
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Professional Education Report Wednesday, February 22, 2012 (Last Approved: Wednesday, December 14, 2011)

Entity: East Penn SD
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Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Barr, Jenny	East Penn School District	Ed Specialist - School Counselor	East Penn School District
Blose, Brandi	East Penn School District	Elementary School Teacher	East Penn School District
Brown, Donna	East Penn School District	Community Representative	East Penn School District
Curtis, Jennifer	East Penn School District	Administrator	East Penn School District
Decker, Jack	East Penn School District	Middle School Teacher	East Penn School District
Delvernois, Linda	East Penn School District	Administrator	East Penn School District
Denmead, Bruce	East Penn School District	Secondary School Teacher	East Penn School District
Evans, Lisa	Elementary Math Leader	Elementary School Teacher	East Penn School District
Fair, Beth	East Penn School District	Ed Specialist - Instructional Technology	East Penn School District
Fairclough, Karen	East Penn School District	Administrator	Linda Pekarik
Flanders, Seth	Adult with Children in EPSD	Community Representative	East Penn School Board
Fox, Daniel	East Penn School District	Ed Specialist - School Counselor	East Penn School District
Frantz, Meredith	East Penn School District	Administrator	East Penn School District
Fuller, Francee	East Penn School District	Board Member	East Penn School Board
Gallagher, Rosalie	East Penn School District	Elementary School Teacher	East Penn School District
Keeler, Debra	East Penn School District	Middle School Teacher	East Penn School District
Kinzel, Sarah	Technology Integrator	Ed Specialist - Instructional Technology	East Penn School District
Leiby, Laura	High School Math Department Chair	Regular Education Teacher	East Penn School District
Leschinsky, Dennine	Instructional Support Teacher	Other	East Penn School District
Madison, Teri	Emmaus Main Street Program	Business Representative	East Penn School District
Maley, Tracy	East Penn School District	Regular Education Teacher	East Penn School District
Mathesz, Janine	East Penn School District	Administrator	East Penn School

			District
McNabb, Maria	East Penn School District - Support Staff	Other	East Penn School Board
Meckes, Stacey	Middle Level Math Department Chair	Secondary School Teacher	East Penn School District
Miksits, Liane	East Penn School District	Elementary School Teacher	East Penn School District
Naunas, Mary Kay	School Psychologist	Ed Specialist - School Psychologist	East Penn School District
Noack, Susan	East Penn School District	Administrator	East Penn School District
Oberle, Robert	East Penn School District	Business Representative	East Penn School Board
Raub, Bonnie	East Penn School District	Secondary School Teacher	East Penn School District
Romagnoli, Vicky	East Penn School District	Ed Specialist - Instructional Technology	East Penn School District
Scalzo, Cheryl	Early Educator	Administrator	East Penn School District
Shingler, Jane	East Penn School District	Middle School Teacher	East Penn School District
Spence, Janet	East Penn School District	Secondary School Teacher	East Penn School Board
Williams, Dennine	East Penn School District	Middle School Teacher	East Penn School District
Zakos, Holly	East Penn School District	Parent	East Penn School District
Zosky, Deborah	East Penn School District	Secondary School Teacher	East Penn School District

Needs Assessment

Reflections

- **Legacy Dataview 1800**

Strength Last Modified:

The district will continue to engage students in co-taught inclusive settings or pull-out setting pending specific individual education plans. Special education teachers will collaborate with regular education teachers to discuss state standards and how all students will be instructed to achieve understanding of concepts. Students will continue to be tested with 4Sight Benchmark tests to evaluate success on the PSSA. Students will continue to use Study Island computer program to assist with the PSSA preparation. Teachers will use AIMS-Web Reading Assessment probes for progress monitoring in reading. Teachers will use AIMS-Web Math Assessment for progress monitoring in math. The district is using scientifically validated research-based instructional programs at the elementary, middle and high school levels. Programs at the elementary level include: SRA Reading Mastery and Corrective Reading programs. At the middle level utilization of

SRA Reading Mastery and Houghton Mifflin SOAR to Success reading programs. The high school level uses SRA Reading Mastery and Houghton Mifflin Soar to Success and High Noon. The district will continue to use SOAR Reading program at the middle level as supplementary reading materials for those students below grade level. Elementary: At the elementary level, all special education students in grades 3, 4, and 5, met state requirements in reading and mathematics to achieve AYP.

Concern Last Modified:

