
Pennsylvania Department of Education



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

Academic Standards and Assessment Midpoint Review

Tuesday, June 07, 2011

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Educational Community

The School District is located in the Townships of Tredyffrin and Easttown, the easternmost townships of Chester County. Approximately 20 miles from Philadelphia, the District occupies a suburban, residential community developed in the early 20th Century when wealthy Philadelphians settled and used the "Main Line" railroad to attend to business in the city. No longer a prosperous agricultural society, the 38 square mile area is now home to high-tech commercial and financial enterprises, small communities and housing subdivisions in every price range.

The School District serves the communities of Berwyn, Chesterbrook, Daylesford, Devon, Malvern, Paoli, Strafford, and Wayne. The 2000 U.S. Census Bureau figures put the total population of the School District is 39,332. The community is comprised of approximately 89.5% white residents. Asians and African Americans make up the largest number of the minority population. Families with children represent 30% of the population. The student enrollment in 2010-2011 is comprised of approximately 80.5% white, 13% Asian, 4% African American and 2% Hispanic. There are five K-4 elementary schools, two 5-8 middle schools and one high school with a total District enrollment of 6338.

Mission

To inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student

Vision

The District opts to reflect its vision through its mission statement and shared values.

Shared Values

We believe that every individual has intrinsic value.

We believe that every individual has potential.

We believe that individuals are responsible for their choices and actions.

We believe that external and internal expectations strongly influence personal growth and achievement.

We believe that individuals and communities are strengthened by a culture of participation, contribution, and support.

We believe that lifelong learning is essential for one to flourish in a continually changing world.

We believe that meaningful growth comes from building on successes, experiencing challenges, and overcoming adversity.

Academic Standards

The District is located in an area where parents and community members have high local achievement standards for their children and their schools. Students in the District have achieved 100% proficiency through either state or local assessments. A long history of academic success is rigorously and diligently nurtured. Evidence of students' desire to excel is the fact that 92% of seniors take the SAT, and 94% choose to further their education beyond high school. The District offers 27 College Board Advanced Placement courses, and in 2010, students completed 1286 College Board Advanced Placement examinations, 91% of which earned scores of 3 or better.

Screening for eligibility for gifted services begins in first grade, and students in the NCLB priority groups are supported in their academic and social goals with the expectation that they will achieve proficiency in all indicators of progress. Students must successfully complete 24 credits at the high school level. For those students graduating through 2014, graduation requirements include 4.0 credits in English, 3.5 credits in social studies, 3 credits each in mathematics and science and 2 credits in world languages. For those students graduating in 2015 and beyond, graduation requirements include 4.0 credits in English, 3.0 credits each in social studies, mathematics and science and 2.0 credits in world language.

Requirements for Conestoga High School Classes Graduating through 2014

Except as noted, to be eligible for graduation, students graduating through 2014 must successfully complete 24.0 units of credit from courses as described in the annual Program of Studies for grades 9 through 12 as follows:

4.0 Credits in English to include 1.0 credit in World Literature, 1.0 credit in American Literature, and two additional yearlong courses.

3.5 Credits in Social Studies to include: 1.0 credit each in World Cultures, European History, and U.S. History and 0.5 credit in U.S. Government.

3.0 Credits in Mathematics.

3.0 Credits in Science to include 1.0 credit in Biology.

2.1 Credits in Health/Physical Education (See details below).

2.0 Credits in World Languages to be fulfilled by successful completion of a second or third level course (See details below).

2.0 Credits in core electives to include 1.0 credit each from two of the following three areas: Business/Technology, Visual and Performing Arts and Wellness/Fitness/FCS.

4.4 Credits in electives; any course that has not been counted to fulfill other graduation requirements as indicated in the Program of Studies.

24.0 credits

Credit distributions from the requirements listed above must address the state mandated 2.0 credits in arts and/or humanities, which could include World Languages, Visual and Performing Arts, and/or credits above and beyond those required in English and Social Studies.

In addition, to be eligible for graduation, a student must successfully complete a culminating project demonstrating the ability to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. To be eligible for graduation, a student must demonstrate proficiency or better in reading, writing and mathematics on either the state assessments administered in grades 11 or 12 or on local assessments aligned with academic standards and state assessments.

