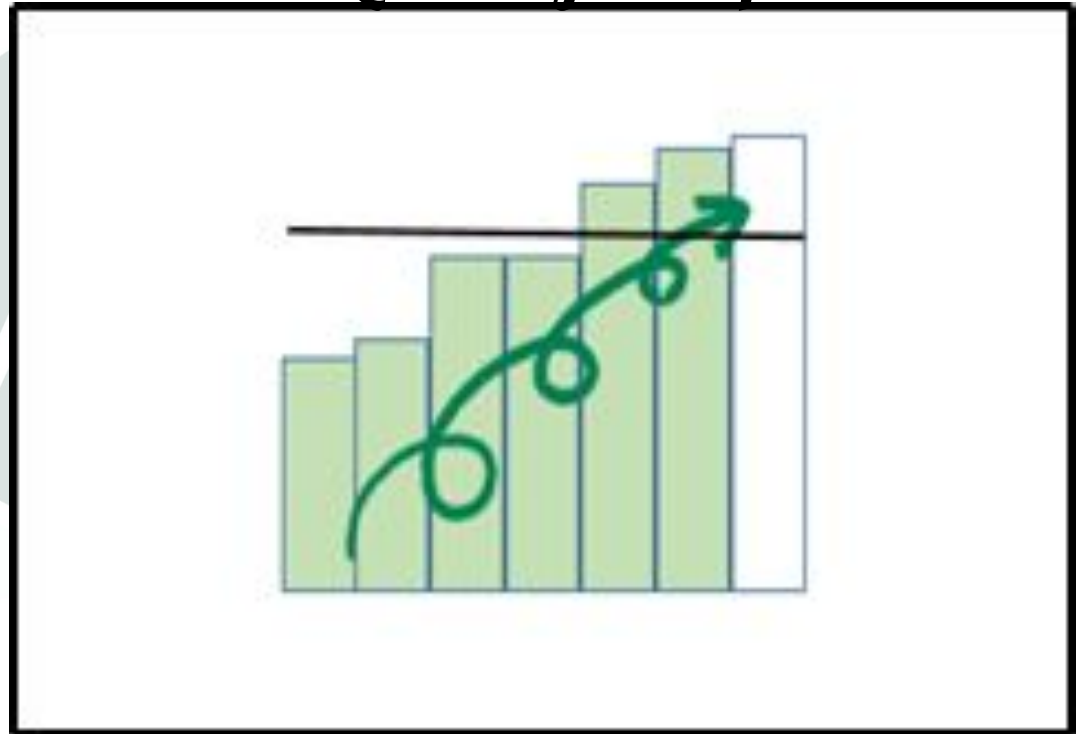
Culture of Continuous Improvement
as an Organization
& as Individuals within the Organization

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]