Some special education students will continue to make little progress in reaching the goals for proficiency in reading and math despite the intensive interventions available. Emmaus High School Reading: 11th Grade - 25% of IEP students were Proficient or Advanced in Reading. This is an increase of 8% from 2006 PSSA scores, yet fell short of the projected goal of 31% of IEP 11th grade students scoring Proficient by 6%. The 11th grade IEP subgroup made AYP through Safe Harbor. Mathematics: 11th grade IEP subgroup - 15% scored at the Proficient or Advanced level. This is an increase of 15% from 2006; however, the objective fell short of the 19% projected goal by 4%. The 11th grade IEP subgroup made AYP through Safe Harbor. Lower Macungie Middle School Reading: In grade 6, 19.5% of IEP students scored Proficient. This is a decrease of 7.8% from the 2005-06 PSSA scores. In Grade 7, 30.6% of IEP students scored Proficient. This is an increase of 5.1% from the 2005-06 scores. In Grade 8, 31.1% of IEP students scored Proficient. This is an increase of 3.1% from the 2005-06 scores. Overall, IEP students improved proficiency by 3% from 2006 to 2007. This increase was at the Advanced Level. Mathematics: In grade 6, 27.8% of IEP students scored Proficient. This is a decrease of 8.6% from the 2005-06 scores. In Grade 7, 36.7% of IEP students scored Proficient. This is an increase of 2.7% from the 2005-06 scores. In Grade 8, 28.9% of IEP students scored Proficient. This is an increase of 20.9% from the 2005-06 scores. Eyer Middle School Reading: Objective for proficiency is 54% In Grade 6, 33% of IEP students scored Proficient. This is an increase of 1% from the 2005-06 scores. In Grade 7, 59% of IEP students scored Proficient. This is an increase of 13% from the 2005-06 scores In Grade 8, 34% of IEP students scored Proficient. This is a decrease of 5% from the 2005-06 scores. Mathematics: Objective for proficiency is 45% In Grade 6, 40% of IEP students scored Proficient. This is an increase of 18% from the 2005-06 scores. In Grade 7, 36% of IEP students scored Proficient. This is a decrease of 2% from the 2005-06 scores. In Grade 8, 47% of IEP students scored Proficient. This is an increase of 2% from the 2005-06 scores.

Strength Last Modified: 4/28/2011

Overall, the East Penn School District met AYP in the target area of academic performance for the 2008 -2009 and the 2009-2010 school years.

For grade levels 3-5, academic performance in the area of reading for the IEP-Special Education subgroup met the AYP target using the Growth Model for the 2008-2009 and the 2009-2010 school years.

For grade levels 3-5, academic performance in the area of mathematics for the IEP-Special Education subgroup met the AYP target for the 2009-2010 school year. This grade span subgroup increased performance from the 2008-2009 school year because AYP was met during that year utilizing a Confidence Interval.

For the 2009-2010 school year for grade levels 6-8, academic performance in the area of reading for the IEP-Special Education subgroup met the AYP target using Safe Harbor. For the 2008-2009 school year for grade levels 6-8 academic performance in the area of reading for the IEP-Special Education subgroup met the AYP target using the Growth Model.

For grade levels 6-8, academic performance in the area of mathematics for the IEP-Special Education subgroup met the AYP target using Safe Harbor with Confidence

Interval for the 2008-2009 and the 2009-2010 school years.

For grade 11, academic performance in the area of reading for the IEP-Special Education subgroup met the AYP target using Safe Harbor with Confidence Interval for the 2009-2010 school year. This was an increase in performance from the 2008-2009 school year where this subgroup did not meet the AYP measure.

For grade 11, academic performance in the area of mathematics for the IEP-Special Education subgroup meets AYP for the 2009-2010 school year using Safe Harbor. This was an increase in performance from the 2008-2009 school year where this subgroup did not meet the AYP measure.

The East Penn School District provides professional development based on the reflection of needs through 1) student achievement data, and 2) professional development data.

1. Student Achievement Data: 2010-2011 PSSA data indicates the following results:

Grade 3- 85% were proficient in Reading; 87.55% were proficient in Math.
Grade 4- 83.69% were proficient in Reading; 87.48% were proficient in Math.
Grade 5- 85.95% were proficient in Reading; 77.44% were proficient in Math.
Grade 6- 77.11% were proficient in Reading; 82.79% were proficient in Math.
Grade 7- 89.91% were proficient in Reading; 89.85% were proficient in Math.
Grade 8- 91.98% were proficient in Reading; 83.39% were proficient in Math.
Grade 11-84.17% were proficient in Reading; 72.35% were proficient in Math.

Student Achievement Data: 2009-2010 PSSA data indicates the following results:

Grade 3- 85% were proficient in Reading; 89% were proficient in Math.
Grade 4- 81% were proficient in Reading; 90% were proficient in Math.
Grade 5- 72% were proficient in Reading; 74% were proficient in Math.
Grade 6- 79% were proficient in Reading; 87% were proficient in Math.
Grade 7- 83% were proficient in Reading; 86% were proficient in Math.
Grade 8- 90% were proficient in Reading; 82% were proficient in Math.
Grade 11-76% were proficient in Reading; 70% were proficient in Math.

Student Achievement Data: 2008-09 PSSA data indicates the following results:

Grade 3 - 86% were proficient in Reading; 90% were proficient in Math.
Grade 4 - 84% were proficient in Reading; 89% were proficient in Math.
Grade 5 - 80% were proficient in Reading; 82% were proficient in Math.
Grade 6 - 78% were proficient in Reading; 87% were proficient in Math.
Grade 7- 81% were proficient in Reading; 86% were proficient in Math.
Grade 8- 90% were proficient in Reading; 82% were proficient in Math.
Grade 11- 82% were proficient in Reading; 73% were proficient in Math.

2. The East Penn School District conducts ongoing assessments of individual and district professional development needs through the following:

- Standards Assessment Inventory (SAI) - This inventory was administered for the first time in 2010 with a follow-up survey administered in 2011. Results were used by principals to set goals for professional development that aligned with their student achievement and leadership goals, as well as the district's strategic plan.
- Student Data - The district stores student data electronically, including common assessment results, state standardized test results, SATs, and AP results. Principals use

these data with teachers to look at each student to maximize instruction. These data inform building-level professional development planning. In addition, each school has an E-FOLIO (electronic portfolio) that is the story of the school in four parts: demographics, perception data (student, faculty, staff, and parent survey results), state standardized test results, and principals' goals focused on school improvement. The E-FOLIOS contain data sources that are analyzed for trends.

