
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Professional Education Plan

Approved August 7, 2007

Entity: Bellefonte Area SD

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Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Becky Rock	Community/Business/Parent	Board Member	School Board
Betsy Achuff	Bellefonte Area School District	Elementary School Teacher	Peer Group
Bib Polak	Bellefonte Area School District	Special Education Representative	Peer Group
Dr. Cathy Y. Brachbill	Bellefonte Area School District	Administrator	School Board
Dr. Kate Sillman	Pennsylvania State University	Community Representative	School Board
Elaine Cutler	Bellefonte Area School District	Administrator	Peer Group
George Stone	Community/Business/Parent	Board Member	School Board
Georgi Johnson	Bellefonte Area School District	Ed Specialist - School Nurse	Peer Group
Jan Ablove	Bellefonte Area School District	Elementary School Teacher	Peer Group
Jeanne Weaver	Bellefonte Area School District	Ed Specialist - School Psychologist	Peer Group
Jennifer Hoover	Bellefonte Area School District	Middle School Teacher	Peer Group
Laurie Hancock	Community	Community Representative	School Board
Pam Dunn	Bellefonte Area School District	Ed Specialist - School Counselor	Peer Group
Patty Eckenroth	Bellefonte Area School District	Elementary School Teacher	Peer Group
Robert Lumley-Sapanski	Community/Business	Board Member	School Board
Ruth Bell	Bellefonte Area School District	Elementary School Teacher	Peer Group
Shaun McMurtrie	Bellefonte Area School District	Secondary School Teacher	Peer Group
Sherry Yontosh	Bellefonte Area School District	Administrator	Peer Group
Susan Hardy	Bellefonte Area School District	Elementary School Teacher	Peer Group
Timothy Miller	Bellefonte Area School District	Administrator	Peer Group
Wanda Garbrick	Bellefonte Area School District	Secondary School Teacher	Peer Group
William Moore	Bellefonte Area School District	Special Education Representative	School Board

Needs Assessment

An assessment of the needs of the school district, professional educators, students, and community was conducted utilizing the information described below. The data was analyzed by the Strategic Planning Committee and the Act 48 Professional Education Committee and used to formulate goals, strategies, and action plans designed to achieve the goals adopted in the 2007 — 2013 Chapter 4 Strategic Plan.

1. Student Achievement Data

- A. Analysis of PSSA student achievement data in reading, writing and mathematics led to the following conclusions:
 - a. Proficiency levels in reading and math need to increase in all buildings and subgroups in order to meet the Adequate Yearly Progress (AYP) targets established by the PA Department of Education.
 - b. Professional development needs to focus on increasing student achievement levels as identified in the areas described below:
 - (1) Math proficiency levels decline an average of 13% from grade 5 to grade 11 when looking at cohorts of students graduating 2005, 2006, and 2007.
 - (2) Reading proficiency levels increase an average of 8% from grade 5 to grade 11 when looking at cohorts of students graduating 2005, 2006, and 2007.
 - (3) IEP subgroup achievement in reading (proficiency levels average 50% lower than all students) and math (proficiency levels average 45% lower than all students) is significantly below the proficiency levels of regular education students.

- (4) Economically disadvantaged subgroup achievement in reading (proficiency levels average 16% lower than all students) and math (proficiency levels average 12% lower than all students) is significantly below the proficiency levels of the “all” student group.
- (5) Gender subgroup achievement in grade 3 reading (females - 85% proficient to males - 70% proficient) and grade 5 reading (females - 72% proficient to males - 55% proficient) differs significantly.
- (6) Gender subgroup achievement in grade 8 math (females — 65% proficient to males — 80% proficient) differs significantly.
- (7) Writing proficiency levels indicate a significant discrepancy across grade levels:
 - (a) 5th grade — 47% proficient
 - (b) 8th grade — 77% proficient
 - (c) grade 11 — 91% proficient
- (8) There is also a discrepancy with regards to the percentage of students scoring at the advanced level for writing:
 - (a) 5th grade — 1%
 - (b) 8th grade — 7%
 - (c) 11th grade — 13% (The 11th grade four-year average is 8%. This percentage is significantly lower than the percentages of students scoring at advanced levels in reading and mathematics.)

B. DIBELS Benchmark Assessments (grades K-3)

2004 — 2007 DIBELS scores indicate that there is a 20% decline in the percentage of students scoring at benchmark levels from kindergarten to grade 3.