Electives (4.4)

"Electives" include any course not otherwise applied to meet graduation requirements. Included in these options are Experiential Learning Programs. Students may apply through the Principal

or his/her designee for individualized programs designated in the *Program of Studies* such as Extended Experience/Community Service, Early College Study, Independent Study, Student Aide Program and the Center for Arts and Technology.

Health/Physical Education (2.1)

All students are required to take .5 credit in Health and to take Physical Education (P.E.) every semester. This requirement includes two semesters of ninth grade P.E. and one additional semester of P.E. taken at Conestoga. The remaining semesters may be taken at Conestoga or through an approved alternative (Team Sports or Extended Experience Program).

Students who are no longer enrolled at Conestoga but are pursuing a diploma through the Early College program will not be required to take physical education if they have met State requirements. They will still need to provide 24 credits in total and meet all other specific requirements.

World Language (2.0)

Students will demonstrate proficiency in a second language by successfully completing Level II (that is, up to and including a second year course in one language). Students with documented specialized instructional needs may be exempted from this requirement with prior approval of the principal.

Students who are able to meet this requirement by taking one high school world languages course may earn the additional credit in the general elective category. Completion of all world language courses will count as humanities credits for purposes of the humanities requirement of the Pennsylvania state Board of Education.

Other Requirements

Students in grades 9 and 10 must schedule at least 36 class periods, or the equivalent, per six-day cycle. Students in grades 11 and 12 must schedule at least 32 class periods, or the equivalent, per six-day cycle. Approved individualized educational programs and science labs may be counted for purposes of this scheduling requirement as described in the Program of Studies.

The Board annually shall approve students of the graduating class before diplomas are awarded. Following approval of candidates for graduation by official action of the Board, those students so qualifying will have the privilege of receiving appropriate recognition at graduation exercises as conducted by the District on a date established each year.

Graduation Requirements 2015 and Beyond

Except as noted, to be eligible for graduation, students graduating in 2015 and beyond must successfully complete 24.0 units of credit from courses as described in the annual Program of Studies for grades 9 through 12 as follows:

4.0 Credits in English to include 1.0 credit in World Literature, 1.0 credit in American Literature, and two additional yearlong courses.

3.0 Credits in Social Studies to include: 1.0 credit each in World History, United States History and United States Government/Economics.

3.0 Credits in Mathematics.

3.0 Credits in Science to include 1.0 credit in Biology.

1.9 Credits in Health/Physical Education (See details below).

2.0 Credits in World Languages to be fulfilled by successful completion of a second or third level course (See details below).

2.0 Credits in core electives to include 1.0 credit each from two of the following three areas: Business/Technology, Visual and Performing Arts and Wellness/Fitness/FCS.

5.0 Credits in electives; any course that has not been counted to fulfill other graduation requirements as indicated in the Program of Studies. Experiential Learning Opportunities listed in the Program of Studies shall also satisfy this requirement.

0.1 Credit for Culminating Project.

24.0 credits

Health/Physical Education (2.1 credits)

All students must complete the Health and Fitness course (0.5 credit) designed for ninth grade students. This course includes required instruction in Health and one semester of Physical Education (P.E.) . All students must be enrolled in a P.E. course for the other seven semesters of attendance for a total of 1.4 P.E. credits, not including the Health and Fitness course. Up to six semesters of P.E.(1.2 credits) may be satisfied through the Team Sport or Extended Experience programs.

Students who are no longer enrolled at Conestoga but are pursuing a diploma through the Early College program will not be required to take physical education if they have met State requirements. They will still need to provide 24 credits in total and meet all other specific requirements.

World Language (2.0 credits)

Students will demonstrate proficiency in a second language by successfully completing Level II (that is, up to and including a second year course in one language). Students with documented specialized instructional needs may be exempted from this requirement with prior approval of the principal. Students who have completed the second year course in a language prior to entering high school shall be required to take one additional year of World Languages and to fulfill the second credit in an elective course in any area.

Core Electives(2.0 credits)

Students must earn 2.0 credits in core elective areas to include one course in the Visual/Performing Arts, one course in Business/Technology and one course in Family and Consumer Sciences. Courses that award credit in more than one department shall count only as one of the three elective areas.

Electives (5.0 credits)

Electives include courses not otherwise applied to meet graduation requirements. Extended learning opportunities may earn credits that count as elective credits. These programs focus on global and community partnerships, social responsibility, self-direction, collaboration, technological proficiency and experience-based learning. Activities that qualify for these credits shall be identified annually in the Program of Studies and may include approved online coursework, independent study, service learning and co-curricular activities.