- District Curriculum - The district operates an ongoing, systematic curriculum revision process that identifies areas of need for staff development programs related to curricular change and development. Major considerations in this process are the Pennsylvania Academic Standards, Assessment Anchors, Eligible Content, and the Common Core Standards.
- Individual Requests - The district maintains a formalized procedure for staff to submit requests for conferences and visitations based on individual needs that tie to district goals.
- EPSD Voluntary Employee Development Advisory Committee - As per Act 48 requirements, the committee serves to identify major trends in education research and to determine district-wide initiatives for providing professional development in these areas.
- Supervision Process - A principal and/or teacher identifies professional development needs as a result of the supervisory process.
- Strategic Plan - The needs assessment and objectives included in the Strategic Plan identify needed professional development.
- Federal and State Mandates - Periodically, state and federal regulations require new programs to be developed that may necessitate additional professional development.
- District Assessment Results - Outcomes from district assessments identify needs for professional development.
- Faculty/Department/Grade Level Meetings - Opportunities are provided to the staff to collectively review common areas of concern/interdisciplinary issues, and to identify needs for professional development.
- School Board Meetings - The School Board provides opportunity for public input at all meetings.
- District Parent Advisory Council (PAC) - The district provides the opportunity for parents to provide input to the Superintendent.
- New Teacher Induction - All new professional staff members, as well as their mentors, provide feedback regarding their needs. The survey is administered in January and May. Comments indicate parts of the program to be maintained, additional topics to be included, and changes in the program delivery. Teachers assist in the development of the following year's program. As of 2011, new teachers indicated the need to maintain the summer orientation program and the district's focus reflecting 21st Century learning, as indicated in the 2008-2014 Strategic Plan. This focus is a thread throughout the program, which also includes topics of supervision and evaluation, continuing professional development in classroom management, parent-teacher communication, best practice teaching strategies, integration of technology, data analysis to drive instructional practices, differentiated assessments, ESL programming, and special needs and accommodations. The EPSD New Teacher Induction Program has also expanded to include a second year in order to provide in-depth discussion, training, and mentorship. Mentors, who play such an integral role in the program, are also trained annually.
- Professional Development Program Evaluation - All district professional development sessions are formally evaluated by the participants. This evaluation tool is scheduled to be online by December, 2011, and also requires feedback 30 days after the session regarding implementation of concepts learned.
- Annual Professional Development Survey- The annual survey was administered in April. The online survey provided feedback on the Professional Development Program focus areas, specific topics/workshops/trainings for curriculum/instruction/technology professional development, scheduling preferences, and suggestions for topics/facilitators. Teachers also had the opportunity to indicate their willingness to serve

as facilitators for workshop sessions. This particular survey will be replaced by the Learning Forward SAI survey in future years.

All of the above listed methods of identifying needs are formalized opportunities that are included within the routine operations of the East Penn School District, and they are utilized by the principals and the EPSD Voluntary Employee Development Advisory Committee to assist in determining professional development needs.

Professional Education Action Plan

Goal: 1. Curriculum

Description: The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities.

Strategy: Deliver learning experiences utilizing a differentiated approach which allows for flexibility and fluidity in response to individual student needs.

Description: The practice of instruction will be analyzed in order to gauge learning experiences within the district.

Activity: Continue to provide support and time for professional collaboration to foster greater use of differentiated instructional teaching strategies.

Description: Through the professional development program, conferences, and faculty meetings, activities will focus on fostering greater use of 21st Century learning, including STEM related activities, and differentiated instructional teaching strategies. Also included are various differentiated instructional strategies that focus attention on interventions for struggling students and extension/enrichment opportunities for advanced and Gifted students.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 9/1/2014	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	200
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District Professional	• School Entity	Approved

Development Program;
Carbon Lehigh
Intermediate Unit

- Intermediate Unit

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Knowledge of various differentiated instructional strategies</p>	<p>Differentiated instruction applies an approach to teaching and learning that gives students multiple options for assimilating information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences

- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Participant survey • Portfolio

Status: In Progress — Upcoming

Date	Comment
10/11/2011	Professional development sessions, conferences, faculty meetings, and the New Teacher Induction Program will focus on the 21st Century teaching and learning.

Activity: Encourage greater inter-disciplinary collaboration.

Description: Through the use of teams at the middle level, professional learning communities (PLCs) throughout the district, and through department, grade-level, and subject leaders, interdisciplinary collaboration is facilitated.

Person Responsible Timeline for Implementation Resources

Delvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
10/17/2011	The elementary teachers utilize PLC/Response to Instruction and Intervention (RtII) and time to collaborate; the middle level teachers utilize team planning time one day out of the six-day cycle; and high school teachers utilize department/faculty meeting time to collaborate.

Activity: Increase integration of technology across curricular areas.