C. 4Sight Reading and Mathematics Assessments (grades 3 — 11)

2006-07 4-Sight scores indicate the need for professional development to address the following:

- a. Grade 3 - 6 Reading Assessment Anchors – R3.B.2; R4.B.2; R5.B.2; R6.B.2
- b. Grade 7, 8 and 11 Reading Assessment Anchors – R7.A.1; R8.A.1; R11.A.1
- c. Grade 6 Mathematics Assessment Anchors — M6.A.2; M6.A.3; M6.A.3
- d. Grade 7 Mathematics Assessment Anchors — M7.A.2; M7.C.1; M7.D.3; M7.E.2; M7.E.3
- e. Grade 8 Mathematics Assessment Anchors — M8.A.2; M8.C.1; M8.C.3; M8.E.4
- f. Grade 11 Mathematics Assessment Anchors — M11.A.2; M11.B.2; M11.C.3; M11.D.2; M11.D.3; M11.E.3

D. The 2007 BASD Parent Perceptions Survey indicates that the District needs to work on creating a more positive learning environment in our schools.

E. Attendance data indicates that:

- a. Student attendance decreases from elementary to middle school and continues to decline from middle school to high school.
- b. Across the District and at all levels IEP, Economically Disadvantaged and LEP student attendance is lower than attendance for regular education students.
- c. Vocational students attending CPI have a significantly lower attendance rate than non-vocational students at the high school.

2. Professional Development Data

- A. Central Intermediate Unit 10 Needs Assessment, completed by 194 BASD professional staff members, results indicate the following professional development needs:
 - a. Interpreting and analyzing assessment data to drive instruction
 - b. Teaching English language learners (ELL's)
 - c. Using research-based instructional strategies within specific content areas
 - d. Teaching students with autism

- B. The 2007 BASD Professional Staff Perceptions Survey indicates that District professional development initiatives need to address:
 - a. Implementation of a standards-based system
 - b. Science standards and assessment anchors (Elementary)
 - c. Reading and Math Assessment Anchors (Secondary)
 - d. Meeting the needs of diverse learners

- C. Evaluations of 2006 — 07 Professional Development Programs indicate that:
 - a. Elementary teachers are in need of more professional development in the area of Balanced Literacy.
 - b. Middle School teachers are in need of more professional development in order to effectively implement Reading Apprenticeship.
 - c. High School teachers are in need of more professional development in order to effectively implement Kansas University – Content Literacy Continuum framework.

- D. Evaluations of the 2006 — 2007 Induction Program indicate that:
 - a. Year I participants would like to receive more help with classroom management.
 - b. Year II participants would like to receive more help with implementing effective teaching strategies.

Professional Education Action Plan

Goal: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Description: By 2013 at least 90% of all students will achieve proficiency in all curricular areas, as measured by District assessments aligned with state or national standards in all curricular areas.

Strategy: Curriculum Alignment

Description: Build and implement standards-aligned K - 12 curricula that are rigorous, integrated, and aligned both horizontally and vertically. Develop a system of local assessment to determine the degree to which individual students are attaining proficiency in the academic standards in all content areas at each grade level and provide targeted assistance for non-proficient students and enriched learning experiences for those demonstrating proficiency.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Curriculum Alignment Initiative	Map the current taught curriculum in order to examine the degree to which it is aligned to state and national standards and is consistent across grade levels/courses and articulated between grade levels (eliminate gaps and redundancies). Establish in each content area core content and skills (what students should know and be able to do).	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Start: 10/1/2007 Finish: 6/28/2013	\$120,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	5	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The participant will be able to: 1. Identify the content and skills that are to be taught. 2. Analyze how content and skills develop over time (introduce, develop, reinforce). 3. Analyze the curriculum both horizontally and vertically to identify gaps and redundancies. 4. Identify grade level/course benchmarks. 5. Align content, skills, and assessments with standards and anchors. 6. Integrate reading, writing, mathematics, and technology across the curriculum. 7. Plan for effective instruction.	The professional development content will be based on what is considered "best practices" when creating a standards-aligned system utilizing the work of Heidi Hayes-Jacobs and ASCD curriculum development resources.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> 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. <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none"> 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	

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 • Peer-to-peer lesson discussions 	<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 • Review of participant lesson plans • Map Analysis (Curriculum Maps will be evaluated using a district developed rubric. Self evaluations and departmental analysis.)