2 Consider Mandates, Unforeseen Events, Environmental Scan

3 Tweak Strategic Plan & Identify Key Initiatives

4 Impact Matrix of Key Initiatives on Workforce

1 Review Strategic Plan & Progress

7 Solidify Plans on Calendar by Date

5 Determine Rollout Timelines with Leadership Team (Principals & ALCs)

9 Professional Development Proposals & Results Review for Future Planning

8 Thread Training through PLCs, Department Meetings

6 Prioritization of Needs

Sources of PD Necessities

PRSD Strategic Plan

In-Depth Program Review

IN-DEPTH PROGRAM REVIEW

Change in Standards

Required PD

Policy Updates

Regions of the United States

Strategic Plan

Key Initiatives

Annual Building Goals

In-Depth Program Reviews

Study Phase

Implementation Phase

Updates to Pedagogy

State Mandates

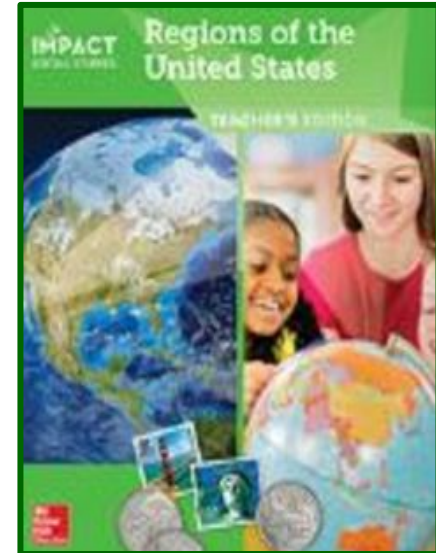**New Training for Certification**

Updated Policy Requirements & Legislation

Resource Implementation

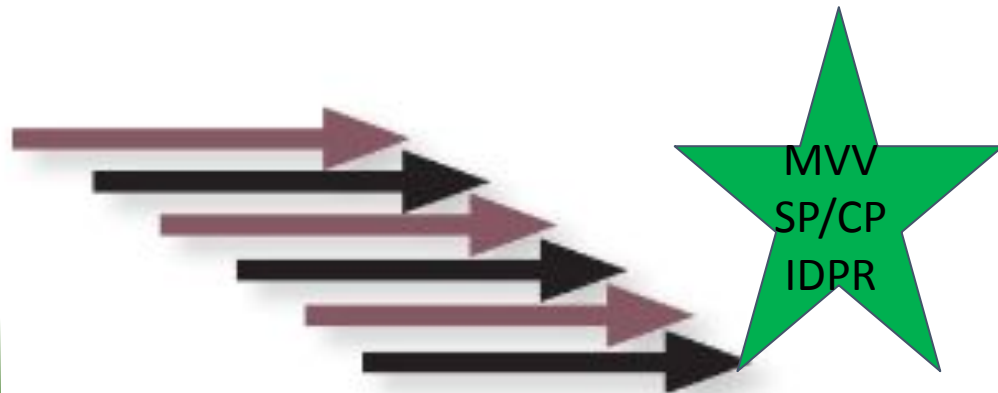**Expiry of Former Resource or Adoption of New Resources**

Methodology Change

Lack of Alignment
Not Sustainable
Siloed Work
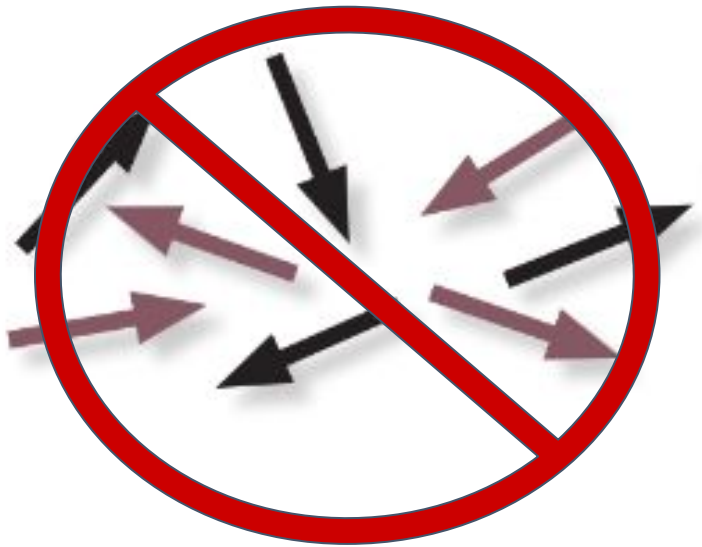
Systematically Aligned
Sustainable/Layering
Integrated

MVV
SP/CP
IDPR

Baldrige Excellence Framework (Education)

- Individual Professional Development Plans
- Curriculum Plan: Annual Review & Approval Process
- In-Depth Program Review Recommendation Implementation (16 Departments) - Science "Mini"
- In-Depth Program Review Study - Health/PE "Mini" (+)
- Data for Action & Model for Teaching & Learning
  - *FOCUS on Tier 1 Instructional Practices & Differentiation*
  - *Lesson Studies with Teams*
- Developed Local Culturally-Responsive & Sustaining Education with the School Culture & Diversity Core+4 to Meet Certification Requirements and Reinforce Existing Policy Language
- PR Academy of Teachers (First Year of 2-Year Induction Model)
- Professional Ethics
- Structured Literacy - Continued Implementation
- Resource Integration
- Resource Review Process
  RAMS Way
- Emergency Preparedness & Response

"Point A" → "Point Z"

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).