Description: Through the professional development program, technology resource integration teachers, conferences, and faculty meetings, activities will focus on the integration of technology.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	200
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District and Carbon Lehigh Intermediate Unit	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use and integration of technology into classroom instruction.	The content in each session offers teachers ways to differentiate instruction to meet the diverse learning styles of students and incorporates 21st Century skills.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials

and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities Evaluation Methods

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|--|---|
| <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Participant survey • Portfolio |
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Status: In Progress — Upcoming

Date	Comment
10/11/2011	Technology integration has been the focus of the district for the past three years. A project-based learning pilot was conducted in 2009-2010, a district elementary teacher was recognized as an Apple Distinguished Educator, during the summer of 2011, a team of educators attended both the Pennsylvania and the National ISTE conferences, and the assistant superintendent presented at the CoSN national conference.

Activity: Provide professional development for teachers to become familiar with characteristics used to identify the needs of diverse learners, including academic and social/emotional needs.

Description: Through the professional development program, conferences, and faculty meetings, activities focus on the identification and needs of diverse learners.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	100
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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East Penn School District and Carbon Lehigh Intermediate Unit	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Knowledge of needs and characteristics of diverse learners; skills related to classroom management to meet the needs of diverse learners.	Identification of diverse learning styles and subsequent appropriate instructional techniques with attention to intervention for struggling students and enrichment for the more capable student.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional
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decision-making.

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Portfolio 	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans • Portfolio

Status: In Progress — Upcoming

Date	Comment
11/8/2011	Professional development sessions are scheduled based on building identified needs. Conferences continue to be made available.

Goal: 3. Professional Education

Description: The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team, to be consistent with student, educator, building and district needs.

Strategy: Continue to provide opportunities for professional development through the Professional Development Program.

Description: The Professional Development Program is based on building and district level SAI results, identified building needs, and student achievement results.

Activity: Provide a framework for workshops or activities for faculty and support staff that enhances knowledge skills, attitudes, and beliefs that foster a learning community that positively impacts student learning.

Description: The Professional Development Program provides professional learning opportunities for teachers that align with Act 48 regulations. The foundation that supports the District's Professional Development Program is built on best instructional practices for teaching and learning. The PD Program supports specific building needs based on student achievement results. Teacher choice of professional development activities continues to be included.

Person Responsible	Timeline for Implementation	Resources
Noack, Susan	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	40	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District and Carbon Lehigh Intermediate Unit	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Instructional strategies to meet the needs of diverse learners; data analysis skills; curriculum/content development;	All professional development opportunities are based on best teaching/learning practices. All curriculum content is aligned to state and national standards. Formative and summative	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the

assessment analysis and development. assessments are developed according to research based practice and analyzed to reflect alignment to district, state, and national standards with a focus on improving student learning.

area of the educator's certification or assignment.

- 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.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

- | Follow-up Activities | Evaluation Methods |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio |

Status: In Progress — Upcoming

Date **Comment**

8/19/2011 The East Penn School District continues to follow the Act 48 guidelines in providing meaningful professional development based on building based needs, student achievement results, and state and national mandates.

Activity: Reflect goals of educators and support staff at district and building levels through the Professional Development Program.

Description: Gather and evaluate student data and SAI survey results to determine the building level and district level professional development sessions needed to enhance student learning. Maintain the procedure for assessing the needs of teachers and support staff at building and district levels. Provide activities that promote best teaching/learning practices and/or enhance specific job skills. Provide professional development opportunities/activities that reflect 21st century skills, including the integration of technology into instruction. Provide opportunities through the Professional Development Program sessions for participation by parents, community members, and students, when appropriate. Include bus drivers and other sub-contracted/non-district employees in employee training activities, when appropriate. Include support staff in building staff meetings, employee development activities, and district-wide employee development days, when appropriate.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	40	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District and Carbon Lehigh Intermediate Unit	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Instructional strategies to meet the needs of diverse learners; data analysis skills; curriculum/content development; assessment analysis and development.</p> <p>Job related skills for support staff, including administrative assistants, bus drivers, maintenance, food service, and sub-</p>	<p>All professional development opportunities are based on research based best teaching/learning practices. All curriculum content is aligned to state and national standards. Formative and summative assessments are developed according to research based practice and analyzed to reflect alignment to district, state, and national standards with a focus on improving student learning.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention

contracted, non-district employees, when appropriate.

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.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and

- Other educational specialists
- High school (grades 9-12)
- Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting • Job performance 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio • Job performance eval (Support staff members are evaluated for performance of job-related skills.)

Status: In Progress — Upcoming

Date	Comment
10/11/2011	Since Summer, 2011, SAI results have been used to determine building level and district level professional development needs.

Activity: Review and evaluate the Professional Development Program annually.

Description: Distribute, collect, and analyze evaluation forms after each PD session (until the electronic evaluations are available). Maintain the EPSD voluntary employee development advisory team consisting of administrators, staff and instructional assistants, maintenance staff, food service employees, parents, and community members, as required by Act 48 regulations. This team will analyze data from annual surveys to improve and enhance PD Program offerings.

Person Responsible Timeline for Implementation Resources

Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-
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Status: In Progress — Upcoming

Date Comment

11/9/2011	As per the Act 48 regulations, the EPSD voluntary employee development advisory team continues to meet annually and evaluations of each session are completed. Electronic evaluations are slated to begin Fall, 2012.
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Strategy: Continue to provide support, encouragement, and professional development for transitioning the new teacher into the EPSD learning community through the New Teacher Induction Program.