Culminating Project (0.1 credit)

To be eligible for graduation a student must demonstrate proficiency in core academic subjects according to State requirements outlined in the Pennsylvania School Code, Section 4.24. This may include performance at established proficiency levels on State-approved standardized tests. Course credit shall not be granted through the successful performance on State assessments without first having completed the course.

Other Requirements

Students in grades 9 and 10 must schedule at least 36 class periods, or the equivalent, per six-day cycle. Students in grades 11 and 12 must schedule at least 32 class periods, or the equivalent, per six-day cycle. Approved individualized educational programs and science labs may be counted for purposes of this scheduling requirement as described in the Program of Studies.

Students shall be awarded a maximum of 8.4 credits per academic year. Exceptions to this limit may be granted for students in danger of not fulfilling graduation requirements by the end of the senior year or for students who have applied for Early College or Graduation. Other exceptions may be granted for circumstances deemed appropriate by the principal.

The Board annually shall approve students of the graduating class before diplomas are awarded. Following approval of candidates for graduation by official action of the Board, those students so qualifying will have the privilege of receiving appropriate recognition at graduation exercises as conducted by the District on a date established each year.

Strategic Planning Process

The process began in December 2006 with a "Vision of the Future" brainstorming session in which community members, professional staff and students considered the question of what it will take to be successful in the 21st Century and what the School District will need to do to ensure that students acquire the requisite skills and competencies.

Focus groups representing all constituencies met in February 2007 to discuss questions raised by the brainstorming session, and an extensive chart of general and specific topics related to the future needs of students in the District. A number of individual interviews were conducted with professionals who have excelled in their respective fields. The interviews yielded a wealth of information about attributes necessary for success in the professions represented and for any position in a profession attuned to the needs of the future generation. These topics were compiled and recorded for the use of the Strategic Planning Committee.

In order to develop a strategic planning committee that would be inclusive and representative of the School District, community candidates from various professions and occupations with diverse characteristics were solicited. Criteria were determined to represent the diversity of the District in gender, occupation, ethnicity, geography of homes, children and ages of children, citizens with no children, retired citizens, private school families and also to balance the internal District members.

These criteria provided the opportunity for every applicant to be included in the selection process and insured a balanced perspective on the Strategic Planning Committee. Those who complemented the committee's balance and who had the time and the desire to work on behalf of the School District were selected. A total of 33 committee members served. The group represented community members, School Board members, students, District professional staff, building and District level administrators and District non-instructional staff. A professional facilitator served as the external facilitator, and the Director of Instruction, Curriculum, Staff Development and Planning was the internal facilitator.

The Committee met at a three-day retreat in May 2007 to develop a new mission statement, consensus belief statements and six strategies. One of the strategies was later subsumed into the other five.

In July 2007, a professional scenario planner assisted a representative group of community and staff members in the development of a list of trends and uncertainties about the future. Scenarios depicting four possible futures for the School District were written based on the identified uncertainties. The four scenarios then became the subject of another round of focus group meetings where the possible futures were discussed and critiqued.

Several methods of soliciting volunteers for actions teams were employed. A mass mailing enabled community members to return a volunteer form to the District. Announcements appeared on the web site, and interested persons were able to volunteer with the use of an on line response form. The process of publicly seeking action team volunteers went on for eight months. When teams began their meetings in September 2007, there was a total of 185 community members, School Board members, administrators, teachers and students involved in the process.

In November 2007, action planning was completed. A comprehensive report was provided to the Strategic Planning Committee prior to their second meeting in February 2008. The work of the Committee was submitted to the School Board for approval in June 2008. Annual update meetings have been held in 2009, 2010 and 2011.

Strategic 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
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	Educational

		Technology	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

Data

Reflections

There are currently no reflections selected for this section.

Goals, Strategies and Activities

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: 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

Last Modified: 4/7/2011

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

Person Responsible

Timeline for Implementation Resources

Towle, Wendy

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

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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
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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.

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

Follow-up Activities

Evaluation Methods

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

Activity: Course development

Last Modified: 4/7/2011

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	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Knowledge about current research and best practices</p> <p>New approaches to deliver curriculum in area of assignment</p> <p>Strategies to adapt curriculum to meet all learner needs</p>	<p>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 curricular goals.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction,

staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

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

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

- learning styles
- Peer-to-peer lesson discussions

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

Last Modified: 4/7/2011

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	• School Entity	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	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

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 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.

