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# Pennsylvania Department of Education

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

## **Professional Education Report**

**Friday, May 06, 2011**

**(Last Approved: Wednesday, November 12, 2008)**

**Entity:** Tredyffrin-Easttown SD

**Address:** West Valley Business Center

940 West Valley Road Suite 1700

Wayne, PA 19087

**Phone:** (610) 240-1901

**Contact Name:** Daniel Waters

## Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bond, Cathy	Teacher	Secondary School Teacher	Teachers
Brake, Richard	School Board of Directors	Board Member	Board of Directors
Demming, Stephanie	Elementary School Principal	Administrator	Administration
DePiano, Peter	Teacher	Middle School Teacher	Teachers
DiNardo, John	Community Member	Community Representative	Board of Directors
Dinkins, Delvin	Tredyffrin Easttown School District	Administrator	Administration
Ferguson, James	Student	Other	Administration
Fillippo, Dave	Maintenance Department	Other	Non-Instructional Staff
Grant-Ogunkeye, Kim	Parent	Parent	Board of Directors
Henry, Dean	Community Member	Community Representative	Board of Directors
Heumann, Steve	Community Member	Community Representative	Board of Directors
Kalia, Madhu	Community Member	Community Representative	Board of Directors
Lee, Jessica	Student	Other	Administration
Lukens, Lisa	Teacher	Ed Specialist - Instructional Technology	Educational Specialist
Meisinger, Amy	Conestoga High School	Administrator	Administration
Motel, Peter	School Board of Directors	Board Member	Board of Directors
Novelli, John	Parent	Parent	Board of Directors
Phillips, Andrew	Conestoga High School	Administrator	Administration
Simon, Mary	Community Member	Community Representative	Board of Directors
Snyder, Kathryn	Teacher	Elementary School Teacher	Teachers
Sola, Robert	Teacher	Ed Specialist - School Counselor	Education Specialist
Sprissler, Kevin	Support Staff	Other	Support Staff
Towle, Wendy	Tredyffrin Easttown School District	Administrator	Administration
Tyrell, Jennifer	Teacher	Middle School Teacher	Teachers
Waters, Dan	Superintendent	Administrator	Administration

## Needs Assessment

### Reflections

- **Legacy Dataview 1426**

**Strength Last Modified:**

All schools have met AYP at all grade levels for all groups.

**Strength Last Modified: 3/2/2011**

During the 2008-2009 and 2009-2010 school year, 100% of eligible students with IEPs graduated.

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All schools in the District have made AYP. Nevertheless, scores on the PSSA are continually monitored for both individuals and groups to determine how course content can be adjusted to address identified needs. Students whose scores are less than proficient, and whose other indicators of progress reveal a need for supplementary instruction, are considered for enrollment in seminar classes designed to address individual areas of weakness. In the elementary schools, tests from the Educational Records Bureau (ERB) are administered. Results help to determine placement in classes and need for specialized instruction.

Teachers in all buildings use classroom assessments to monitor progress and generate information in preparation for making recommendations about future course selection.

Teachers also assess the social and affective well-being of students to determine the need for emotional support or assistance in addressing substance use or abuse. Student Assistance Teams review the quantitative and anecdotal information about students whose names come before them. With the input and assistance of guidance personnel, academic and emotional support recommendations are made and submitted to the appropriate school entity.

Students are occasionally surveyed to gather data about school climate, substance use, risky behavior, bullying and other issues that may threaten the well-being of individuals or groups. Resultant information may be used to modify course content, plan professional development experiences, launch a more detailed investigation or develop informational programs for the community.

Many opportunities exist for community members to question and communicate with District personnel and to offer input on topics affecting the schools and the students. In the buildings, regular parent group meetings, parent conferences and open house events are open invitations to discuss issues large and small. Each monthly School Board meeting agenda includes two opportunities for attendees to speak. These meetings are also televised. Board committee meetings are open to the public, and significant time is devoted to public questions and comments, providing direct community input into decisions relating to education, facilities and finance. These communication opportunities provide District personnel with continual and extensive feedback on the schools and their programs. Such feedback is used to shape programs, curricula and operations.

Apart from Board activity, there is a District Diversity Committee and an Interschool Council, both of which have community membership and are open to the public for comment and discussion. Each building also sponsors a number of such committees, either standing or ad hoc, to invite the community into the decision-making process. Public input is taken under very serious consideration, and many major and minor changes to policies and procedures have resulted from opinions expressed by individuals or groups in the community.

An annual needs assessment survey is administered to all professional staff to determine professional development needs. Another survey evaluates the effectiveness of the induction program. The needs assessment instruments are prepared and implemented by the District and by the education association. The purpose of the assessment is to obtain information about interest in programs designed to provide teachers with opportunities that reflect and meet the needs of the Strategic Plan. The needs assessment tool will be revised as new initiatives from the emerging strategic plan are implemented.

Topics suggested by the current needs assessment instrument are:

- Cultural competence
- Needs of English language learners
- Special needs
- Differentiated instruction
- Partnerships
- Self-direction
- Technology
- Thinking skills
- Communication tools
- Understanding the future
- State standards

In addition to formal survey instruments, there are regular meetings in all buildings to examine and discuss association issues and problems unique to specific groups, such as AP teachers, academic support teachers and departmental groups. Staff development needs arising out of these discussions are considered, evaluated and implemented as appropriate. Often, these needs are met through attendance at commercial or professional conferences and workshops.

Through the professional evaluation system, individual teachers in need of training or instruction are assisted by their mentors, included in a planned staff development event or invited to attend a program sponsored by an outside provider. Teachers in the alternative assessment program identify professional development needs based on their goal of significance. Funds are available to support those needs.

## **Professional Education Action Plan**

### ***Goal:* Differentiated professional growth**

**Description:** Consistent with Act 48 Professional Development criteria, teachers, counselors, and specialists will work with building principals to identify measurable goals significant to specific professional assignments and aligned with improved student achievement, increasing content knowledge, meeting the needs of diverse learners, using assessment data to improve instruction, and developing more meaningful relationships with parents.

### ***Strategy:* Alternative Assessment Program**

**Description:** Using student data related to state assessment participation or performance, attendance, or graduation rate, professionals will identify growth opportunities specific to areas of assignment. Development of content area knowledge or strategies to support diverse learners shall be considered growth opportunities for all professionals. Under direct supervision of a building principal, each professional will identify a measurable goal and work toward its achievement. The program will consist of three activities to take place over a three-year cycle.

By encouraging proficient staff members to identify goals that support progress toward state assessment benchmarks, this program can address targets for staff members in different phases of the career cycle. This degree of differentiation is consistent with adult learning theory through the practice of self-assessment and by implementing professional development that is directly applicable to the classroom.