Description: The two-year NTI program orients new teachers to the district, provides a forum for communicating and sharing district goals and initiatives, and provides identified needs specific to each new employee. Sessions focus on the 21st Century learner and instruction, including STEM related activities, to meet the needs of all learners.

Activity: Build collegial relationships between new teachers and their mentors, as well as among new teachers, other professional staff members, and administrators.

Description: Each new teacher will be partnered with a mentor in order to facilitate the professional growth of each inductee. The mentor will cultivate relationships between the new teacher and colleagues.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	\$44,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions	Estimated Number of
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	Per School Year	Participants Per Year
2.00	9	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Knowledge of the East Penn School District procedures, policies, curriculum, assessment plans, instructional practices, building/district/community goals and expectations. Relationships will be cultivated between new teacher and colleagues to facilitate the professional maturation of each inductee.</p>	<p>Research indicates that the success and retention of new teachers is directly correlated to support provided during the initial year(s) of employment. This support includes providing each new teacher with a mentor/induction support teacher, as well as a structured ongoing program that addresses specific topics and individual needs.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking

leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• World Languages• Kindergarten Early Learning Standards• Mathematics• History• Career Education and Work• Economics• Family and Consumer Sciences• Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

- Lesson modeling with mentoring
- Journaling and reflecting

Status: In Progress — Upcoming

Activity: Foster growth and development of the new teacher in mastering and refining effective teaching skills.

Description: Provide professional development that encourages analysis of student performance and constructive feedback from parents, teachers, and administrators. Documentation of self-reflection will be provided through journal writings, self-assessments, and evaluations. Establish a tiered, multi-year new teacher induction program.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.	Self-reflection promotes professional growth and is based on research indicating the positive impact of self-reflecting teaching.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> 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.
- Empowers educators to work effectively with parents and community partners.

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
8/19/2011	The New Teacher Induction Program continues to include an initial 3-day orientation for all teachers new to the profession as well as for those new to the district. Teachers new to the profession are mentored throughout year one and attend NTI sessions during year one and year two. All sessions are adapted based on need.

Activity: Provide an induction program that is structured to adapt to the needs of the new teacher.

Description: All mentors must be tenured teachers who have received satisfactory ratings on their annual evaluations. The new teacher and mentor will work in the same building and have the same type of assignment, if possible. An orientation program will be held prior to the start of the school year for new teachers and their mentors. This orientation is required for all professional staff who are new to the district. Evaluations of individual sessions, as well as mid-year and end-of-year assessments, will be conducted to determine the needs of participants. A district induction team will meet annually to evaluate, analyze, and refine the induction program. The district induction team is facilitated by administrators in the Office of Curriculum and Instruction and will include teachers/educational specialists, and other administrators. Upon successful completion of the first year, documentation will be forwarded to PDE as verification that the induction state requirement has been met.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

2.00	9	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

East Penn School District

- School Entity

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.

Self-reflection promotes professional growth and is based on research indicating the positive impact of self-reflecting teaching.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- 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.
- Empowers educators to work effectively with parents and community partners.

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- School counselors
- Other educational specialists
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|---|---|

Status: In Progress — Upcoming

Date Comment

8/19/2011 EPSD continues to provide a two-year NTI program based on individual and group needs.

Activity: Provide ongoing professional development, exclusive of the district evaluation system, in a collaborative and supportive environment.

Description: Establish a building level professional support system. This support system will be facilitated by the building induction team, which should include the principal, the mentors, induction support teachers, inductees, and support staff. It is recommended that the building induction team meet quarterly.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.	Self-reflection promotes professional growth and is based on research indicating the positive impact of self-reflecting teaching.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity |
|--|--|

- styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Portfolio

Status: In Progress — Upcoming

Date	Comment
8/19/2011	As of Summer, 2011, the secondary buildings have established professional development teams.

Activity: Provide the new teacher with an understanding of effective teaching skills, as well as policies and procedures required to meet district and building expectations.

Description: Provide resources that define policies and procedures in regard to district and building expectations. Provide professional development focused on best instructional practices to meet the needs of diverse learners. Provide professional development sessions and mentoring activities that model a learning environment which fosters 21st Century skill development, such as problem solving, critical thinking, and collaboration.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	9	40
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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East Penn School District	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive	New teacher induction opportunities are based on research based best teaching/learning practices to meet the needs of diverse learners. It also provides embedded professional development by modeling and mentoring activities	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the
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instructional practice; utilize self-reflection practices to improve instruction.

focused on classroom and time management skills. Best practices in new teacher induction and mentoring are reinforced by Pennsylvania's induction requirement for Level I certification.

area of the educator's certification or assignment.

- 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.
- Empowers educators to work effectively with parents and community partners.

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education

- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
10/11/2011	Mentors are assigned to each teacher who is new to the profession. Professional development is provided to all new teachers during a two-year period. Mentors conduct periodic observations of new teachers.

Activity: Provide training for mentors in topics and skills critical to the success of the new teacher.