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

Follow-up Activities

- Team development and sharing of

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy

- content-area lesson implementation outcomes, with involvement of administrator and/or peers
 - Creating lessons to meet varied student learning styles
- and standards, classroom environment, instructional delivery and professionalism.
 - Classroom student assessment data
 - Participant survey

Status: Not Started — Upcoming

Activity: Curricular alignment with academic standards

Last Modified: 4/7/2011

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

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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	<ul style="list-style-type: none"> School Entity 	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"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

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

Follow-up Activities

- Team development and sharing of content-area lesson implementation

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Classroom student assessment data

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: Differentiating instruction

Last Modified: 4/7/2011

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

- School Entity

Approved

Knowledge and Skills

Differentiating based on student interest, readiness, and learning style
Differentiating content, process, and product

Research and Best Practices

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 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.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and

- School counselors
- Other educational specialists

- Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

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

Status: Not Started — Upcoming

Activity: Strategies to increase engagement

Last Modified: 4/7/2011

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
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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	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Increased engagement strategies Strategies to enable student processing of content Differentiating instruction Meeting the needs of all learners	Best practices suggest that students who are engaged in lessons learn more. Well-established and emerging techniques are incorporated into the discussion.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
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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"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education

specialists

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

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

Status: Not Started — Upcoming

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

Last Modified: 3/25/2011

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
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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	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Using the standards, goals, and strategies associated with the initiative Incorporating creativity in their instruction. Developing creativity in their students.	Based on the 2008 strategic 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.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of</u>

teaching and learning,
with an emphasis on
learning.

Educator Groups Which Will Participate in this Activity

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

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

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

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"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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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"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments,
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- 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"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

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

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

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

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: Helping students achieve academic proficiency

Last Modified: 4/7/2011

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
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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"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Content knowledge Differentiated instruction Strategies to effectively implement best practices to address needs of diverse learners Analyze student data Using assessment to modify instruction	Best practices suggest alternative strategies for students who are not currently demonstrating proficiency on PSSA assessments. The workshop will enable participants to target instruction to specific student needs.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.
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- 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

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

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

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

Status: Not Started — Upcoming

Activity: Meeting the needs of students with disabilities

Last Modified: 4/7/2011

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
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Tredyffrin/Easttown School District	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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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"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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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
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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

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

Status: Not Started — Upcoming

Strategy: Using technology to meet student needs

Last Modified: 3/28/2011

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

Last Modified: 4/6/2011

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"> School Entity 	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 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.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on

learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

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

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: 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: Adapting assessments

Last Modified: 4/8/2011

Description: Participants will develop strategies to modify assessments for students with specific learning styles.

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"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Multiple intelligences Learning styles Methods of differentiating assessment	Because all students do not learn in the same way, many students demonstrate knowledge in different ways. To meet the needs of these learners, teachers need to consider alternative methods of assessment to provide greater opportunities for students to demonstrate mastery.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

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

Follow-up Activities

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

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Classroom student assessment data

Status: Not Started — Upcoming

Activity: Aligning assessment with standards

Last Modified: 4/6/2011

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
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"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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"> • 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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

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

Follow-up Activities

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

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

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

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: Using State Assessment data to inform instruction

Last Modified: 4/8/2011

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	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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.

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

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional |
|---|--|

- implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- delivery and professionalism.
- Classroom student assessment data

Status: Not Started — Upcoming

Goal: Strengthened communications with parents, students and community

Last Modified: 3/28/2011

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

Last Modified: 4/8/2011

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
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"> School Entity 	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"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

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

Follow-up Activities

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

Last Modified: 4/8/2011

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	<ul style="list-style-type: none"> 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 and school personnel.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.

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

Educator Groups Which Will Participate in this Activity

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

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

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

Last Modified: 4/8/2011

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.

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
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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"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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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.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on
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learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: Not Started — Upcoming

Measurable Annual Improvement Targets

Students in Tredyffrin/Easttown School District, including students in state identified disaggregated groups, have consistently achieved adequate yearly progress on Pennsylvania System of School Assessment [PSSA] tests. Thus, the District's targets relative to the state assessment program focus on ensuring that all students continue to demonstrate success on PSSA tests.