## Activity: Goal Development

**Description:** Professionals will identify individual development goals. During this phase of alternative assessment, the professional will assess one's needs, identify areas of growth potential, and conduct research in current best practices. Goals will be reviewed by building principals and must be related to student achievement, increased content knowledge, meeting the needs of diverse learners, using assessment data to change instructional practices, or improving communications with parents.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	60	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Content knowledge Differentiated instruction Strategies to effectively deliver state standards in the classroom Analyzing student data Using assessment data to modify instruction Effective communication skills Self-directed learning skills	The District's alternative assessment program is based on a model created by Daniel L. Duke, a researcher based at the University of Virginia. Dr. Duke served as a consultant to the District as the program was developed. The program is consistent with adult learning theory. The program involves professionals in planning their own development under the guidance of a building principal. This enables the program to meet professional needs for teachers at any point in the career cycle. Research shows that plans developed with direct application to teacher assignment have greatest and most long lasting transfer to the classroom.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze</u></li> </ul>

- 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**

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

**Follow-up Activities**

- 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
- Journaling and

**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

reflecting

**Status:** Not Started — Upcoming

**Activity: Goal Evaluation and Results Sharing**

**Description:** All professionals will examine work completed during the implementation activity. The data will drive long-term and short-term planning decisions. Professionals will identify resources needed to change individual, team or school practices. Building principals will monitor this process and assist when appropriate. All professionals will share findings with other professionals through cadre meetings, faculty meetings, district publications, discussion groups or other established means of communication.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	60	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Content knowledge Differentiated Instruction Strategies to effectively deliver state standards in the classroom Analyzing student data Using assessment data to modify instruction Self-directed learning skills	The District's alternative assessment program is based on a model created by Daniel L. Duke, a researcher based at the University of Virginia. Dr. Duke served as a consultant to the District as the program was developed. The program is consistent with adult learning theory. The program involves professionals in planning their own development under the guidance of a building principal. This enables the program to meet professional needs for teachers at any point in the career cycle. Research shows that plans developed with direct application to teacher assignment have greatest and most long lasting transfer to the classroom.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

- 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**

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

### **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

### **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



- administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

**Status:** Not Started — Upcoming

### **Activity: Goal Implementation**

**Description:** During this activity, the educator will apply the research gathered from goal development to the professional setting. Teachers will modify lessons to incorporate research findings. Counselors and educational specialists will adapt practices to reflect the research. All professionals will collect quantitative or qualitative data on an ongoing basis. The process will require reflection and collaboration with the building principal to monitor progress.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	60	150
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Content knowledge Differentiated Instruction Strategies to effectively deliver state standards in the classroom Analyzing student data Using assessment data to modify instruction Self-directed learning skills	The District's alternative assessment program is based on a model created by Daniel L. Duke, a researcher based at the University of Virginia. Dr. Duke served as a consultant to the District as the program was developed. The program is consistent with adult learning theory. The program involves professionals in planning their own development	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or</li> </ul>

under the guidance of a building principal. This enables the program to meet professional needs for teachers at any point in the career cycle. Research shows that plans developed with direct application to teacher assignment have greatest and most long lasting transfer to the classroom.

- 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**

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

**Follow-up Activities**

- Team development

**Evaluation Methods**

- Classroom observation focusing on factors such as

- 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

- planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data

**Status:** Not Started — Upcoming

## **Goal: Enhanced educator content knowledge**

**Description:** All professionals need regular update and enhancement to their understanding of the content in their areas of assignment. All strategies and activities in this plan will promote educator development of new content knowledge and alignment of new and/or existing content with state standards.

### **Strategy: Acquiring knowledge to meet physical, social, mental, and emotional health needs**

**Description:** Teachers, counselors, educational specialists, and administrators need to remain current with knowledge regarding student needs. These development opportunities will share findings from current research and/or best practices to ensure that all staff members can address the full spectrum of student needs beyond instructional strategies.

### **Activity: Child and adolescent development**

**Description:** Participants will gain knowledge about current trends and research related to child and adolescent development.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
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Towle, Wendy

Start: 8/29/2011  
Finish: 8/29/2011

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**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	<ul style="list-style-type: none"><li>• School Entity</li></ul>	Approved

**Knowledge and Skills**

Increased knowledge of how students learn Increased knowledge of trends related to youth

**Research and Best Practices**

The activity will be developed based on emerging research or learned best practices. The activity will provide an opportunity for participants to explore strategies suggested by what is learned from presented research.

**Designed to Accomplish**

*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.

*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
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>

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

**Status:** Not Started — Upcoming

### Activity: Community resources

**Description:** Professionals will gain knowledge about community resources that can be helpful to student and parents with special needs such as eating disorders, family support, or conflict management.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

### Professional Development Activity Information

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1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Tredyffrin/Easttown School District

- School Entity

Approved

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**Knowledge and Skills**

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Content knowledge about available services Improving skills with referring students to appropriate experts, counselors, and/or administrators

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**Research and Best Practices**

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In partnership with the Chester County Office on Addictive Diseases, the District identifies and obtains evaluation and treatment for students who abuse substances. The county's crisis intervention program is available for emergency evaluation of students whose problems appear to be critical. Teachers and administrators who participate in any of the student support teams may work directly with community resources or provide follow-up with students on an individual basis. Other community resources are accessed to help students based on specific needs.

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**Designed to Accomplish**

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*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.
- 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.
- 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
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>

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

**Status:** Not Started — Upcoming

**Activity: CPR/emergency protocols**

**Description:** Professionals will earn certification in CPR and/or development and practice in District emergency protocols.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Learn skills to perform CPR Update existing knowledge with new emergency practices	CPR training and familiarity with emergency protocols can save lives. Therefore CPR training is an explicitly approved Act 48 activity.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul>
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*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.
- 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"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Health, Safety and Physical Education</li> </ul>

Follow-up Activities	Evaluation Methods
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- Renewed training
- Performance (During an applicable event, participants will be expected to follow the emergency protocols.)

**Status:** Not Started — Upcoming

**Activity: Prevention strategies**

**Description:** Professionals will gain knowledge about healthy practices to promote social, emotional and academic success.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

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1.00	25	600
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implement healthy practices education Promote school community awareness of healthy practices	The District emphasizes prevention of physical and mental problems. Counselors, psychologists, teachers, and mental health specialists meet with students and families to intervene when concerns arise. Teachers need to be trained to recognize and respond to signs of student difficulty, and to teach strategies that will help students become resilient to prevent the manifestation of other concerns. School nurses participate in continual professional development and act as resources in all matters related to student health.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>

*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.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Health, Safety and Physical Education</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

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

**Status:** Not Started — Upcoming

## **Strategy: Deepening content understanding**

**Description:** Teachers and students will gain deeper understanding of curricular area content through study of field-based curricular trends, identifying opportunities for interdisciplinary inquiry, relating content to student experiences, and the development of new courses as appropriate.