Strategy: Curriculum Alignment

Description: Build and implement standards-aligned K - 12 curricula that are rigorous, integrated, and aligned both horizontally and vertically. Develop a system of local assessment to determine the degree to which individual students are attaining proficiency in the academic standards in all content areas at each grade level and provide targeted assistance for non-proficient students and enriched learning experiences for those demonstrating proficiency.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
District Benchmarks and Core Assessments	Identify district benchmarks for each grade level and course and develop core assessments to measure student attainment of identified benchmarks.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Start: 1/2/2008 Finish: 6/29/2012	\$30,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	5	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The participant will be able to: 1. Demonstrate the use of effective assessment strategies in the classroom. 2. Create effective core assessments that measure student attainment of district benchmarks. 3. Monitor student progress towards attainment and mastery of district benchmarks.	The content is based on what is considered "best practices" for developing benchmarks for student learning and for developing core assessments for measuring student progress toward achieving established benchmarks.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	
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 	<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 • Review of participant lesson plans 	

Strategy: Data

Description: Utilize data and research to assess and evaluate student performance and to improve student achievement.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Administrative Walk-Throughs	Implement administrative walk-throughs ("Learning Walks") to collect data on the taught curriculum, instructional and assessment practices, and instructional technology being utilized in classrooms. 1. Develop a district model for Learning Walks/Administrative Walk-Throughs that aligns with district and building goals. 2. Develop rubrics to be used to focus "Learning Walks" based on "Core Competencies" and disseminate to professional staff. 3. Provide training in the "Learning Walks" process for district administrators. 4. Implement "Learning Walks" by administration to collect data on the taught curriculum, instructional and assessment practices, and instructional technology being utilized in classrooms. 5. Develop and publish "Learning Walks" procedures to be implemented on a District-wide basis and a schedule for implementation. 6. Provide information sessions for professional staff on the district's Learning Walk model.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Start: 9/4/2007 Finish: 6/30/2009	\$2,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	5	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will be able to: 1. Explain the difference between traditional classroom observations and walk-throughs. 2. Gather data about instructional practice and student learning when conducting a walk-through. 3. Initiate reflective conversations with teachers about teaching and learning by asking questions about what evidence is and is not observed during walk-throughs.	The NSDC tool will provide a model for walk-throughs that: 1. Reinforce a focus on instruction and learning as specified in the strategic plan. 2. Gathers data about instructional practices and student learning to supplement other data about school and student performance. 3. Stimulate collegial conversations about teaching and learning. 4. Learn from others in the district/school. 5. Deepen understandings and practice through continuous feedback.	<i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none"> • 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.

Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> • Principals / asst. principals • Superintendent / asst. superintendents 		
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 	<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 	

Strategy: Data

Description: Utilize data and research to assess and evaluate student performance and to improve student achievement.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity		Description	
Data Analysis Teams		Develop and implement a system/structure for the operation of district, building, team, department, and grade level data analysis teams.	
Person Responsible	Timeline for Implementation	Resources	
Director of Curriculum and Instruction	Start: 9/4/2007 Finish: 6/30/2010	\$4,500.00	
Professional Development Activity Information			
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year	
1	5	150	
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status	
BASD	School Entity	Approved	
Knowledge and Skills	Research and Best Practices	Designed to Accomplish	
Participants will be able to: 1. Identify evidence contained in data sets. 2. Analyze data for strengths, weaknesses, trends. 3. Set goals, develop, and implement action plans to address weaknesses identified during the data analysis. 4. Administer assessments with fidelity.	The data team protocol that will be used is based on Mike Schmoker's work (Getting Results).	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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. <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 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. 	
Educator Groups Which Will Participate in this Activity			
Role			
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors 			
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 Creating lessons to meet varied student learning styles 	<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 Data Team Protocol (Data Analysis Logs) 		