The District has two specific goals in place to support student success.

1. To meet the needs of diverse learners, especially those at-risk of scoring below proficient on the PSSA assessments.

The District actively identifies individual students who could be in jeopardy of not succeeding on PSSA assessments. The identification process and support systems are outlined in the section of this report under the heading of "Targeted Assistance for Struggling Students." Support systems described are made available to identified students. Reading specialists track individual student progress over time, so that individual student data remain available throughout the process.

The measure of success toward this goal is whether identified individual students demonstrate adequate yearly progress on their PSSA tests. Success will be achieved when 100% of the District's school buildings achieve adequate yearly progress (AYP) and all students achieve proficiency on PSSA tests.

2. To apply a standards-aligned curriculum and best instructional practices to ensure all students demonstrate proficiency on state assessments.

District professionals study data resulting from PSSA tests. These data are analyzed, and any curriculum adjustments that emerge from this analysis are considered for implementation. Instructional practices are also adapted as appropriate based on these data.

The measure of success on this goal is whether ensuing test data indicate proficiency. Success will be achieved when 100% of the District's school buildings and the required percentage of sub group students achieve adequate yearly progress [AYP] on PSSA tests.

Curriculum, Instruction and Instructional Materials

The curriculum of the Tredyffrin/Easttown School District is vertically articulated and horizontally enriched. It is based on and expands upon Pennsylvania State Standards, Chapter 4 and national content standards, and attends to available global standards. A designated curriculum supervisor is assigned to each of the District's curricular areas to ensure cohesiveness and consistency.

Curriculum is developed by District teachers under the guidance and direction of curriculum supervisors. Curriculum development is reviewed by the Board Education Committee, and approved by the Board of School Directors. Cross-grade-level teams of teachers design curriculum in beginning and end of year inservices to ensure that the curriculum is standards-based, is properly spiraled from kindergarten through grade twelve, and that it incorporates District initiatives beyond basic learning standards. These initiatives include, but are not limited to, critical and creative thinking, self-directed learning, cultural competence, written and oral communication, technology and information literacy, and ethical academic behavior. Some of these initiatives are well-established, while others are in their beginning stages.

The District's instructional program is organized and communicated via the research-based Tredyffrin/Easttown School District Teacher Model. The Teacher Model expands and describes in some depth the areas of planning and preparation, classroom environment, instructional delivery and professionalism. All teachers and administrators in the District have received training on the Teacher Model, and the model is completely accessible to all professional staff

members. It forms the basis for teacher reflection on personal performance, and for teacher evaluation.

Instructional materials are selected and designed to support the District's curriculum. The District is committed to providing students with multiple sources of instructional materials, from text materials to primary source materials. Web-based materials are utilized, with both teachers and students being guided to be critical consumers of all sources of information. The District invests substantial resources and support into the design of teacher-made materials. These are most often produced in a collaborative summer workshop setting, with teachers working under the guidance of District supervisors and administrators. Curricular materials are available for review by parents upon request.

In summary, the Tredyffrin/Easttown School District allocates considerable financial and human resources to the development and updating of District curriculum, instructional strategies and instructional materials. The design model is fully collaborative, and is based on state and content-specific standards. This base is extended through the explicit teaching of critical thinking skills, self-directed learning and other content development themes that support life-long learning. Materials to deliver the curriculum range from texts, to primary sources, to teacher-made materials, to web-based sources. The District's instructional model implements research-based best practices, and is systematized so that it is accessible to all who are responsible for instructing students.

Elementary Curriculum

Language Arts

The District's Language Arts Learning Competencies provide the framework for language arts learning in eight key areas. Using these competencies as a foundation for spiraling skills development, teachers enrich the reading program with the most valuable aspects of a balanced literacy approach. This balanced approach accommodates the individual learning needs of each student and stimulates teacher creativity while providing a strong, consistent level of reading instruction across the District.

Language Arts Learning Competencies:

- Reading comprehension: Learning strategies (Example: main idea, sequence)
- Reading comprehension: Thinking skills (Example: inference, compare/contrast)
- Reading: Investigating language patterns (Example: word analysis, decoding, phonics)
- Speaking and writing (Example: writing process, grammar, spelling)
- Study skills
- Research skills
- Response to various genres (Example: fiction, biography, poetry)
- Lifelong reading

Reading

Reading instruction in the T/E School District is an organized, sequential program which includes a balanced use of whole group, small group, and direct instruction utilizing a wide variety of fiction and non-fiction texts.