### **Activity: Content area training**

**Description:** Teachers will engage in work that expands their understanding of content in their areas of assignment.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Broader understanding of course content Deeper understanding of course content Understanding of emerging research in area of assignment	Enhancing educator content knowledge is supported by Pennsylvania Department of Education. Teachers with better content knowledge have greater opportunities to design meaningful instruction for students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based</li> </ul>

assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- 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**

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

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

**Status:** Not Started — Upcoming

### **Activity: Course development**

**Description:** Teachers will review existing course curricula in light of emerging research, best practices, and resources.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge about current research and best practices New approaches to deliver curriculum in area of assignment Strategies to adapt curriculum to meet all learner needs	Courses are developed after needs assessment. In revising courses, groups of teachers and administrators research content and best practices. Teachers apply new research and best practices to the existing framework to keep courses current. New resources are considered to assist with	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's</li> </ul>

curricular goals.

teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

- 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**

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

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

**Status:** Not Started — Upcoming

**Activity:** Integrated curriculum

**Description:** Professionals will be trained to draw connections among literacy, math, sciences, or other academic areas and to develop curricular frameworks to support these intersections.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Tredyffrin/Easttown School District

- School Entity

Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Enhanced content knowledge Skill in integrating curriculum with other disciplines, technology and thinking skills.	An integrated curriculum spans subject matter lines to focus on broad areas of study that bring together the various individual disciplines. In the T/E School District, this is emphasized through integration of subjects at each grade level, the co-curricular program, extra-curricular activities, partnerships, self-directed learning initiatives and the fine and performing arts program. The work is based on research of ontegrated curriculum models developed by Robin Fogarty.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"><li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li><li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li><li>• 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.</li></ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li><li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on</li></ul>



learning.

**Educator Groups Which Will Participate in this Activity**

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

**Follow-up Activities**

**Evaluation Methods**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Classroom student assessment data</li></ul> |
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**Status:** Not Started — Upcoming

**Activity: Relating curriculum to real world experiences**

**Description:** Professionals will create, assess and analyze current curriculum to connect real-life experiences.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**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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1.00	25	600
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Acquire strategies to increase student engagement and personalize learning Training in how to relate lessons to real life Building knowledge of content items that can be connected to real-life experiences

Research through the years by contributors such as Jean Piaget and John Dewey has suggested that a curriculum relevant to student experiences creates more meaningful learning opportunities.

*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.

*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.

### **Educator Groups Which Will Participate in this Activity**

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

### **Follow-up Activities**

- 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

### **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

**Status:** Not Started — Upcoming

## Strategy: Meeting the curricular needs of diverse learners

**Description:** Professional staff members will review curricular offerings to ensure that the needs of diverse learners are met. Continual review of academic standards, adaptations to curriculum when necessary, and developing new courses or levels as appropriate can ensure that the k-12 curricular scope and sequence addresses the needs of all students.

### Activity: Curricular adaptations for diverse learners

**Description:** Participants will review related learning standards and explore curricular resources to support students who learn and demonstrate knowledge in nontraditional ways.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Differentiating instruction Classroom application of multiple intelligences and learning styles	Students who learn differently or express what they know in different ways can benefit from flexible curricular adaptations. Developed in 1983 by Howard Gardner, the theory of multiple intelligences proposes that there is more to intelligence than that which is measured on an IQ test. Gardner suggests eight types: linguistic, logical-mathematical, spatial, body-kinesthetic, musical, interpersonal, intrapersonal and naturalistic. Teachers who experience difficulty in reaching students through the traditional linguistic or logical ways of instruction can present materials in other ways to promote learning. Based on the work of Carol Ann Tomlinson, teachers endeavor to differentiate classroom instruction with student's varying abilities in	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional</li> </ul>

mind. They proactively use multiple approaches to decide what students need to learn, how they'll learn it and how it will be assessed. Differentiated Instruction emerged as a need in response to the increasing diversity of classrooms and to the understanding that students learn differently because of gender, experience, readiness and interests, among other factors. The implications of this research can be applied to curricular areas to meet the needs of diverse learners.

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**

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

### **Follow-up Activities**

### **Evaluation Methods**

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|--|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> </ul> |
|--|---|

learning styles

**Status:** Not Started — Upcoming

**Activity: Curricular alignment with academic standards**

**Description:** Professionals will compare existing curriculum to content standards and make necessary adjustments to align the curriculum to the standards by content, grade level and levels of student achievement.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Content knowledge Strategies to effectively deliver state standards in the classroom Using assessment data to modify curriculum and utilized resources	Curriculum supervisors and teachers meet regularly to review and revise course content to align with Pennsylvania standards. Assessment instruments and resources are developed and implemented to ensure that students across the ability levels are achieving acceptable standards of proficiency.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education,</li> </ul>

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**

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

**Follow-up Activities**

- 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

**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

discussions

**Status:** Not Started — Upcoming

**Activity: Development of new courses**

**Description:** As driven by needs assessment tools, parent, student, or teacher input, or the implementation of strategic initiatives, new courses are developed. Professionals will plan and create new programs to ensure the curricular needs of all students and to generate options for varying student interests and readiness levels.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Instructional design Knowledge of curricular topics Relating curriculum to assessment and instruction Differentiating instruction	Best practices suggest that curricular offerings are reviewed and revised as needed. Input from students, parents, teachers, and administrators is considered when developing new course offerings. Developing new courses leads to enhanced educator content knowledge. Proposed changes are subject to analysis by teachers and administrators to determine consistency with Strategic Plan goals, adherence to standards, anticipated enrollment and other measures of suitability for addition to the course of study.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction,</li> </ul>



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**

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

**Follow-up Activities**

**Evaluation Methods**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> </ul> |
|--|---|

- meet varied student learning styles
- Peer-to-peer lesson discussions

**Status:** Not Started — Upcoming

## **Goal: Increased educator teaching skills**

**Description:** A focus on increasing teaching skills based on existing and emerging research and best practices will help teachers understand how students learn, what methods are effective, and how to manage the different learning needs of all students in a classroom.

### **Strategy: Creating instructional environments that promote learning**

**Description:** Teachers will develop and implement strategies that increase student engagement, collaboration, self-direction, and intrinsic motivation. The strategies explored will be designed to meet the needs of all learners. Teachers will rely on research and best practices to make decisions.

### **Activity: Applying brain research/multiple intelligences**

**Description:** Professionals will gain knowledge based on current research on brain based learning and multiple intelligences.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Brain-based research findings on how students learn The multiple intelligences model of	Developed in 1983 by Howard Gardner, the theory of multiple intelligences proposes that there	<i>For classroom teachers, school counselors and education specialists:</i>

Howard Gardner Differentiated instruction Training to align and embed new skills into instructional strategies Self-directed learning skills

is more to intelligence than that which is measured on an IQ test. Gardner suggests eight types: linguistic, logical-mathematical, spatial, body-kinesthetic, musical, interpersonal, intrapersonal and naturalistic. Teachers who experience difficulty in reaching students through the traditional linguistic or logical ways of instruction can present materials in other ways to promote learning. The brain-based research component focuses on defining and using enriched environments to promote learning based on the work of many researchers.

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

*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.