Strategy: Effective and Engaging Instruction

Description: Provide effective and engaging instruction utilizing research-based "best practices" and the integration of instructional technology.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Content Literacy Continuum	<p>The high school has incorporated KU-CRL's Content Literacy Continuum framework to address school improvement. The Continuum encompasses five levels of literacy support with increasingly intensive instruction and services to support student learning.</p> <p>A key component to the instructional delivery throughout the school is co-teaching which helps to facilitate the literacy activities. These activities are further supported by diverse uses of technology throughout the building, as well as, a strong push for cross disciplinary collaboration.</p> <p>Common components of the four strands - the Content Literacy Continuum, co-teaching, technology, and collaboration — are effective instruction, choice, values, and communication. The Content Literacy Continuum (CLC) emphasizes coordinated, coherent services and programs cutting across levels and content areas. These largely center around the Content Enhancement Routines (The Course Organizer Routine, The Unit Organizer Routine, The Lesson Organizer Routine, The Question Exploration Routine, The Framing Routine, The Concept Mastery Routine, The Concept Anchoring Routine, The Concept Comparison Routine, The Recall Enhancement Routine, The Survey Routine, The Clarifying Routine, The Vocabulary LINCing Routine, The Quality Assignment Routine, and The Order Routine) and when further elaboration is indicated move into the Learning Strategies (Assignment Completion, Error Monitoring, Essay Test Taking, FIRST-Letter Mnemonic, Fundamentals/Sentence Writing, InSPECT, LINCS, Paired Associates, Paragraph Writing, Paraphrasing, Proficiency/Sentence Writing, Self-Questioning, SLANT, Test Taking, Visual Imagery, and Word ID).</p> <p>In all classroom instruction, teachers are encouraged to collaborate with one another both within and outside their assigned disciplines and when appropriate to team together for classroom instruction. Technology may be infused for a whole group assignment, a small group presentation, or individual remediation. All instruction explicitly weaves the components of the CLC into planning and instructional delivery.</p>	
Person Responsible	Timeline for Implementation	Resources
HS Principal	Start: 9/4/2007 Finish: 6/30/2010	\$0.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	4	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The participants will be able to:</p> <ol style="list-style-type: none"> 1. Plan for and teach to diverse groups of students. 2. Make decisions about what content to teach and how to manipulate and translate that content into easy-to-understand formats, and to present it in memorable ways. 3. Think deeply about what students need to know. 4. Select the central ideas and concepts that make the details and facts hang together. 5. Identify relationships among ideas and concepts. 6. Select and construct instructional devices that will enhance the content. 7. Present the content in a way that actively involves students while enhancing their learning. 	<p>The CLC approach to learning and the complements described above are based on validated instructional principles. Specifically, research has shown that students learn more when they are actively involved in the learning process, abstract and complex concepts are presented in concrete forms, information is organized for them, new information is tied to previously learned information, important information is distinguished from unimportant information, relationships among pieces of information are made explicit, and students are involved in apprenticeships with their teachers whereby they are shown how to learn specific types of content. Going to WWW.KUCRL.ORG will yield a plethora of research, studies, and applications.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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. <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 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.

8. Meet both group and individual needs while maintaining the integrity of the content.		<ul style="list-style-type: none"> • 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • High school (grades 9-12) 	
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 	<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 	

Strategy: Effective and Engaging Instruction

Description: Provide effective and engaging instruction utilizing research-based "best practices" and the integration of instructional technology.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Differentiated Instruction	Differentiated Instruction 1. Develop the knowledge and skills needed to implement differentiated instructional strategies across the district to ensure a rigorous curriculum for all learners at all levels. 2. Increase the collection and use of data by all staff to inform daily instruction in order to differentiate by student need (e.g. English language proficiency, learning style, multiple intelligences, and implementation of IEP's, students in need of remediation and student in need of enrichment). 3. Ensure all diverse learners (IEP/LEP/non-proficient students, etc.) make progress in the "core" curriculum by having classes organized using flexible grouping for instruction and by providing additional learning time during the school day for those students needing "extra" time or more "focused" instruction.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Start: 9/4/2007 Finish: 6/28/2013	\$25,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	5	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will be able to: 1. Articulate the essential principles/elements of differentiation. 2. Collect, analyze, and use student assessment results to guide decisions in forming differentiated groups and planning systematic and explicit instruction which targets specific student needs. 3. Implement and manage a differentiated classroom so all students are engaged in meaningful and challenging learning activities at an appropriate level of complexity. 4. Modify curriculum and instruction in response to student need. 5. Establish a differentiated classroom environment. 6. Demonstrate instructional strategies that support differentiation. 7. Create differentiated lesson plans that meet the needs of all learners.	The professional development content will be based on Tomlinson's work on the differentiated classroom.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • 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. <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none"> • 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		
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 		
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 	<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 • Review of participant lesson plans 	

Strategy: Effective and Engaging Instruction

Description: Provide effective and engaging instruction utilizing research-based "best practices" and the integration of instructional technology.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Meeting the Needs of English Language Learners	Instructional "best practices" that foster comprehension and learning of English language learners.	
Person Responsible	Timeline for Implementation	Resources
Language Arts Coordinator	Start: 9/4/2007 Finish: 5/31/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	4	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe research-based instructional strategies for working with English language learners. 2. Utilize effective strategies for teaching ELL's to develop and implement lesson plans. 	<p>The professional development content will be based on what is considered "best practices" for teaching ELL's based on Effective Literacy and English Language Instruction for English Learners published by the U.S. Department of Education.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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. <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 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		
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<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 • Review of participant lesson plans 	