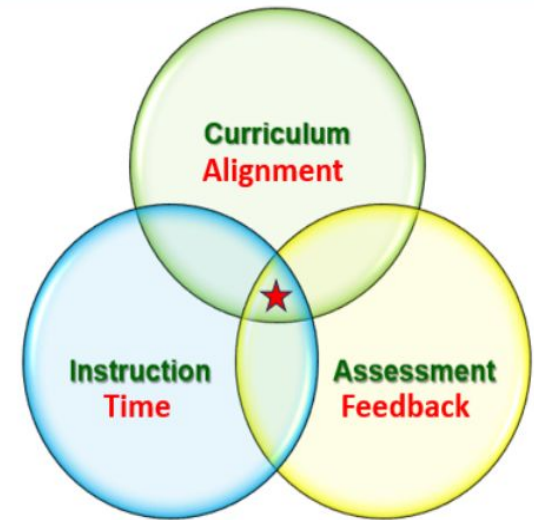| 2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Academic Focus: Select and implement **instructional strategies** in general education classes (Tier I) that consider the interests, achievement / growth, and learning styles (auditory, visual, tactile) of every student in our schools.	**Academic Focus:** 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.

Impact on Students through Staff
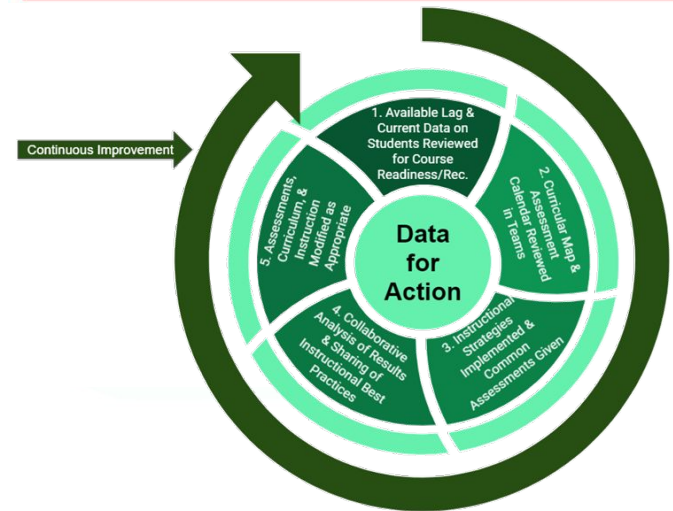
Instructional Leadership

- **Aligned Curriculum**
- Best Use of Every Instructional Minute
- Feedback Rich Environment (PAETEP; PLCs)
  - Strengths & Opportunities

Instructionally-Focused Processes

- Lesson Plan Elements (Required/Recommended)
- Observation Cycles (Pre, Actual, Post)
- Differentiated Supervision
- Professional Learning Communities
  - Grade Level
  - Department
  - Team
- Review of Data from Common Assessments to Drive Continuous Improvement in Instructional Approach or Sequencing/Depth of Curricular Experiences

Curriculum Alignment

Instruction Time

Assessment Feedback

Knowledge, Skill, Passion and Relationships

Continuous Improvement

1. Available Lag & Current Data on Students Reviewed for Course Readiness/Rec.

2. Curricular Map & Assessment Calendar Reviewed in Teams

3. Instructional Strategies Implemented & Common Assessments Given

4. Collaborative Analysis of Results & Sharing of Instructional Best Practices

5. Assessment, Curriculum, & Instruction Modified as Appropriate

Data for Action

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

Prioritize Resources to Evaluate
- Review inventory
- Identify gaps between curriculum and resources

Identify Vendors
- Local districts, AIU, National Organizations, Conferences

Round 1 – High Level Review
- Alignment to PRSD Curriculum
- Standards
- Content DOK
- Organization
- Technology integration
- Assessments

Round 2 – "Deep Dive"
- Additional components within each category from Round 1
- Site Visits (as available)

Recommendations Shared with AA Committee
- Support recommendations with evidence and links to written curriculum

Community Input
- Top 2-3 resources on display for 5-10 days for Parents, Students, Community input

Final Recommendation
- Board motion to display final recommendation for 30 days
- Executive Summary

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.