**Educator Groups Which Will Participate in this Activity**

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

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

**Status:** Not Started — Upcoming

**Activity: Classroom management strategies**

**Description:** Participants will improve teaching skills through the practice of effective classroom management strategies.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status

Tredyffrin/Easttown School District

- School Entity

Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Effective classroom management strategies Designing effective classroom environments Strategies to increase student engagement	Ineffective classroom management strategies can undermine sound instructional design and create interference with student learning. Best practices to foster mutual respect between teachers and students and among student peers can create an environment to support student productivity and achievement.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

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

- Geography

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

**Status:** Not Started — Upcoming

### **Activity: Differentiating instruction**

**Description:** Participants will explore the concept of differentiation as defined by Carol Ann Tomlinson. Types of differentiation and application to varying grade levels and content areas will be explored.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Differentiating based on student interest, readiness, and learning style Differentiating content, process, and product	Based on the work of Carol Ann Tomlinson, teachers endeavor to differentiate classroom instruction with student's varying abilities in mind. They proactively use multiple approaches to decide what students need to learn, how	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective</li> </ul>

they'll learn it and how it will be assessed. Differentiated Instruction emerged as a need in response to the increasing diversity of classrooms and to the understanding that students learn differently because of gender, experience, readiness and interests, among other factors.

practice, with attention given to interventions for struggling students.

*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.

**Educator Groups Which Will Participate in this Activity**

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

- Family and Consumer Sciences
- Geography

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

**Status:** Not Started — Upcoming

**Activity: Fostering intrinsic motivation/self-directed learning**

**Description:** Participants will develop skills to promote self-directed learning and intrinsic motivation in students. Theories and related skills will be explored.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Self-directed learning Theories of motivation	Research regarding the differences between intrinsic and extrinsic motivation will be shared and explored. As part of the District's professional evaluation system, teachers are expected to	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on</li> </ul>



provide opportunities for students to be self-directed in their learning. Examples of such strategies in lesson plans include student-selected research topics, community projects tied to curriculum or interdisciplinary approaches to the course content. Student interests and abilities are tapped to encourage exploration of topics in depth.

research on effective practice, with attention given to interventions for struggling students.

*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.

**Educator Groups Which Will Participate in this Activity**

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

- Economics
- Family and Consumer Sciences
- Geography

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

**Status:** Not Started — Upcoming

### **Activity: Strategies to increase engagement**

**Description:** Participants will explore classroom environment frameworks and instructional strategies and tactics to increase student engagement.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Increased engagement strategies Strategies to enable student processing of content	Best practices suggest that students who are engaged in lessons learn more. Well-	<i>For classroom teachers, school counselors and education specialists:</i>

Differentiating instruction  
Meeting the needs of all  
learners

established and emerging  
techniques are  
incorporated into the  
discussion.

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

*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.

### **Educator Groups Which Will Participate in this Activity**

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

- Geography

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

**Status:** Not Started — Upcoming

### **Activity: Using collaborative learning strategies**

**Description:** Participants will explore how to teach students to work productively in groups of varying sizes.

Person Responsible	Timeline for Implementation	Resources
Richard Gusick	Start: 10/29/2007 Finish: 12/31/9999	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Working cooperatively Teaching students to work together Increased knowledge about emerging collaborative tools	The Global Development Research Center (GDRC) advocates both small group and global collaboration. Teachers have long practiced cooperative learning techniques such as "think, pair, share" and "jigsaw." With the globalization of	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention</li> </ul>

communities, the ability to teach collaborative techniques and strategies become even more critical. The emphasis will be on teaching group processes and using web-based collaborative tools as appropriate.

given to interventions for struggling students.

*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.

**Educator Groups Which Will Participate in this Activity**

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

- Sciences
- Geography

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

**Status:** Not Started — Overdue

### **Strategy: Developing critical and creative thinkers**

**Description:** Students will develop the ability to think critically and creatively. Teachers will incorporate thinking skills including but not limited to critical and or creative thinking skills into every lesson plan.

### **Activity: Developing creativity**

**Description:** Professionals will identify and learn new ways to incorporate creativity in the classroom and develop it in their students.

Person Responsible	Timeline for Implementation	Resources
Richard Gusick	Start: 10/3/2011 Finish: 10/3/2011	-

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Using the standards, goals,	Based on the 2008 strategic	<i>For classroom teachers, school</i>

and strategies associated with the initiative  
 Incorporating creativity in their instruction. Developing creativity in their students.

plan, the district's creativity initiative was developed to help all teachers and students recognize their creative potential. The development of the initiative was informed by the research work of Edward DeBono, Ken Robinson, Daniel Pink, among others.

*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.

*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.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
• Classroom teachers	• Early childhood (preK-	• Reading, Writing,

- Principals / asst. principals
  - Superintendent / asst. superintendents
  - School counselors
  - Other educational specialists
- grade 3)
  - Middle (grades 6-8)
  - Elementary (grades 2-5)
  - High school (grades 9-12)
- 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"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> </ul>

**Status:** Not Started — Upcoming

**Activity: Developing critical and creative thinking skills**

**Description:** Professionals will identify and learn ways to build critical and creative thinking skills in the classroom.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**



<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Using the standards, goals, and strategies associated with the initiative How to incorporate critical thinking skills purposefully, intentionally, and explicitly into classroom instruction	In place since the 1997-1998 school year, and based on the Strategic Plan, the District's Thinking Skills initiative was developed to help students meet the challenges of the 21st Century by becoming independent, life-long learners who think critically and creatively. The work of Richard W. Paul has informed the critical thinking skills component of the initiative and the work of Teresa Amabile has informed the creative thinking skills component of the initiative.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
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- 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**

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

**Follow-up Activities**

- 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

**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

**Status:** Not Started — Upcoming

## Strategy: Meeting the instructional needs of diverse learners

**Description:** Teachers will develop strategies to meet the needs of all learners, including students with disabilities, English Language Learners, gifted learners, students who struggle to demonstrate academic proficiency and, students from all cultural backgrounds.

### Activity: Fostering cultural competence

**Description:** Professionals will participate in activities to develop in students understanding and appreciation of other cultures.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-
<b>Professional Development Activity Information</b>		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Instructional strategies Differentiated instruction Cultural awareness Effective communication skills	Growing out of a 2004 study conducted for the T/E School District by Concentrics, Inc., the cultural competence initiative is designed to promote understanding of issues related to identity, respect, power, prejudice and bias. Glenn Singleton's <i>Courageous Conversations about Race: a Field Guide for Achieving Equity in Schools</i> has been used as a resource in developing the program.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> <li>Empowers educators to work effectively with</li> </ul>

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.

### **Educator Groups Which Will Participate in this Activity**

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

- Sciences
- Geography

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

**Status:** Not Started — Upcoming

**Activity: Helping students achieve academic proficiency**

**Description:** Professionals will participate in education focused on enhancing their ability to teach diverse learners. Such work may include identifying educational needs and interventions for struggling students.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Content knowledge Differentiated instruction Strategies to effectively implement best practices to	Best practices suggest alternative strategies for students who are not currently demonstrating	<i>For classroom teachers, school counselors and education specialists:</i>

address needs of diverse learners Analyze student data Using assessment to modify instruction

proficiency on PSSA assessments. The workshop will enable participants to target instruction to specific student needs.