Description: Mentors are trained to assist new teachers. Training sessions that support the new teacher include, but are not limited to, time management, professional dress, record keeping, and appropriate parent/teacher communication. The selection of mentors will be a collaborative

decision between principals and administrators in the Office of Curriculum & Instruction. Training for the mentor teacher will also emphasize effective instruction for the 21st Century learner.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Adult learning styles; confidentiality; relationship building; review of procedures and policies; classroom management; coaching skills; instructional leadership skills; communication skills.	Research indicates that providing a new teacher with the ongoing support of an exemplary, experienced mentor teacher directly correlates to success and retention in the teaching profession.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers School counselors 	<ul style="list-style-type: none"> Early childhood (preK-grade 3)

- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date	Comment
8/19/2011	Mentor training is provided yearly for all mentors assigned to Year 1 new teachers. Mentors are selected based on their initial application and principal approval.

Goal: 6. Leader in Education

Description: 6. The East Penn School District will set and achieve standards to establish our school district as a leader in education.

Strategy: Continue to provide professional development opportunities for the professional and support staff through the Professional Development Program.

Description: Professional development will be offered based on need, whether building focused or district focused.

Activity: Continue consistent professional development.

Description: The district's Professional Development Program will provide a framework of sessions/opportunities to effectively implement best instructional practices for teaching and learning.

Person Responsible Timeline for Implementation Resources

Delvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
8/19/2011	Professional development continues to reflect building and district goals with alignment to the strategic plan.

Activity: The Professional Development Program is updated annually.

Description: Members of the EPSD Voluntary Employee Development Advisory Committee meet annually to review program offerings and scheduling. This process is aligned to Act 48 regulations. Principals set goals for professional development based on increasing student achievement and building needs. SAI is the tool used to determine need areas.

Person Responsible Timeline for Implementation Resources

Noack, Susan	Start: 7/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
8/19/2011	As per the Act 48 regulations, EPSD professional development continues to be updated annually based on building level and district level needs.

Goal: 7. Technology

Description: The East Penn School District will continue to research, develop, and implement its current and future technology plan to enhance student learning and foster new opportunities.

Strategy: Reflect the goals of educators and support staff at building and district levels to support the needs of students.

Description:

Activity: Provide technology professional development for faculty and staff through the PD Program.

Description: Continue to provide ongoing professional development in the integration of technology into classroom teaching/learning, as a strategy to address the needs of diverse learners. Professional opportunities will also be provided for EPSD staff members to improve job competencies utilizing technology.

Person Responsible Timeline for Implementation Resources

Mohn, Michael Start: 7/1/2011 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
10/11/2011	Technology integration has been the focus of the district for the past three years. A project-based learning pilot began in 2009, a district elementary teacher was honored as an Apple Distinguished Educator in 2011, a team of educators attended both the Pennsylvania and the National ISTE conferences, and the assistant superintendent presented at the CoSN national conference.

Goal: 8. Decision-making

Description: The East Penn School District, in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision-making at all levels in the organization with an emphasis on internal communications.

Strategy: Create a process that fosters innovation across the district.

Description: Conduct brainstorming sessions with administrators and staff to identify key components of a process that fosters innovation.

Activity: Attend a Kepner-Tregoe workshop on decision-making

Description: Take part in a two training session with representatives from other school districts

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 7/1/2008 Finish: 7/1/2008	\$500.00
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Status: No Longer Occurring

Date	Comment
10/11/2011	No longer a priority need for the district
10/17/2011	At this time, the training is no longer a priority need for the district.

Activity: Brainstorming sessions

Description:

Person Responsible Timeline for Implementation Resources

Torma, Denise	Start: 1/1/2009 Finish: Ongoing	\$500.00
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Status: No Longer Occurring

Date Comment

10/11/2011	No longer a priority need for the district.
10/17/2011	At this time, this is no longer a priority need for the district.

Activity: Select facilitator for assistance in developing innovation process

Description:

Person Responsible Timeline for Implementation Resources

Torma, Denise	Start: 1/1/2009 Finish: Ongoing	\$10,000.00
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Status: No Longer Occurring

Date Comment

10/11/2011	No longer a priority need for the district.
10/17/2011	At this time, this is no longer a priority need for the district.

Strategy: Encourage greater inter-disciplinary collaboration.

Description: Time is dedicated to PLCs at the elementary level, team meetings at the middle level, and department meeting/faculty meeting times at the high school level.

Activity: Create planning teams at each district school

Description: Presently, each school has a professional learning community or team.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	\$1,000.00
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Status: Complete

Date	Comment
10/17/2011	Plannig teams have been created for professional development, data analysis, new teacher indcution, and building leadership.

Strategy: Facilitate data-informed decision-making.

Description: Planning teams will analyze data obtained from district data management system.

Activity: Foster professional learning communities.

Description: Our current PLC/RtII district-wide committee will continue to address the implementation of PLC/RtII at the buildings, as appropriate. These PLC's will be utilized as a means for teacher collaboration to analyze data. This analysis will be the impetus for instructional and curricular decision-making.

Person Responsible Timeline for Implementation Resources

Campbell, Kristen	Start: 7/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
8/19/2011	In addition to the RtII rollout at the elementary level, team meetings at the middle level allow for collaboration and data conversations.

Activity: Periodic analysis of data by building team members

Description: Team members agree upon a schedule to review data. Elementary teachers participate in "data analysis teams" (DAT) meetings on a regular basis; the middle level teachers meet one day out of the six-day cycle to review curriculum, instruction, and assessment; and, high school teachers meet during scheduled department meetings.