Writing

Writing begins with the student's initial school experience. The use of the writing and reflecting process (brainstorming, pre-writing, drafting, revising, conferencing, editing and publishing) continues throughout the grades. Writing is not an isolated experience but is integrated throughout the school day in various curricular areas. Teachers introduce and reinforce the components of good writing at each grade level. Students and teachers use the portfolio as a vehicle for the development of skills in composing, revising and reflecting on writing throughout the grades.

Listening/Speaking

Communication skills are an integral part of the learning experience. Early modes of learning center around kinesthetic and visual activities. Listening and speaking skills develop as the child progresses through school. Learning these skills enables the student to become an active participant in the learning process.

Spelling

Beginning in kindergarten, students experiment with letters and sounds and learn how those letters build words. Emergent writers may have difficulty spelling words within their oral vocabularies. Rather than interrupt the flow of thought, invented spelling is encouraged. As students progress in their writing abilities, the purpose of the spelling curriculum is to help learners master conventional spelling. The formal spelling program focuses on spelling patterns and words student frequently misspell. Students also learn to use tools such as the dictionary, collaboration with peers, and technological devices.

Handwriting

In the early elementary grades, students learn the strokes which form the basis of manuscript letters. Handwriting instruction focuses on the development of letter formation skills and the application of these skills throughout the curriculum. Cursive handwriting is introduced in the third grade and refined in fourth. Students work with keyboarding and word processing, progressing in efficiency on an individual basis.

Study Skills

The development of good organizational and study skills is an essential part of schooling. Such topics as how to manage time, plan for long and short term assignments, organize workspace and materials, and study for tests are taught and reinforced at the appropriate team levels.

Mathematics

The T/E mathematics curriculum is based on a set of clearly defined learning objectives. Major concepts include: numbers and numerals, measurement, rational numbers, geometry, decimals, graphing, number theory and probability. These concepts are developed through a balanced use of manipulative materials, various text-based instruction and technology. Students are grouped for instruction beginning in first or second grade. This approach to teaching and learning accommodates the needs of students and provides students with appropriate challenge. Mathematics is an important subject and T/E's teachers are dedicated to preparing every student to meet the challenges and demands of the future.

Science

Science is best learned when students are engaged in practicing science. Hands-on activities encourage students to experience for themselves, through direct observation and experimentation, the process, joy and fascination of science. Through scientific experimentation, students answer their own questions and develop patience, persistence and confidence.

T/E's elementary science curriculum in kindergarten is a hands-on, theme-based program. Grades first through fourth have adopted Science and Technology for Children which was developed by the National Academy of Science in cooperation with the Smithsonian Institute. Each elementary school provides both hands-on science instruction in a science lab and classroom science instruction where reading and writing are tools for learning. A full-time science aide assists and supports the classroom teacher in the preparation and implementation of lessons.

The units of study are as follows:

Kindergarten	Senses/Properties, Weather, Insects, Seeds/Plants, Energy, Agriculture
Grade 1	Comparing and Measuring, Weather, Rain Forests or Oceans, Organisms, Magnetism, Solar System, Sustainability
Grade 2	Life Cycle of Butterflies, Balancing and Weighing, Changes, Soil, Sound, Solar System, Sustainability
Grade 3	Chemical Tests, Rocks and Minerals, Plant Growth and Development, Land and Water
Grade 4	Ecosystems or Animal Studies, Food Chemistry, Electric Circuits, Motion and Design

Social Studies

The T/E social studies curriculum is designed to help students understand cultural diversity and their place in a global community. Grade one focuses on the concept of "Our Global Village" and, in addition to units on Japan and Africa, includes a unit on communities, maps, and geography. Grade two concentrates on exploring the concept of time and the use of a historical timeline. The cultures, geography and history of the United States are the thrust of the third and fourth grade programs. Third and fourth grade students also experience lessons on global awareness. In third grade, students study Canada and Mexico. In fourth grade, students learn about global countries and cultures and how they connect to the studied history. Throughout the curriculum, students are encouraged to explore the following questions:

Grade 1	Who Am I in the World? Units of Study: Our Global Village, Japan, Africa (Nigeria and Kenya)
Grade 2	Who Am I in Time? Age of Dinosaurs and Early Man, Ancient China, Exploration and Immigration, Space
Grade 3	Who Am I in My State? Units of Study: Native Americans, Chester County, Pennsylvania, Elections and Our Neighbors to the North and South - Canada and Mexico.
Grade 4	Who Am I in My Country? U.S. History: Geography, Early Settlers and Settlements/Colonies, American Revolution, America Grows, Mini-units on Brazil, England, India, France and Spain

Health

K-4 health is divided into four basic areas of study incorporating both factual knowledge and the development of positive attitudes and lifelong healthy behaviors.