Resources are board-approved as either primary or secondary resources, which are to be leveraged for the majority of class learning.

When new resources are adopted, curricular frameworks are modified to ensure the best alignment of the new tool and the written curriculum to support learning experiences.

Training and professional development in the tool is coordinated with the vendor, both at the beginning of the integration period (June or August) and then again typically in October after teams have used the tool for a period of time.

High quality resources increase alignment and consistent use across all teachers of the same course for a solid student experience.

Round 1

Round 2

Staff, Community, Student Input
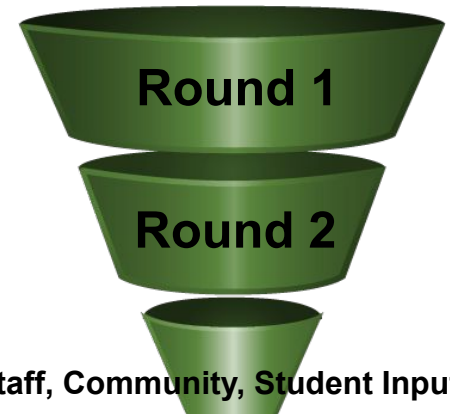
Final Recommendations

2024-2025 Reviews:
ELA Grades 6-9
AP Updates
World Language
Civics, Gov., & Econ.
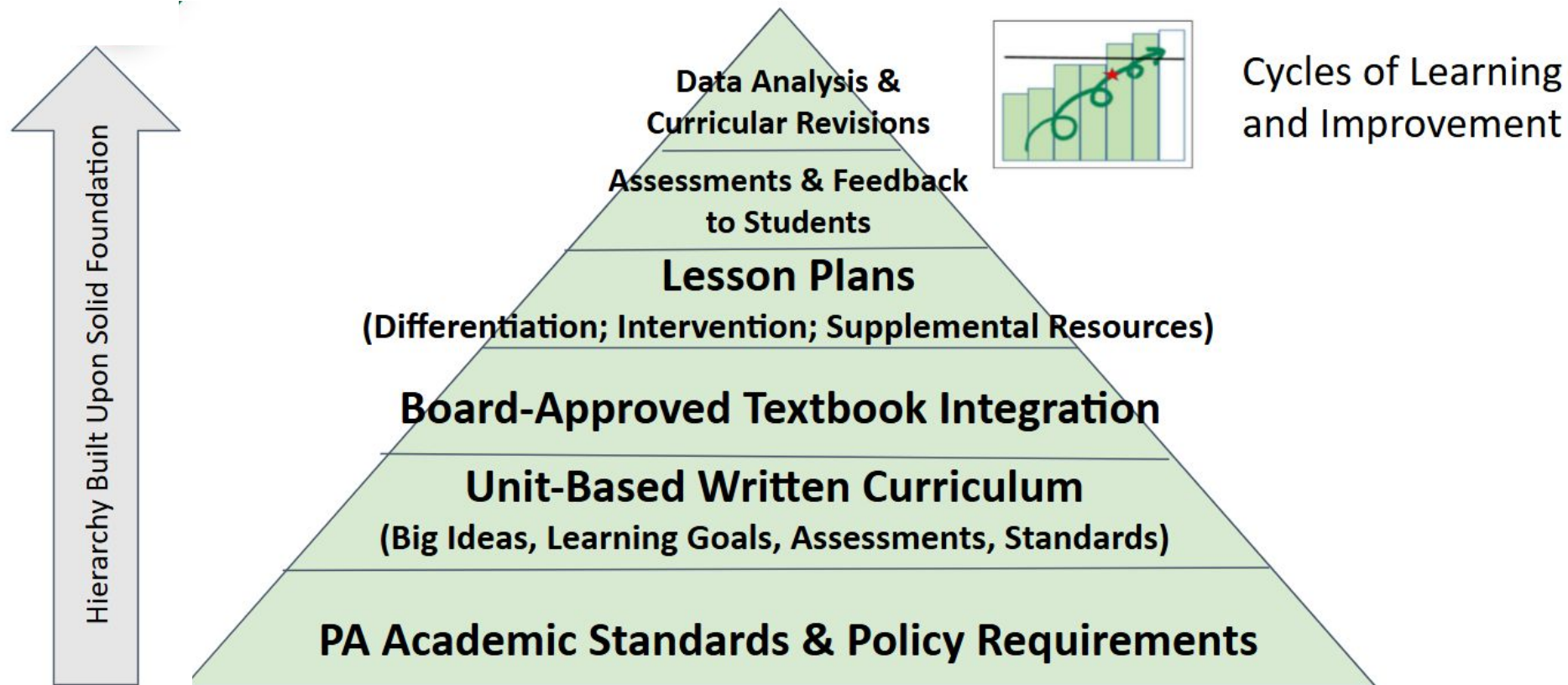
Course Title:	Grade 3 Social Studies
Department:	Social Studies
Grade Level:	Grade 3
Time Per Day/Week:	30 minutes per day
Length of Course:	Full Year Alternating with Science (90 days total)