Person Responsible Timeline for Implementation Resources

Delvernois, Linda	Start: 1/1/2009 Finish: Ongoing	\$1,000.00
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Status: In Progress — Upcoming

Strategy: Improve internal communication

Description: Use district intranet to distribute key information

Activity: Use district intranet to distribute key information

Description: District technology staff will keep internal messages current

Person Responsible Timeline for Implementation Resources

Mohn, Michael	Start: 1/1/2009 Finish: Ongoing	\$1,000.00
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Status: In Progress — Upcoming

Strategy: Include formative/summative assessments to guide decision-making.

Description: Classroom assessments can include a wide range of options -- from recording anecdotal notes while observing a student to administering standardized tests. The options are divided into two categories -- formative assessments and summative assessments.

Formative assessments are on-going assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.

Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative assessments are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.

Activity: Include formative/summative assessments for decision-making.

Description: Teachers will utilize individual and common formative/summative assessments. The analysis of these data will guide decision-making concerning curriculum development and instructional practice.

Person Responsible Timeline for Implementation Resources

Delvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
8/19/2011	Teachers at all three levels utilize assessments and subsequent assessment results to guide instructional practice, curriculum development, and assessment redesign.

Strategy: Measure and compare annually each student's level of achievement.

Description: Principals and building level data teams, including IST teachers and the Coordinator for Academic Support, will monitor student achievement annually.

Activity: Communicate each student's academic progress.

Description: Teachers will share information with grade level and subject area colleagues.

Person Responsible Timeline for Implementation Resources

Delvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
8/19/2011	PLCs are built into the elementary climate; team meetings are a part of the middle level culture; department meetings/faculty meetings are scheduled at the high school level.

Activity: Incorporate technology.

Description: Utilizing a student data management system and Performance Tracker, data will be readily available and usable for all stakeholders.

Person Responsible Timeline for Implementation Resources

Mohn, Michael	Start: 1/1/2009 Finish: Ongoing	-
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Status: Complete

Strategy: Promote greater communication between and among EPSD staff and community members.

Description: Establish a communication committee to determine how information will be

disseminated to stakeholders utilizing a variety of tools, including technology. Refine the framework used to provide smooth transitions within EPSD and with outside educational entities.

Activity: Increase opportunities for staff/community collaboration.

Description: Establish a communication system to disseminate information to stakeholders utilizing a variety of tools, including technology. Refine the system to provide smooth transitions within EPSD and with outside educational and community entities.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

10/17/2011	The EPSD has partnerships with the following groups: Senior Citizen Advisory Council, Parent Advisory Council, Lehigh Valley Chamber of Commerce, and the Main Street Project. Publications made available to all stakeholders are the Annual Report, Newsletters, Email Blasts, Dashboard, and E-FOLIOS.
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Strategy: Provide more creative opportunities for parental involvement.

Description:

Activity: Provide workshops and informational meetings for parents.

Description: Workshops and informational meetings will be developed for parents, when appropriate. For those unable to attend, available technology, such as the EPSD website, podcasts/vodcasts, local TV access, etc. will be utilized. Existing parent advisory councils/parent teacher organizations will be used to create a framework for providing parents with engagement opportunities at all grade levels. These organizations will be responsible for implementing and sustaining the process.

Person Responsible Timeline for Implementation Resources

Delvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

11/8/2011	Cyber bullying continues to be a priority for parent workshops. Information sessions continue to be provided for the East Penn Cyber Learning Program. Attempts to
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include more website communications (podcasts/vodcasts) will continue. PTO's, PAC's, and annual "Meet the Teacher" nights are part of all school entities.

Strategy: Reflect in the District's PD Program the goals of educators and support staff at building and district levels.

Description: The building level and district needs are identified yearly based on SAI survey results.

Activity: Maintain the EPSD Voluntary Employee Development Advisory Committee.

Description: The EPSD Voluntary Employee Development Advisory Committee, consisting of administrators, aides, maintenance staff, food service employees, parents, and community members (aligned to Act 48 regulations), will meet annually to review and revise the Professional Development Program to reflect individual educators, support staff members, building and district needs/goals.

Person Responsible Timeline for Implementation Resources

Noack, Susan	Start: 7/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

8/19/2011	As per the Act 48 regulations, this committee continues to convene annually.
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Strategy: Review and revise systematically the curriculum.

Description: The curriculum will be reviewed and revised based on the Board approved curriculum review/revise cycle.

Activity: Review and revise curriculum.

Description: Teachers will collaboratively review and revise curricula - typically every 5-7 years. Curriculum mapping and data analysis are integral components of this process.

Person Responsible Timeline for Implementation Resources

Delvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Strategy: Select facilitators for team building trainers

Description:

Activity: District personnel will evaluate credentials of potential facilitators

Description: In accordance with Act 48 regulations, potential facilitators will be evaluated based on their certification credentials.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Noack, Susan	Start: 7/1/2011 Finish: Ongoing	\$2,000.00

Status: In Progress — Upcoming

Strategy: Utilize technology to collect and share assessment data for the purposes of improving instruction, revising curriculum, and tracking student progress.

Description:

Activity: Integrate technology to collect and share assessment data.