- 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:*

- 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**

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Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- 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**

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

**Status:** Not Started — Upcoming

### **Activity: Instructional strategies for English Language Learners**

**Description:** Professional will learn how to assess and monitor the learning needs of English Language Learners; how to plan for and adopt instruction for ELLs; and develop cultural competence in their relationships with ELLs.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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1.00	25	600
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<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Differentiated Instruction Strategies for planning content and instruction for ELLs Knowledge of programs that address the needs of ELLs Effective resources to be used with ELLs	Members of one of the NCLB priority groups, English Language Learners are instructed by highly qualified teachers. Students move from pre-testing through an instructional program to a regular education schedule in the shortest possible time, based upon their initial level of English proficiency and their ability to acquire fluency.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul>
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*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.

**Educator Groups Which Will Participate in this Activity**

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

**Follow-up Activities**

**Evaluation Methods**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> </ul> |
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**Status:** Not Started — Upcoming

## Activity: Meeting the needs of students with disabilities

**Description:** Professionals will participate in activities to meet the needs of diverse learners in the least restrictive environment. Such work may include making appropriate accommodations and adaptation in curriculum, academic content and materials.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Modifying instruction to address individual student goals Assessing student needs Technology skills	Members of one of the NCLB priority groups, students with special needs are provided with the special assistance and accommodations required by their IEP's.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan</u></li> </ul>

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**

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

**Follow-up Activities**

- 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

**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

discussions

**Status:** Not Started — Upcoming

**Activity: Teaching the gifted learner**

**Description:** Professional will identify the characteristics of gifted learners, the identification process and instructional strategies for addressing their needs.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**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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1.00	25	600
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Differentiated instruction High level critical reasoning and thinking strategies for classroom use Identification processes and procedures Assessing and addressing the needs of gifted learners in the classroom Characteristics of gifted learners Implementing Chapter 16 requirements	All first-grade students and students new to grades K-8 are screened for possible gifted identification. Based on the results, a gifted multi-disciplinary evaluation follows. Information from the evaluation is compiled in a Gifted Written Report (GWR). At a Gifted Individualized Education Plan (GIEP) meeting of parents and school personnel, a GIEP is developed for eligible children. The GIEP contains annual goals as well as short term outcomes and steps necessary to meeting them. It also describes specially designed instruction and support services to help children access the instruction and meet the goals. Teachers are responsible for implementing the GIEP and providing the appropriate	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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</li> </ul>
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accommodations.

decision-making.

*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.

### **Educator Groups Which Will Participate in this Activity**

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

- Economics
- Family and Consumer Sciences
- Geography

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

**Status:** Not Started — Upcoming

### **Strategy: Teaching affective skills**

**Description:** Professional staff members will increase skills with nurturing the social and emotional dimensions of student learning.

### **Activity: Building team skills**

**Description:** Professionals will identify and learn team building skills, develop strategies for implementing these skills, and assess how they help students achieve in the classroom. The goal is for students to improve collaboration skills.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Effective communication skills for team buildup  
Creating a positive learning environment  
Employ creative problem solving skills  
Cooperation and respect

Employer surveys rank the ability to work in teams as one of the five most important skills for employees. The need for students to be able to work in teams was also a major topic in focus groups convened in preparation for the development of the new Strategic Plan. Teachers and community professionals will be developing group activities in their classes as well as strategies for assessing work done by individuals as part of a group.

*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.

*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.

## Educator Groups Which Will Participate in this Activity

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

## Follow-up Activities

- 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

## 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

**Status:** Not Started — Upcoming

## Activity: Developing pro-social skills

**Description:** Professionals will understand how to promote and teach pro-social skills with the school environment. Skills include but are not limited to anti-bullying, student resiliency, and peer mediation.



Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**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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1.00	25	600
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Strategies for teaching and reinforcing pro-social skills Identify the pro-social behavior appropriate to the development stage of the student Develop programs; classroom and school-wide implementation Collaboration with colleagues to assist students	In response to the disruption and violence caused by isolation and bullying, and by the pressures to use alcohol and drugs, the District has embraced a number of initiatives intended to help children recognize, evaluate and respond to threats in their environment. The Olweus Bullying Prevention Program seeks to reduce and prevent bully/victim problems. A well-developed peer mediation program for middle and high school students teaches negation skills, team building, communication and problem solving skills. The Penn Resiliency Program helps to build resilience, promote coping skills and teach effective problem solving. The LifeSkills Program is a research-validated substance abuse prevention program addressing the risks of alcohol, tobacco, drug abuse and violence.	<i>For classroom teachers, school counselors and education specialists:</i>
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- 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.

*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.

### **Educator Groups Which Will Participate in this Activity**

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

### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

### **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

- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

**Status:** Not Started — Upcoming

### **Activity: Promoting social/ethical responsibility**

**Description:** Participants will develop an understanding of the many facets of social and ethical responsibility and will identify opportunities in the content areas to explore ethical issues with students.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Defining ethics Teaching ethics and social responsibility in the content areas Exercising fair-mindedness Thinking independently	Social responsibility, civic engagement, volunteerism and other steps toward becoming a citizen of the world are in the forefront of thought and action in the District. The new strategic plan will contain goals addressing the need for students to become involved in the greater community. At the high school, there is a new Middle States Accreditation for Growth (AFG) goal requiring civic engagement. Recognizing the increasing need for people to work together and for each others' benefit, schools will expand the sphere of experience for all students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and</u></li> </ul>

- 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**

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

**Follow-up Activities**

**Evaluation Methods**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> </ul> |
|--|---|

meet varied student learning styles

**Status:** Not Started — Upcoming

**Strategy: Using technology to meet student needs**

**Description:** New and existing technologies will be applied to meet the needs of all learners. This includes the application of new hardware, software, and web-based application tools to improve student learning. Students will become efficient, effective, and ethical users of media and information.

**Activity: Assistive technology**

**Description:** Professionals will develop a better understanding of new and existing assistive technologies and their benefits to individuals in the classroom.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Increase effective student/teacher communication skills Specific application of technology tools to meet the needs of learners with special needs	The use of assistive technology for special needs learners is often an IEP requirement. Technological advances have accelerated the development of specialized software and equipment designed to help students compensate for or overcome learning differences. Teachers may need to learn to use programs such as text-to-speech software or reading assistance software such as Kurzweil 3000. Specialized equipment for physically challenged individuals addresses	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

a wide range of concerns. Pen scanners and communication boards are examples of hand held equipment enabling students with speech or reading difficulties to learn and communicate. Software and equipment is continually updated and improved, requiring frequent re-training of users.