Course Overview:

In Grade 3 Social Studies, Unit 1 focuses on using maps and map skills to explain the spatial organization of people, places, and environments. Unit 2 focuses on rules and laws within a school, classroom, and community. Students will understand the rights and responsibilities of an active member of a school and community. There is also a focus on the three branches of government within this unit. Unit 3 centers on the study of cultural traditions.
Unit 4 focuses on decision-making and identifying how goods and services are produced and consumed. Finally, Unit 5 provides students with an opportunity to explore Pennsylvania's history. Students will learn about William Penn, as well as historical documents, artifacts, and various places critical to Pennsylvania history.

Primary Resources:

Impact Social Studies: Our Communities; McGraw-Hill Education, 2020.

Secondary Resources (District Approved):

Unit 1 Name:	Communities and Map Skills
Days in Unit:	10

Representative Learning Goals

- Identify latitude and longitude as a type of map grid.
- Describe the symbols map makers use.
- Use intermediate cardinal directions to describe directions on a map.
- Describe physical characteristics of landforms.

Unit 2 Name:	Citizenship/Government
Days in Unit:	25

Representative Learning Goals

- Explain the rules and laws for the classroom, school and community.
- Identify the U.S. Constitution as a document to protect citizens rights.
- Identify positions of authority at school and in the community.
- Identify and describe the 3 branches of government.

Unit 3 Name:	Culture: Seasons of Celebration
Days in Unit:	5

Representative Learning Goals

- Identify the cultural basis for celebrations held across the world.
- Identify various cultural artifacts.
- Discover culturally-based likenesses and differences.

Unit 4 Name:	Economics: Making Choices
Days in Unit:	20

Representative Learning Goals

- Define scarcity and identify examples of resources, wants, and needs.
- Explain how people use money for saving and buying.
- Identify goods, services, consumers, and producers.

Unit 5 Name:	Pennsylvania History
Days in Unit:	30

Representative Learning Goals

- Describe William Penn and the Quakers' influence on Pennsylvania.
- Identify historical documents, artifacts, and places critical to Pennsylvania's history.
- Identify the various symbols that represent our state.
- Distinguish between past, present, and future using timelines.

Students who take the PASA DLM

- PASA Eligibility Criteria: Decision Making Companion Tool is the resource IEP teams are required to use when determining eligibility for participation in the PASA.
- PA's 6 criteria and decision-making tool are not new.
- BSE provides additional guidance to IEP teams to help better understand the data that should be used when reviewing the 6 PASA eligibility criteria.

PASA Participation and Eligibility

Special Education Audit Workshop - File Review Feedback

PINE-RICHLAND SCHOOL DISTRICT

Key Findings

How many did you find?
How many did your group find?
What did you learn?