Description: A data management system will be utilized to collect and share K-12 assessment data for the purposes of improving instruction, revising curriculum, and tracking student progress.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Mohn, Michael	Start: 7/1/2011 Finish: Ongoing	-

Status: Complete

Goal: 9. Master Plan

Description: The East Penn School District will develop, routinely monitor, and review a district-wide Master Plan based on demographic trends, regulations, and the overall quality of existing buildings and facilities. The plan will include a set of prioritized short and long term facility enhancement projects.

Strategy: Engage appropriate firms to assist in the formation of the Master Plan

Description: Publicize a RFP and eventually select firms to assist in the formation of the Master Plan

Activity: Advertise an RFP for professional services and select appropriate firms to assist in the development of the Master Plan

Description:

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Torma, Denise	Start: 1/1/2009 Finish: Ongoing	\$10,000.00

Status: No Longer Occurring

<u>Date</u>	<u>Comment</u>
10/17/2011	Due to the potential of local commercial and housing development within the district boundaries, planning work has been done with governmental agencies and local land developers. The work on the Master Plan has been postponed.

Strategy: Strengthen relationships with local law enforcement and governmental agencies to maintain safe schools

Description:

Activity: Conduct regular meetings among district personnel and governmental agencies to share information and to review new regulations

Description: Regular meetings are held with local governmental officials in Lower Macungie Township.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Seidenberger, Thomas	Start: 1/1/2009 Finish: Ongoing	\$250.00

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
10/17/2011	Meetings are held on a regular basis with local governmental agencies in Lower Macungie Township.

Annual Review Process

The East Penn School District conducts ongoing assessments of individual and district professional development needs through the following:

- Standards Assessment Inventory (SAI) - This inventory was administered for the first time in 2010 with a follow-up survey administered in 2011. Results were used by principals to set goals for professional development that aligned with their student achievement and leadership goals, as well as the district's strategic plan.
- Student Data - The district stores student data electronically, including common assessment results, state standardized test results, SATs, and AP results. Principals use these data with teachers to look at each student to maximize instruction. These data inform building-level professional development planning. In addition, each school has an E-FOLIO (electronic portfolio) that is the story of the school in four parts: demographics, perception data (student, faculty, staff, and parent survey results), state standardized test results, and principals' goals focused on school improvement. The E-FOLIOS contain data sources that are analyzed for trends.
- District Curriculum - The district operates an ongoing, systematic curriculum revision process that identifies areas of need for staff development programs related to curricular change and development. Major considerations in this process are the Pennsylvania Academic Standards, Assessment Anchors, Eligible Content, and the Common Core Standards.
- Individual Requests - The district maintains a formalized procedure for staff to submit requests for conferences and visitations based on individual needs that tie to district goals.
- EPSP Voluntary Employee Development Advisory Committee - As per Act 48 requirements, the committee serves to identify major trends in education research and to determine district-wide initiatives for providing professional development in these areas.
- Supervision Process - A principal and/or teacher identifies professional development needs as a result of the supervisory process.
- Strategic Plan - The needs assessment and objectives included in the Strategic Plan identify needed professional development.
- Federal and State Mandates - Periodically, state and federal regulations require new programs to be developed that may necessitate additional professional development.
- District Assessment Results - Outcomes from district assessments identify needs for professional development.
- Faculty/Department/Grade Level Meetings - Opportunities are provided to the staff to collectively review common areas of concern/interdisciplinary issues, and to identify needs for professional development.
- School Board Meetings - The School Board provides opportunity for public input at all meetings.
- District Parent Advisory Council (PAC) - The district provides the opportunity for parents to provide input to the Superintendent.
- New Teacher Induction - All new professional staff members, as well as their mentors, provide feedback regarding their needs. The survey is administered in January and May. Comments indicate parts of the program to be maintained, additional topics to be included, and changes in the program delivery. Teachers assist in the development of the following year's program. As of 2011, new teachers indicated the need to maintain the summer orientation program and the district's focus reflecting 21st Century learning, as indicated in the 2008-2014 Strategic Plan. This focus is a thread throughout the program, which also includes topics of supervision and evaluation, continuing professional development in classroom management, parent-teacher communication, best practice teaching strategies, integration of technology, data analysis to drive instructional practices, differentiated assessments, ESL programming, and special needs and accommodations. The EPSP New Teacher Induction Program has also expanded to

- include a second year in order to provide in-depth discussion, training, and mentorship. Mentors, who play such an integral role in the program, are also trained annually.
- Professional Development Program Evaluation - All district professional development sessions are formally evaluated by the participants. This evaluation tool is scheduled to be online by December, 2011, and also requires feedback 30 days after the session regarding implementation of concepts learned.
 - Annual Professional Development Survey- The annual survey was administered in April. The online survey provided feedback on the Professional Development Program focus areas, specific topics/workshops/trainings for curriculum/instruction/technology professional development, scheduling preferences, and suggestions for topics/facilitators. Teachers also had the opportunity to indicate their willingness to serve as facilitators for workshop sessions. This particular survey will be replaced by the Learning Forward SAI survey in future years.

All of the above listed methods of identifying needs are formalized opportunities that are included within the routine operations of the East Penn School District, and they are utilized by the principals and the EPSD Voluntary Employee Development Advisory Committee to assist in determining professional development needs.

Supporting Documents

There are currently no supporting documents selected for this section.

Contact Information

Appendix B

Entity Information Page

Entity: East Penn SD

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