Strategy: Effective and Engaging Instruction

Description: Provide effective and engaging instruction utilizing research-based "best practices" and the integration of instructional technology.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Teacher "Best Practices" Trainer Cadre	Develop a cadre of teacher leaders to facilitate the implementation of "best practices" (including core teaching competencies, differentiated instruction, balanced literacy, and inquiry-based instruction) with regards to instruction and assessment (train-the-trainer model).	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Start: 9/2/2008 Finish: 5/28/2010	\$10,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	5	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Articulate the essential principles/elements of differentiation. 2. Collect, analyze, and use student assessment results to guide decisions in forming differentiated groups and planning systematic and explicit instruction which targets specific student needs. 3. Implement and manage a differentiated classroom so all students are engaged in meaningful and challenging learning activities at an appropriate level of complexity. 4. Modify curriculum and instruction in response to student need. 5. Establish a differentiated classroom environment. 6. Demonstrate instructional strategies that support differentiation. 7. Create differentiated lesson plans. 8. Model differentiated teaching practices for peers. 9. Implement coaching strategies when working with peers. 	<p>The professional development content will be based on Tomlinson's work in the area of differentiation, the Annenberg Institute's work on instructional coaching, Louisa Moats' work on balanced literacy, and research from MREL.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	
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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Review of participant lesson plans 	

Strategy: Guidance Counselors

Description: Professional Development for Guidance Counselors.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Developmental Guidance Program	Developing, Implementing and Evaluating a K - 12 Developmental Guidance Framework/Plan	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Start: 10/19/2007 Finish: 4/24/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	4	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The participants will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of student needs and how to meet the needs of diverse learners. 2. Demonstrate an understanding of the division of roles and responsibilities in Student Services Program. 3. Demonstrate effective small group counseling techniques and skills. 		<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. • 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>.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> • School counselors 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Participant survey 	

Strategy: School Nurses

Description: Professional Development for School Nurses.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership

Activity	Description	
Current Trends in the Field of School Nursing	Current Trends in the Field of School Nursing: 1. Nursing policies and regulations which govern student health services. 2. Nursing standards and practices. 3. Responding to Medical Emergencies. 4. Disaster Preparedness.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Start: 10/19/2007 Finish: 4/24/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	4	3
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The participants will be able to: 1. Demonstrate nursing policies and regulations which govern student health services. 2. Demonstrate nursing standards and practices. 3. Respond to medical emergencies. 4. Explain disaster preparedness plan.		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Empowers educators to work effectively with <u>parents and community partners</u>.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> • Other educational specialists 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Participant survey 	

Strategy: School Psychologists

Description: Professional Development for School Psychologists.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Current Trends in the Field of School Psychology	Current Trends in: 1. Legal Updates in Special Education. 2. Response to Intervention Model. 3. Mental Health Field. 4. Small Group Counseling Skills.	
Person Responsible	Timeline for Implementation	Resources
Special Education Director	Start: 10/19/2007 Finish: 4/24/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	4	4
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The participant will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of content related to best practices in school psychology. 2. Demonstrate knowledge of current laws and policies with regards to Special Education. 3. Demonstrate knowledge of the Response to Intervention model. 4. Demonstrate an understanding of mental health programs and services available to students. 5. Demonstrate effective small group counseling skills. 		<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>.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> • Other educational specialists 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Participant survey 	

Strategy: Speech/Language Pathologists

Description: Professional development activities for Speech/Language Pathologists.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Teaching

Activity	Description	
Working With Students with Speech IEP's	1. Video series entitled, "The Child Who Stutters: Practical Ideas for the School Clinician Series", produced by the Stuttering Foundation. 2. On-Line Learning, "Attention Disorders", produced by LinguSystems. 3. On-Line Learning, "Changing Behavior to Change the Child's Voice", produced by LinguSystems. 4. Visitation to PSU Audiology Department.	
Person Responsible	Timeline for Implementation	Resources
Special Education Director	Start: 10/19/2007 Finish: 4/24/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	4	3
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The participant will be able to: 1. Explain the effects of adolescence on stuttering. 2. Provide intervention to teens who stutter. 3. Identify the prevalence of attention deficit disorders in the U.S. population. 4. Identify the core symptoms of AD/HD. 5. Identify specific areas to consider when working with students with AD/HD. 6. Identify types of vocal abuses. 7. List changes to the focal folds that can occur as a result of abuse. 8. Apply appropriate strategies for changing vocal behaviors. 9. Utilize reinforcement to change behavior. 10. Explain the evaluation process for Auditory Processing Disorder. 11. Interpret reports on students who are diagnosed with Auditory Processing Disorder.	Instructional materials have been provided by nationally accredited organizations; Stuttering Foundation and LinguSystems.	<i>For classroom teachers, school counselors and education specialists:</i> <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>.
Educator Groups Which Will Participate in this Activity		
Role		
Other educational specialists		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans 	

Goal: MATHEMATICS

Description: By 2013 at least 89% of all students will achieve proficiency in mathematics, as measured by state and local assessments.