- 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**

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

#### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of

#### **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

- administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

**Status:** Not Started — Upcoming

### **Activity: Integrating current technology into instructional practice**

**Description:** Participants will develop skills with emerging technologies and explore opportunities for application in the content areas.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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1.00	25	600
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<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Tredyffrin/Easttown School District	• School Entity	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Improved technology skills Application of technology skills to improve learning Content knowledge	Best practices suggest that teachers should be competent with current instructional technologies and possible applications to the classroom. Hardware such as document cameras and interactive whiteboards present new opportunities for instruction. New software applications consistently emerge to provide opportunities for improved instruction in the content areas.	<i>For classroom teachers, school counselors and education specialists:</i>
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- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

*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**

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

**Follow-up Activities**

**Evaluation Methods**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> </ul> |
|---|---|



- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

**Status:** Not Started — Upcoming

### **Activity: Media/information literacy**

**Description:** Participants will increase competency with teaching media/information literacy skills suggested by state standards and professional organizations such as the American Library Association.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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1.00	25	600
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<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Identifying media/information literacy goals Developing opportunities to teach media/information literacy skills in the content areas	As defined by the American Library Association, information literacy is the capacity to "recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information." Teachers and educational specialists provide opportunities for students to complete research projects using a variety of sources, including technological sources. In addition to finding information, students learn to judge its usefulness, authenticity, validity and reliability.	<i>For classroom teachers, school counselors and education specialists:</i>
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- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

*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**

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

### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to

### **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

- meet varied student learning styles
- Peer-to-peer lesson discussions

**Status:** Not Started — Upcoming

### **Activity: Online learning environments**

**Description:** Professionals will acquire knowledge and implementation strategies of online learning environments in order to institute skills in the classroom. Methods to use online frameworks such as Moodle to improve instruction will be explored.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Opportunities presented by online learning environments such as Moodle How to use features such as bulletin boards and wikis to improve instruction Using online environments to provide feedback to students	Course management systems such as Moodle are used by teachers to develop course materials with significant opportunity for student interaction. Teachers who develop websites using software such as this are able to customize course content and make it readily available to students electronically. In addition to accessing course information, students can interact, share and teach others in the boundaryless global community made possible through technology.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to</li> </ul>

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**

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

### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

### **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

- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

**Status:** Not Started — Upcoming

### **Activity: Promote and Model Digital Citizenship and Responsibility**

**Description:** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices as they collaborate with one another and instruct students.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin Easttown School District	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Advocate, model and teach safe legal and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.	Social responsibility within an evolving digital culture is in the forefront of thought and action in the District. District goals address the need for students to become involved in increased electronic learning environments with an emphasis on teaching local and global responsibility. At all levels guidelines exist to provide a framework of responsibility and appropriate use of information and digital tools for teachers and students. Recognizing the increasing need for people to work together and for each other's benefit, schools will	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators</li> </ul>

expand the sphere of experience for all students with guidance from the National Education Technology Standards for Students and the ALA Standards for the Twenty-First Century Learner.

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

**Educator Groups Which Will Participate in this Activity**

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

- Geography

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

**Status:** Not Started — Upcoming

### **Activity: Technology skills acquisition**

**Description:** Professionals will acquire knowledge for use of new and existing technologies to improve classroom curriculum, instruction and assessment.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Enhanced curricular delivery Increase self-directed learning Differentiated instruction Improved technological literacy	Research on all fronts proclaims that success for individuals and organizations will depend upon their ability to process information. Lejeane Thomas and Donald Knezek of the International Society for Technology in Education write in Technology	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention</li> </ul>

Literacy for the Nation and for its Citizens, that schools must put in place reforms that result in technology literacy for all Americans.

given to interventions for struggling students.

*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**

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



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

**Status:** Not Started — Upcoming

### **Activity: Web-based instructional tools**

**Description:** Professionals will become proficient in implementing new web-based instructional tools. The instruction will include but not be limited to Web 2.0 technologies such as blogs, wikis, and social bookmarking.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **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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1.00	25	600
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Enhanced teacher/student and student/student communication Self-directed learning Using technology for effective and efficient research	Teachers integrate instruction with resources available on the web. For example, Discovery Education's streaming video provides thousands of on-demand digital videos for classroom use. Materials are standards-based and available for use with students at all grade levels. Web	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for</li> </ul>
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2.0 technologies create opportunities for student collaboration and new methods of providing teacher feedback.

struggling students.

*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**

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

**Follow-up Activities**

**Evaluation Methods**

- 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
- 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

**Status:** Not Started — Upcoming

## **Goal: Refined assessment and data analysis practices**

**Description:** Teachers will improve assessment design skills. Teachers will learn traditional and innovative assessment techniques. Using assessment data to inform instructional practice is part of a statewide initiative to improve student performance. Teachers will learn methods of analyzing data to inform practices.

### **Strategy: Developing innovative assessment models**

**Description:** Professionals will engage in activities that will enhance capacities to develop assessment models that meet the needs of all learners. Topics will include pre-assessments, formative assessments, summative assessments, and self-assessments. The use of portfolios and performance based assessments with attention to rubric design are addressed.

### **Activity: Developing formative assessments**

**Description:** Professionals will receive training in the development and use of assessments that provide information about student progress while instruction is taking place. Creation, interpretation and analysis methods will be explored. Responding to results will be emphasized.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

### **Professional Development Activity Information**

<b>Number of Hours Per</b>	<b>Total Number of Sessions Per</b>	<b>Estimated Number of</b>
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Session	School Year	Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Analyzing student data Using assessment data to modify instruction Differentiated instruction	In a Phi Delta Kappan article entitled, "Inside the Black Box: Raising standards through Classroom Assessment," Paul Black and Dylan William define formative assessment as that which occurs over time and is used to adapt teaching and learning to meet student needs. Teachers develop learning activities that support objectives and allow students to demonstrate their competence. Teaching can be adapted appropriately based upon the results of formative assessment of student learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
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#### **Educator Groups Which Will Participate in this Activity**

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

- asst. superintendents
- School counselors
- Other educational specialists

- High school (grades 9-12)

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

**Status:** Not Started — Upcoming

### **Activity: Developing summative assessments**

**Description:** Participants will develop skills in creating meaningful summative assessments for students.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

### **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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1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Analyzing student data Using assessment data to modify instruction Differentiated instruction	Summative assessment is critical to good instruction. Students have the opportunity to review the progress they have made after instruction. Student performance on summative assessments informs teachers how to modify instruction and how to address the needs of students who have not demonstrated proficiency.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
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*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.

**Educator Groups Which Will Participate in this Activity**

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

- asst. superintendents
- School counselors
- Other educational specialists

- High school (grades 9-12)

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

**Status:** Not Started — Upcoming

### **Strategy: Meeting the assessment needs of diverse learners**

**Description:** Using assessment data to inform instructional practice is part a a statewide initiative to the performance of diverse learners. Teachers will learn methods of analyzing data to inform practices. Many types of data, including PSSA tests, other standardized tests, and classroom assessments, are important evidence schools must use to improve student outcomes.

### **Activity: Aligning assessment with standards**

**Description:** Participants will review assessment practices used in the curricular areas and refine these tools to reflect expected outcomes aligned with state standards.