Safety:

Includes personal and group safety concerns involving, but not limited to, bus, bicycle, fire, playground and other grade appropriate issues.

Drugs and Alcohol:

Incorporates Officer Friendly, Guidance and REACH (Responsible Adolescents Concerned and Helping) to encourage the child to make appropriate decisions based on factual information.

Family Life:

Focuses on information, self-concept, interpersonal relationships and positive decision making.

Care of the Body:

Provides children with activities that enable them to understand the value of maintaining good health through acquiring information and encouraging supportive health habits.

Please note: An alternate to the Family Life curriculum is available upon parental request.

Art

Students have a regularly scheduled art class with an art teacher in Kindergarten and in grades 1, 3 and 4 once per cycle. In grade 2, students have two scheduled art classes per cycle. The classes range from 35 minutes in Kindergarten to 45 minutes in grades 1-4. All levels of the program include experiences designed to exercise and strengthen the pupil's ability to perceive, appreciate, perform and criticize. Provisions are made for each student to be involved with a variety of two-dimensional and three-dimensional materials and to gain understanding of our visual arts heritage. The activities are planned to promote the development of independent thinking and self-evaluation. The art curriculum follows a developmental scope and sequence and is a discipline-based approach to art education. Lessons are designed to provide instances for integration with elements of the core educational program.

Music

Classroom Music:

The goals of the music program are to provide the opportunity for every child to learn the basic skills of singing and reading music, to develop song repertoire, and to broaden listening skills. Once per cycle, in grades K, 2, 3 and 4, every class meets with the music teacher for a period of thirty to forty five minutes for musical activities that include listening, singing, performing, moving, reading and creating. In grade 1, students have two scheduled music classes per cycle. Through these activities, the students learn concepts dealing with the major elements of music which are rhythm, melody, form and harmony, tone, color, style and expressive qualities. In third grade, students are introduced to the "recorder" as an adjunct to the music reading program.

Instrumental Music:

When students reach the third grade, they have the opportunity to study a string instrument. At the fourth grade level, they may begin instruction on suitable band or orchestra instruments. Group instrumental lessons are scheduled for thirty minutes once per cycle and rotate from cycle to cycle so that the same subject is not missed in the regular classroom. Students are invited to join a string orchestra and/or band that meets before school for forty minutes each week. In this

setting, students are provided with the opportunity to further develop performance skills and produce both winter and spring concerts for the school and surrounding community.

Performance Groups:

Students are provided with a variety of performing opportunities. All elementary schools provide three music performance organizations: string orchestra, beginning band and choral club. These groups rehearse before school once each week. Parents are responsible for providing transportation to rehearsals.

Physical Education

Physical education contributes to the well being of students through participation in activities designed to meet their physical, social, emotional and intellectual needs. It is a tool used to develop individual values of good citizenship and sportsmanship for real-life situations. As students move through the elementary grades, there is an increased degree of difficulty in skills and a greater emphasis on team play. The program is designed to provide equal opportunities for all students to participate in physical activities that promote self-confidence and the ability to work in coeducational groups. Our physical education program includes:

Kindergarten and Grade 1

- Locomotive skills
- Eye hand coordination
- Ball handling skills
- Stunts
- Game type activities
- Movement and posture education

Grades 2, 3 and 4

- Physical fitness, testing
- Start of formal exercise
- Stunts, tumbling, apparatus
- Rhythmics and dance
- Game program
- Sports program
- Individual/dual activities
- Citizenship/sportsmanship

Library

The library is a warm, friendly, and inviting place where we encourage children to become lifelong readers. Books may be checked out for a one or two-week period of time. Fines are not charged for late items, but we do send home reminder notices on a monthly basis. Children of all grade levels come to the library to enjoy rich literature and to receive direct instruction in the workings of the library and its many technological resources. Research has demonstrated that students who are exposed to a print-rich environment engage in voluntary reading, and those who read at home tend to develop the habit of reading. We encourage families to take advantage of the resources of our library and share the joys of reading together. We strongly encourage all parents to spend time reading with their child each day.