Strategy: Effective and Engaging Mathematics Instruction

Description: Provide effective and engaging mathematics instruction utilizing research-based "best practices" and the integration of instructional technology.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Connected Mathematics Implementation Initiative	Ongoing professional development for the implementation of Connected Mathematics in grades 6 - 8.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Start: 7/30/2007 Finish: 8/14/2009	\$15,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	5	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The participant will be able to:</p> <ol style="list-style-type: none"> 1. Utilize processes for developing key mathematical ideas in the classroom. 2. Plan effective CMP2 lessons. 3. Demonstrate effective summaries and mathematical reflections at the conclusion of CMP2 lessons. 4. Integrate technology with CMP2 lessons. 5. Create quality assessments. 6. Identify when and how to give assessments. 7. Create a classroom environment conducive to the principles of CMP2 instructional strategies. 8. Plan effective processes for educating and involving parents. 	<p>CMP2 professional development is based on "best practices" in mathematics instruction. The sessions will focus on aligning and implementing a standards-aligned system utilizing Connected Mathematics materials.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Mathematics
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 	<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 • Review of participant lesson plans 	

Goal: READING

Description: By 2013 at least 91% of all students will achieve proficiency in reading and 90% will achieve proficiency in writing, as measured by state and local assessments.

Strategy: Effective, Evidence-Based Language Arts Instruction

Description: Provide effective and engaging language arts instruction utilizing research-based "best practices" and the integration of instructional technology.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Comprehensive Balanced Literacy Initiative	Continue district implementation of a K - 5 comprehensive balanced literacy program.	
Person Responsible	Timeline for Implementation	Resources
Language Arts Coordinator	Start: 9/4/2007 Finish: 6/28/2013	\$30,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	10	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The participant will be able to: 1. Explain and describe the Balanced Literacy Instructional Framework. 2. Demonstrate the delivery of the PA Reading, Writing, Speaking, and Listening Academic Standards through a Balanced Literacy Instructional Framework. 3. Meet the diverse needs of individual students through assessment, progress monitoring, and appropriate research-based intervention strategies.	“Balance is key to any reading program. Some people will always say phonics is the answer and others will contend that whole language is the answer. Similarly, some will say that language arts need to be skill-driven and others will say language arts needs to be contextually driven. The truth is that both are important; there is no right answer for every class. Balance is key. The way that a teacher teaches reading should change with every class and with every student.” Best Practices in Literacy Instruction, Pressley, M., Gambrell, L., Morrow, L. M. and Neuman, S. B. This work will be based upon a vast body of research. The theoretical foundation for programming will be based upon the work of Louisa C. Moats, D.Ed. within the Language Essentials for Teachers of Reading and Spelling (LETRS) (2005). Research that is supportive to LETRS is Anderson, Helbert, Scott, and Wilkinson (1985); NIDCHD, NIFL (2000); M. Adams (1990); Snow, Burns, & Griffin (1998); and Learning First Alliance (1998, 2000). In addition, the Ohio State Literacy Framework will offer the framework to which the Balanced approach is modeled. http://www.edci.purdue.edu/plnp/images/PDF/LCMultiYearAnalysisRpt.pdf	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
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 	<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 Review of participant lesson plans Admin Walk-Throughs (Administrative Walk-Through Data) Data Team Analysis (Data Team Analysis results) 	

Strategy: Effective, Evidence-Based Language Arts Instruction

Description: Provide effective and engaging language arts instruction utilizing research-based "best practices" and the integration of instructional technology.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Implementation of Best Practices for Teaching Language Arts Grades 6 - 12	Expand the use of evidence-based "best" researched instructional practices for teaching language arts at the secondary level (grades 6 - 12).	
Person Responsible	Timeline for Implementation	Resources
Language Arts Coordinator	Start: 9/4/2007 Finish: 6/27/2013	\$25,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	5	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The participant will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a clear understanding of the strong links between instruction, behavior, assessment, and curriculum and how the linkage correlates with student achievement. 2. Meet the diverse needs of individual students through assessment, progress monitoring, and appropriate research-based intervention strategies. 	<p>According to Daniels, Zemelman, and Hyde (2005) "best practice" is defined as an "awareness of current research and consistently offers the full benefits of the latest knowledge, technology, and procedures." They further define "best practices" into a list of principles. The first is "student-centered" through experiential holistic, authentic, and most importantly, challenging learning. The second principle, "cognitive" is the most powerful learning modality. Maintaining a reflective, expressive, constructivist, and developmental perspective when designing classroom instruction will facilitate higher-order thinking. The final principle is the "social" aspect to students' learning. Fostering a collaborative and democratic classroom builds community and citizenship within students. Further research that supports "best practices" when defining individual areas of Language Arts Instruction is also referenced at http://www.sedl.org/reading/framework/research.html</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening
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 	<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 • Classroom student assessment data • Participant survey • Review of participant lesson plans 	