Person Responsible	Timeline for Implementation	Resources
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Towle, Wendy

Start: 8/29/2011  
Finish: 8/29/2011

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**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Content knowledge Knowledge of state standards Using assessment data to inform instruction Improved assessment practices	To maximize student achievement, curriculum must be aligned with best instructional practices, and assessment must be designed to determine mastery of what is taught. This workshop focus on the assessment component of this triangle.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
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*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.

**Educator Groups Which Will Participate in this Activity**



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

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

**Status:** Not Started — Upcoming

**Activity:** Using data to develop and adapt differentiated assessments

**Description:** Participants will learn how to interpret data to develop and adapt differentiated forms of assessment to meet the needs of all learners.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Using data to inform assessment practices Differentiating and adapting assessment Meeting the needs of diverse learners	When assessment data suggest that students who have achieved mastery of concepts, but are unable to demonstrate proficiency through standard forms of assessment, instructors may modify assessments or provide different options for students to demonstrate what they know. In cases when instruction is differentiated, teachers may need to develop differentiated or adapted assessments to align with varied instructional techniques.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

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

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

**Status:** Not Started — Upcoming

**Activity: Using data to inform IEP and GIEP writing**

**Description:** Aligned with Chapter 14 regulations, participants will develop skills in using cognitive assessment tools, standardized tests, and classroom assessments to design appropriate IEP and GIEP goals.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**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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1.00	25	600
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Using assessment tools to create appropriate student learning goals Differentiating instruction Meeting the needs of students with IEPs and GIEPs	Chapter 14 regulations require schools to develop IEPs and GIEPs to meet the needs of students with learning disabilities. Goals must be grounded in information presented by data gathered about the student.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
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*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.

### **Educator Groups Which Will Participate in this Activity**

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

### **Follow-up Activities**

- 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

### **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

**Status:** Not Started — Upcoming

### **Strategy: Using data to inform classroom decisions**

**Description:** Teachers will interpret data gathered from standardized and local assessments and apply the analysis to classroom instruction to increase student achievement.

### **Activity: Interpreting classroom assessment data**

**Description:** Professionals will use classroom assessment data to evaluate and create instruction to meet the needs of all students.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Analyzing classroom assessment data Using assessment data to modify instruction	Teachers use classroom assessment data to modify instruction as well as to refine classroom assessments and midterm and final exams. Curriculum is modified to reflect the needs of students as evidenced by results of classroom assessment data and mastery of state standards and local initiatives.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
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*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.

**Educator Groups Which Will Participate in this Activity**

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

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

**Status:** Not Started — Upcoming

**Activity:** Interpreting data to inform the delivery of Individualized Education Plans

**Description:** Participants will develop strategies to use data as it is gathered to modify instruction as needed and to ensure the needs of students with IEPs are met.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Differentiating instruction Meeting the needs of diverse learners Using data to inform classroom instruction	Assessment data must be reviewed on an ongoing basis to ensure that all students are learning. With specific IEP goals in mind, teachers use assessment data to assist with progress monitoring and to adapt instruction as needed to meet written IEP goals.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to</li> </ul>
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create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

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

**Follow-up Activities**

**Evaluation Methods**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> </ul> |
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**Status:** Not Started — Upcoming

**Activity:** Using standardized testing data to inform instruction

**Description:** Professionals will use standardized testing data to evaluate and create instruction to meet the needs of all students.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Analyzing classroom assessment data Using assessment data to modify instruction	Teachers use standardized testing data such as results of ERB, AP, SAT, and ACT tests to modify instruction as well as to refine classroom assessments and midterm and final exams. Curriculum is modified to reflect the needs of students as evidenced by results of standardized testing data and mastery of state standards and local initiatives.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>

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

**Educator Groups Which Will Participate in this Activity**

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

**Follow-up Activities**

**Evaluation Methods**

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

**Status:** Not Started — Upcoming

**Activity:** Using State Assessment data to inform instruction

**Description:** Professionals will use state assessment data to evaluate and create instruction to meet the needs of all students.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Analyzing classroom assessment data Using assessment data to modify instruction	Teachers use State Assessment data to modify instruction as well as to refine classroom assessments and midterm and final exams. Curriculum is modified to reflect the needs of students as evidenced by results of State Assessment data and mastery of state standards.	<i>For classroom teachers, school counselors and education specialists:</i>
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- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- 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**

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

**Follow-up Activities**

**Evaluation Methods**

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

**Status:** Not Started — Upcoming

**Goal:** Strengthened communications with parents, students and community

**Description:** Active, informed parents and community members are critical to student success. This goal enables professional staff members to build and enhance communication skills with parents and community members.

**Strategy: Developing and enhancing relationships with local and global individuals and organizations**

**Description:** Parents, community resources, and partnerships with local, state, national, and global entities support student learning and provide opportunities to enhance instruction. This strategy helps professionals develop methods to maximize the benefits of these relationships for students.

**Activity: Instructing through partnerships**

**Description:** Participants will explore methods of creating partnerships with local, state, national, and global entities to enrich instructional opportunities for students.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**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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1.00	25	600
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Awareness of local, state, national, and global resources Methods of using partnership opportunities to enhance instruction Encouraging the use of school resources to benefit the broader community	Schools formulate partnerships to provide resources, experiences and interactions for students and staff. Partnerships open the instructional, social, cultural and physical resources of the schools to parents and the greater community. Partnerships help to ensure the physical safety of students and staff in the event of a crisis and provide community connections to the curricular program.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions</li> </ul>
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- for struggling students.
- 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.

### **Educator Groups Which Will Participate in this Activity**

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

- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

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

**Status:** Not Started — Upcoming

### **Activity: Involving parents in student success**

**Description:** Participants will explore methods of communicating with parents to increase opportunities for for student success.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Communication skills Creating networks of support	Research conducted in 2002 by the Southwest Educational	<i>For classroom teachers, school counselors and education</i>



for students

Development Laboratory concluded that children do better in school when schools, parents and the community work together. Given the variety of communication methods available to school personnel, keeping parents involved is essential. Professionals will develop skills to overcome traditional barriers such as work schedules, language barriers and personal family issues.

*specialists:*

- 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.

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### **Educator Groups Which Will Participate in this Activity**

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#### **Role**

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

#### **Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

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### **Follow-up Activities**

- Team development

### **Evaluation Methods**

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- Classroom observation focusing on factors such as

- 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
- planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
  - Classroom student assessment data

**Status:** Not Started — Upcoming

**Activity: Understanding interpersonal relationships**

**Description:** Participants will develop interpersonal communications skills and strategies to work with individuals with varying communication styles and cultural backgrounds.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	600
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tredyffrin/Easttown School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Interpersonal skills Varying approaches to engaging parents, community members, and family members Cultural competence	As more and more information is requested by and provided to parents, school district professionals are increasingly in need of strategies to interact with those parents who are overly persistent or critical. Cultural competence is essential for understanding the unique perspectives of all families, and how these viewpoints affect students' school performance as well as their interactions with peers	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

and school personnel.