IEP Audit Workshop - Identified Mistakes

- ☐ Demographics missing on all documents
- ☐ Student not invited - did not write "did not attend" on signature page
- ☐ Transition Planning/Transition Services not checked
- ☐ OVR Representative not listed under services or invited
- ☐ IEP Meeting Invitation dated the same day as the IEP Meeting
- ☐ IEP Meeting Date more that 20 days after the RR
- ☐ IEP Implementation Date not within 10 days of the meeting
- ☐ Special Considerations Communications box still checked (no longer receives Speech and Language)
- ☐ Present Ed Levels - no specific progress for goals
- ☐ Missing 2 years worth of Transition Goals
- ☐ No Transition Summary
- ☐ No Justification/Data for not needing an Independent Living Goal (Present Ed Levels/Grid)
- ☐ No Transition Assessment Data
- ☐ Parental Concerns - cannot put "discussed at IEP Meeting"
- ☐ Courses of Study not specific
- ☐ Service is missing what the actual goals are
- ☐ Location in Transition Grid - not specific
- ☐ Person/Agency in Transition Grid - cannot just list LEA
- ☐ Voter's Registration not complete
- ☐ Goals - no standards listed
- ☐ SDI - location not specific, frequency not specific
- ☐ Educational Placement Questions - cannot list "discussed at meeting"
- ☐ Progress Reports do not have specific progress
- ☐ NOREP not updated based on recent RR/placement change
- ☐ Missing 2 options (one higher and one lower)
- ☐ "General Education with supplemental aids and services" not identified as an option

"Focus on learning for every student ever...

PA 15044

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?"

Session Evaluation	17-18 avg. Total	18-19 avg. Total	19-20 avg. Total	20-21 avg. Total	21-22 avg. Total	22-23 avg. Total	23-24 avg. Total	YTD 24-25 avg. To Date	8/19 a.m.	8/19 p.m.	8/20 a.m.	8/20 p.m	8/21 a.m.	10/25 a.m.	1/13 a.m	1/20 a.m.	1/20 p.m.	2/17 a.m.	2/17 p.m.	3/24 a.m.	5/2 a.m	5/2 p.m.	6/6 a.m.
Preparation/Delivery	3.59	3.81	3.85	3.94	3.96	3.97	3.96	3.97	3.96	3.96	4.00	3.98	4.00	3.90	4.00	3.93	4.00	3.98	4.00	3.96	3.98	3.96	--
Learning Goals/Activities	N/A	N/A	3.93	3.98	3.96	3.98	3.97	3.99	3.97	3.99	4.00	3.98	4.00	4.00	3.98	3.96	4.00	3.98	4.00	4.00	3.98	3.98	--
Implementation/Action	3.83	N/A	3.96	3.97	3.91	3.96	3.95	3.96	3.98	3.97	4.00	4.00	4.00	3.96	3.92	3.98	3.92	3.96	3.94	3.94	3.92	3.92	--