Strategy: Effective, Evidence-Based Language Arts Instruction

Description: Provide effective and engaging language arts instruction utilizing research-based "best practices" and the integration of instructional technology.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Literacy Coaches	1. Provide Literacy Coach training to the reading specialists, learning support teachers, gifted support teachers, and ESL teachers to develop their capacity to provide support to Language Arts teachers who are learning new teaching practices. 2. Construct building schedules to support the collaboration between literacy coaches and classroom teachers.	
Person Responsible	Timeline for Implementation	Resources
Language Arts Coordinator	Start: 7/1/2008 Finish: 6/28/2013	\$5,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	4	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The participant will be able to: 1. Articulate and coach the delivery of Pennsylvania's Reading, Writing, Speaking, and Listening Academic Standards through the use of research based "best practices". 2. Provide on-going support of Language Arts programming at the building level. 3. Act as liaison between teachers and Language Arts Coordinator relative to problem solving within language arts.	Darling-Hammond and McLaughlin (1995) report, "effective professional development sustained, on-going, and intensive, supported by modeling, coaching, and collective problem-solving around specific problems of practice." Costa and Garmston (1994) and Garmston and Wellman (1999) concur, "coaching teachers in their practice is the most powerful means to increase their knowledge and improve their practice." Lyons and Pinell (2001) also agree, "coaching is a way for teachers to become more analytic about their work."	<i>For classroom teachers, school counselors and education specialists:</i> <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.
Educator Groups Which Will Participate in this Activity		
	Grade Level	Subject Area
	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening
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 • Peer-to-peer lesson discussions 	<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 	

Strategy: Implementing Reading Across the Curriculum

Description: Utilizing Reading Apprenticeship strategies, implement reading strategies across the curriculum.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity		Description	
Reading Apprenticeship Program		Continue implementation of the Reading Apprenticeship program in grade 6 - 8.	
Person Responsible		Timeline for Implementation	Resources
Language Arts Coordinator		Start: 9/4/2007 Finish: 5/29/2009	\$4,000.00
Professional Development Activity Information			
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year	
6	4	60	
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status	
BASD	<ul style="list-style-type: none"> School Entity 	Approved	
Knowledge and Skills	Research and Best Practices	Designed to Accomplish	
<p>The participant will be able to:</p> <ol style="list-style-type: none"> Apply metacognitive strategies in the classroom. Utilize before, during, and after reading strategies in the classroom. Summarize the basic components of a Reading Apprenticeship program. Design vocabulary activities related to content. Explain the importance of extensive reading in a content area. Describe and apply questioning strategies. Describe and apply strategies for effectively reading textbooks. Develop and implement lesson plans that include Reading Apprenticeship strategies. 	<p>Reading Apprenticeship program has been developed by WestEd. This initiative has been recognized nationally for its work in adolescent literacy improvement and for research on adolescent literacy development. The initiative is currently being evaluated by the U.S. Department of Education's Institute of Education Sciences as an effective research-based supplemental literacy program. The research-based instructional framework, Reading Apprenticeship®, offers intensive hands-on training to improve the teaching effectiveness of content-area middle and high school teachers. Research studies show that students whose teachers have participated in Reading Apprenticeship training become more confident, engaged, and strategic readers. Another study revealed significant gains in reading proficiency for students in middle and high school content classes where teachers used the Reading Apprenticeship approach. English learners grew as much as students who were fluent in English. Students who initially scored in the lowest quartiles made the most rapid gains.</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. <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. 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 Principals / asst. principals 		<ul style="list-style-type: none"> Middle (grades 6-8) 	
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 		<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA Review of participant lesson plans 	

Strategy: Meeting the Needs of Diverse Learners

Description: Ensure continuous growth and achievement in literacy/language arts by providing additional learning opportunities to remediate non-proficient students and to provide enrichment for those demonstrating proficiency.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Response to Intervention	Cross-train all learning support, remediation, ESL, and classroom teachers in the use of Language Arts intervention strategies, materials, assessments, and progress monitoring that will support "at risk" and non-proficient students in all content areas.	
Person Responsible	Timeline for Implementation	Resources
Language Arts Coordinator	Start: 7/1/2008 Finish: 6/28/2013	\$5,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	5	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The participants will be able to:</p> <ol style="list-style-type: none"> 1. Utilize appropriate, research-based intervention materials, strategies, and assessments with fidelity. 2. Monitor student progress utilizing identified probes. 3. Implement district adopted Response to Intervention model. 		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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. <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 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<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) • Elementary (grades 2-5) 	
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 	<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 • Review of participant lesson plans 	

Goal: SCIENCE

Description: By 2013 at least 90% of all students will achieve proficiency in science, as measured by state and local assessments.