- 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.

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### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Superintendent / asst. superintendents</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>

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### **Follow-up Activities**

- 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

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### **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

discussions

**Status:** Not Started — Upcoming

## **Strategy: Using technology to improve communications**

**Description:** New and existing technologies provide opportunities for professionals to improve communications. This strategy addresses development of skills and protocols for professionals when communicating with parents and community members.

### **Activity: Effective communication tools and protocols**

**Description:** Participants will increase capacities to communicate with parents, students and community members using various communication tools. Specific protocols for maximizing positive outcomes for each method of communication will be explored.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Communication skills Technology skills Conflict resolution skills	Everyone in the school setting needs to abide by certain communication requirements, the most basic of which are respect, courtesy and consideration. Without benefit of the physical (body language) signs that assist personal communication, students and teachers need to learn to make their electronic communication complete, effective and productive.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"><li>Empowers educators to work effectively with <u>parents and community partners</u>.</li></ul> <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none"><li>Provides the knowledge and skills to <u>think and plan strategically</u>,</li></ul>

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**

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

**Follow-up Activities**

**Evaluation Methods**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> </ul> |
|--|---|

- administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

**Status:** Not Started — Upcoming

## **Goal: Thinking and planning strategically**

**Description:** Administrators and teachers must continually plan strategically to remain current with new research, regulatory and legal requirements, and creating and implementing an organizational mission and vision. This goal develops strategies to foster strategic and operational vision and skills to develop district, building, and team leaders.

### **Strategy: Applying legal and regulatory requirements**

**Description:** District employees will become familiar with emerging legal and regulatory requirements. Impact on students and the local educational program will be explored.

### **Activity: Applying legal and regulatory updates**

**Description:** Professionals will receive information regarding policy changes in state, federal and local regulations. Individuals will transfer that knowledge to the workplace.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Knowledge of federal, state, local requirements	NCLB and state regulations, testing requirements, standards-	<i>For classroom teachers, school counselors and education</i>

Strategies to implement requirements Understanding of impact at the local level

based instruction and the need for *specialists*: teachers to respond to emerging threats require frequent updates and training. School personnel must be prepared to respond to emergencies such as natural disasters, intruders and pandemics. Changing legal requirements for special needs students and others result in the need for constant and frequent training and retraining.

- 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.

*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"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent /</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> </ul>

- asst. superintendents
- School counselors
- Other educational specialists

- High school (grades 9-12)

- 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
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

- 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

**Status:** Not Started — Upcoming

## **Strategy: Building and organizational vision**

**Description:** Long range planning is essential for schools and districts to remain successful. Activities will be designed and delivered to promote strategic thinking, to develop and implement a long term vision, and to build team structures to sustain new initiatives.

### **Activity: District and building long range planning**

**Description:** Professionals will acquire knowledge and skills to assist them in creating a vision for current and future student success. Professional will acquire knowledge to understand local expectations through collaboration with school and local community members.

### Person Responsible

### Timeline for Implementation

### Resources



Towle, Wendy

Start: 8/29/2011  
Finish: 8/29/2011

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**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Enhance both current programming and future planning Communicate and collaborate with local stakeholders and to forward the vision of the community Developing the capacity to create vision to address future needs

One facet of Pennsylvania's Inspired Leadership Initiative is the requirement for school leaders to be able to "think and plan strategically, creating an organizational vision around personalized student success." The need for all professionals to be involved in strategic planning is ongoing, and their expertise in developing action plans is essential.

*For classroom teachers, school counselors and education specialists:*

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- 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
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>

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

**Status:** Not Started — Upcoming

**Activity: Group and team process training**

**Description:** Administrators and leaders of the professional staff will develop strategies to create school and district climates that promote student success.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011	-

Finish: 8/29/2011

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Team building Leadership building Strategies to enact state and local initiatives	The Pennsylvania Inspired Leadership program promotes the creation of a culture of teaching and learning with an emphasis on learning, managing resources for effective results, and leadership that knows how to collaborate, communicate, engage and empower others inside and outside of the organization to pursue excellence in learning. This activity engages administrators and professional staff leaders in these pursuits.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>
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*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**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Superintendent / asst. superintendents</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>

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

**Status:** Not Started — Upcoming

**Activity: Training design for strategic initiatives**

**Description:** Professionals will research and plan for the implementation of workshops designed to implement the District strategic plan.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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1.00	25	600
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

Tredyffrin/Easttown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Knowledge of research-based strategies for academic engagement and success Content knowledge Strategies to meet the needs of all learners	Implementing state and district initiatives requires sound professional development aligned with best practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the <u>skills needed to analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>
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*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.

### **Educator Groups Which Will Participate in this Activity**

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

### **Follow-up Activities**

- 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

### **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

**Status:** Not Started — Upcoming

### **Strategy: Managing resources for effective results**

**Description:** School administrators will develop skills for effective allocation of resources to maximize benefit to students.

### **Activity: Improving budgeting/staffing practices**

**Description:** Administrators will attend both workshops to increase understanding of new strategies and techniques to address staffing and budget needs.

Person Responsible	Timeline for Implementation	Resources
Towle, Wendy	Start: 8/29/2011 Finish: 8/29/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Managing budgetary resources effectively Knowledge and understanding of personnel allocation and regulatory expectations Emerging strategies and tools to generate effective budgets and staffing allocations	Effective school leadership requires effective districtwide planning. For example, human resources personnel face an increasing need to be attentive to diversity in the employment ranks and to comply with the NCLB provision that all teachers be highly qualified. With transportation, information, building and supply costs on the rise, all professionals need to be more creative in the use of space and in acquiring instructional materials for classroom use. Many of those needs can be met through the exploration of best practices in these areas.	<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Principals / asst. principals</li> <li>Superintendent / asst.</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> </ul>

superintendents

- High school (grades 9-12)

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**Follow-up Activities**

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**Evaluation Methods**

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- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Group evaluation</li></ul> | <ul style="list-style-type: none"><li>• Review of written reports summarizing instructional activity</li></ul> |
|--|--|

**Status:** Not Started — Upcoming

## **Annual Review Process**

The school district maintains an advisory council that meets throughout the school year prior to the annual update of the strategic plan. All suggestions for changes to the Act 48 Plan will be reviewed by this council and recommended to the Act 48 committee at its annual meeting in May. At the May meeting, the committee will consider all recommendations and adopt a finalized plan if changes are deemed appropriate.

## **Supporting Documents**

There are currently no supporting documents selected for this section.

## **Contact Information**



## Appendix B

### Entity Information Page

**Entity:** Tredyffrin-Easttown SD

**Address:**

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940 West Valley Road Suite 1700  
Wayne, PA 19087

**Superintendent or Chief Administrative Officer:** Dan Waters

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**Fax:** 610-240-1812

**Professional Education Committee Chairperson:** Richard Gusick

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**Telephone:** 610-240-1923

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**Act 48 Reporting Contact:** Jennifer Tyrell

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