2024-2025 (YTD)
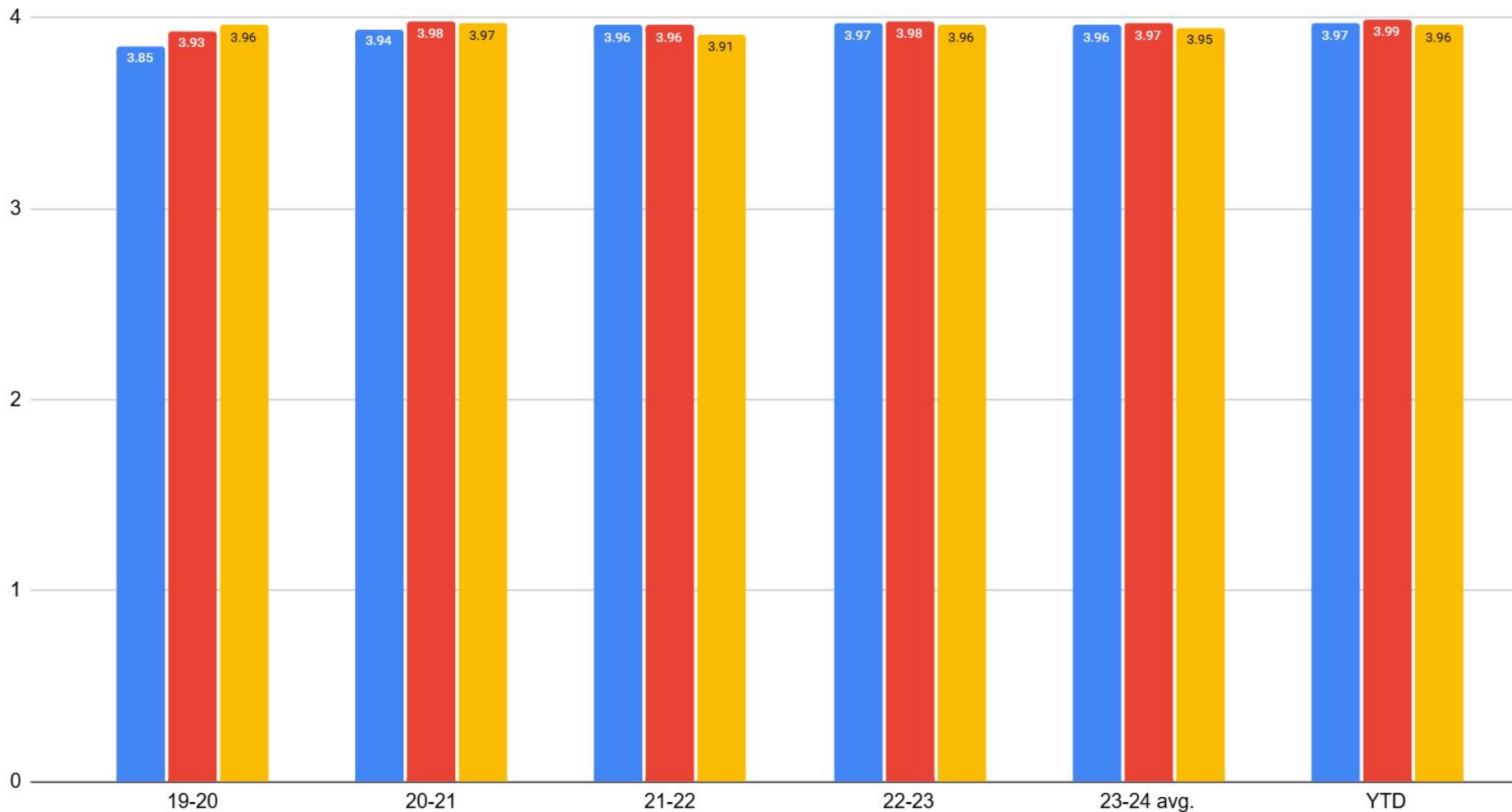
Process

Results

Integration
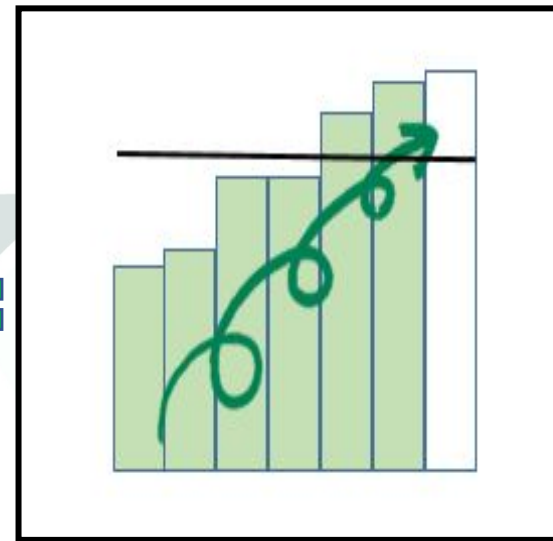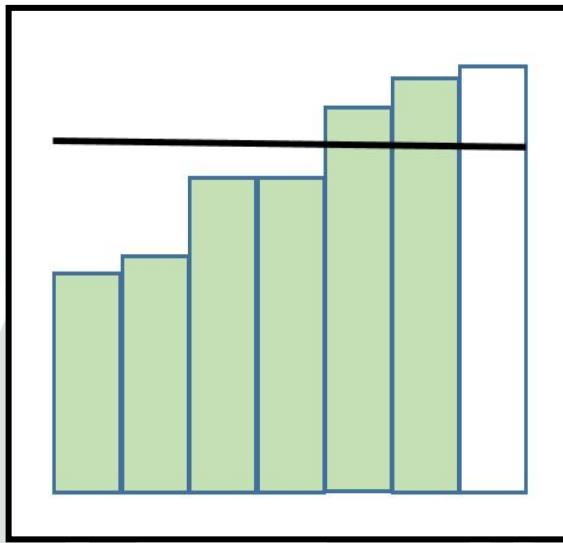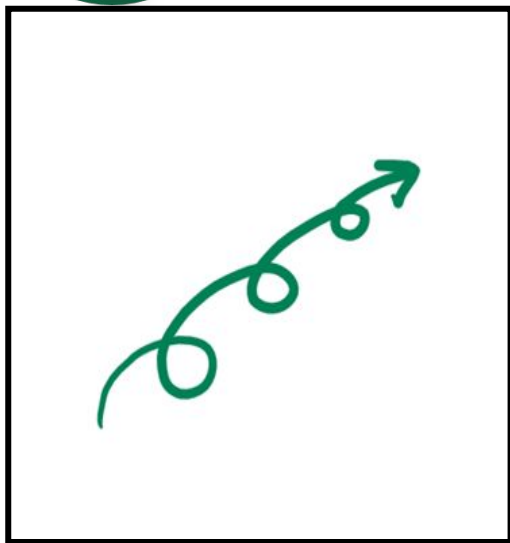
Consistency and clarity of approach across the grade level / course allows us to know "how" we achieve the results that eventually measure our success.

Results (levels) are reviewed and considered within the context of prior results (trends) and benchmarks (comparisons).

By tweaking the process that helped to achieve the results in meaningful, aligned ways, we can use the results to learn and improve process…to attempt better results.

- Individual Professional Development Plans
- In-Depth Program Review Recommendation Implementation (16 Departments) - Health/PE "Mini"
- In-Depth Program Review Study - TBD
- Data for Action & Model for Teaching & Learning
- **Artificial Intelligence in Education [Policy #815.2 *NEW*]**
- Professional Ethics
- Structured Literacy - Continued Implementation
- Resource Integration
- RAMS Way
- Emergency Preparedness & Response

"Point A" → "Point Z"

→ **May require outside support to provide expertise in training.**

→ **Staff training will be required, as will communication with students and families.**

→ **Necessary to approach strategically over time after adoption.**

ACADEMIC HONESTY

The Board recognizes the capacity of AI to complete many student assignments. In doing so, AI has the potential to upend traditional academic honesty and plagiarism standards.

It is the responsibility of all teachers to provide students with notice of whether AI use is permitted on a particular assignment or project. Teachers should use the following scale[1] for guidance:

0	No AI Use	The assignment is completed independently without the assistance of AI	No disclosure required.
1	AI-Assisted Idea Generation	AI is used for brainstorming and generating ideas only.	No disclosure required
2	AI-Assisted Editing	AI is used to edit or refine student work, but not to generate content.	Student must disclose how AI was used.
3	AI for Specified Task Completion	AI is used to complete certain elements of a task or part of a project with human oversight and evaluation of all AI-generated content.	Student must disclose how AI was used.
4	Full AI Use with Human Oversight	AI may be used throughout the assignment. The student is responsible for providing human oversight and evaluating the AI-generated content.	Student must disclose how AI was used.

Membership will be Reviewed for PDE Compliance and Invitations will Follow for 2025-2026 -- THANK YOU!!