Strategy: Effective and Engaging Science Instruction

Description: Provide effective and engaging science instruction utilizing research-based "best practices" and the integration of instructional technology.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Inquiry-Based and Differentiated Instructional Practices	Implement inquiry-based, "hands-on" and differentiated instructional practices in all science courses, at all levels.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Start: 7/1/2008 Finish: 6/28/2013	\$5,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	5	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The participant will be able to:</p> <ol style="list-style-type: none"> 1. Explain the principles of inquiry-based learning and how inquiry promotes active learning, student understanding, and retention of knowledge. 2. Engage learners in scientifically oriented questioning. 3. Promote the use of evidence by students when responding to questions. 4. Plan lessons where students; draw conclusions or formulate explanations from the evidence, connect and evaluate explanations with scientific knowledge, and communicate and justify proposed explanations. 5. Summarize the roles of the teacher and student in an inquiry-based classroom. 6. Design and implement an inquiry-based lesson plan. 7. Demonstrate inquiry-based instructional strategies. 	<p>The professional development is based on the Essential Elements of Inquiry as described in Inquiry and the National Science Education Standards, 2000, National Research Council.</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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<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"> Science and Technology
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 	<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 Classroom student assessment data Review of participant lesson plans 	

Strategy: Effective and Engaging Science Instruction

Description: Provide effective and engaging science instruction utilizing research-based "best practices" and the integration of instructional technology.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
Science Notebooking	Implement science "notebooking" as a standard instructional practice in all science classrooms (K-12).	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Start: 7/1/2008 Finish: 6/30/2011	\$2,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	90
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The participant will be able to:</p> <ol style="list-style-type: none"> 1. Implement a notebooking program where students utilize informational writing skills. 2. Identify depth of student understanding and possible misconceptions through analysis of student notebook responses. 3. Implement specific notebooking components: formulating investigative questions, relating science investigation to a real world problem, making predictions, planning an investigation, recording observations and data, forming claims using the evidence, communicating findings to others, and identifying next steps. 	<p>The benefits of science notebooking include the following:</p> <ol style="list-style-type: none"> 1. Notebooks can be a tool for every student to use to construct her or his own conceptual understandings. 2. Students' notebook writings provide documentation of students' thinking, which can be used to guide instruction. 3. Students have opportunities to use various forms of expository writing. 4. Notebooks support differentiated learning. 	<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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<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"> Science and Technology
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 Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Review of participant lesson plans 	

Annual Review Process

The Act 48 Professional Education Plan of the Bellefonte Area School District will be reviewed on an annual basis by the Act 48 Professional Education Committee to ensure that all requirements are being met. This review will include an evaluation of the plan's goals, activities, delivery systems, and attainment of the competencies for each activity. Following the review, the Act 48 Professional Education Committee may make recommendations to amend the plan and submit the revision to the Bellefonte Area School District Board of Directors for approval. The Plan will then be submitted to the Department of Education for approval.

APPENDIX B

ENTITY INFORMATION PAGE

Entity: Bellefonte Area SD

Address:

318 N Allegheny St
Bellefonte, PA 16823-1613

Superintendent or Chief Administrative Officer: Dr. James T. Masullo, Jr.

E-mail: jmasullo@basd.net

Telephone: 814-355-4814

Fax: 814-353-5342

Professional Education Committee Chairperson: Jennifer Hoover

E-mail: jhoover@basd.net

Telephone: 814-355-5466

Fax: 814-353-5350

Act 48 Reporting Contact: Dr. Cathy Y. Brachbill

E-mail: cbrachbi@basd.net

Telephone: 814-355-4814

Fax: 814-353-5310

APPENDIX C

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Signature Professional Education Committee Chairperson Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Councils Standards for Staff Learning.

Signature Superintendent or Chief Administrative Officer Date

We affirm that his Professional Education Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Professional Education Plan as designated in Chapter 4 of the Regulations of the Pennsylvania State Board of Education.

Signature President of the Board of School Directors Date