Middle School Curriculum

Fifth Grade

Language Arts

The fifth grade language arts course provides continuity between the elementary and middle school reading and writing programs. Children expand their reading skills through lessons revolving around comprehension strategies utilizing a wide variety of fiction and non-fiction texts. They continue their development in writing, focusing particularly on basic paragraph structure - topic sentence and supporting details - as a foundation for future work on the essay. Students explore their language through activities in grammar and usage, as well as spelling and vocabulary. They learn basic research skills and participate in both individual and group oral presentations.

Social Studies

The fifth grade social studies program focuses on man's adaptation to his environment throughout history. Students study selected periods of ancient civilizations including those of Mesopotamia, Egypt, India, China, Israel, Greece and Rome. Throughout the course, students will demonstrate understanding of geography, economics, technologies, conflict, government and the arts for the various ancient cultures.

Mathematics

Mathematics is offered at two ability levels to meet the needs of students. Those working a full year above grade level use a sixth grade textbook to develop the following topics: set theory, operations with whole numbers, number theory, integers, fractions, decimals, geometry, ratio, proportion, percent, probability and statistics. Students are selected for this program based upon their level of math achievement and the recommendation of the fourth grade mathematics teacher. All other students use a fifth grade textbook as these topics are developed: place value, whole number operations, decimals, statistics, graphing, number theory, fractions, geometry, measurement, perimeter, area, volume, ratio, percent, and probability.

Science

Science deals with a variety of topics designed to interest students in science. A hands-on approach is used as frequently as possible. Students pose questions and engage in activities as they seek answers to their questions. The major topics of study are: animals without backbones, animals with backbones, living communities, electricity, sources of energy, changes in the earth, changes in the weather, and experiments with plants. Topics of current interest such as ecology and the environment are also part of the curriculum. Retaining and increasing student interest in science is an important goal of this course.

Art

The fifth grade art program is designed to enhance children's exposure to works of art, and to help them look at art more perceptively and understand that art continues to be a valid mode of expression. They develop basic skills in drawing, painting, and clay, using elements such as line, shape, texture, space, value and color. The arts of ancient civilization are integrated into the fifth grade art program, giving it a multi-cultural focus. Student art work is displayed throughout the year, in the school and in the community. A special art exhibit is held in the spring, concurrent with the Spring Concert.

Health

This course introduces the students to the study of health. Emphasis will be on the following body systems: circulatory, respiratory, and digestive. Included in the course of study will be family life, safety & first aid, and fire safety. All students will be required and expected to maintain a three-ring binder specifically for health, throughout year.

Music

Classroom music instruction in the Tredyffrin-Easttown School District focuses on singing, music reading, classroom instruments, music appreciation, improvisation and composition, and movement. Fifth grade students use individual vocal range in two-part singing. They read simple melodies and rhythms, and apply them to the creation of music on classroom instruments, including the recorder. Students arrange simple pieces for voice or for instruments other than those for which they were written. They learn about musical theater, experiencing various real works. Finally, students learn and perform dances from different cultures and time periods.

Flex

Middle School FLEX expands students' awareness of various forms of international communication by acquainting them with the languages and cultures that they can choose to study in the T/E foreign language program. Students concentrate on French and Spanish for one semester each. Through a sequence of oral activities, students learn basic vocabulary and phrases for greetings, names, colors, the weather, families, sports and the other topics of interest. They also take part in cultural activities, game and video presentations relating to the language itself and to the countries where that language is spoken.

Physical Education

This course is an introduction to team and individual sports and has an emphasis on basic skill development through participation in drills, modified games, and the parent form of the games. Activities include basketball, volleyball, softball, team handball, floor hockey, field hockey, and wrestling. All programs are developed on a continuous progress basis for preparation in 6th, 7th and 8th grade physical education. Physical assessments (Fitnessgram and Presidential) are administered during the school year.

Sixth Grade

English

In sixth grade, students enhance their application of paragraph structure and write longer descriptive pieces as well as poetry. They read and discuss a variety of literature, including novels and short stories, and learn to recognize basic features of literature such as character development, plot and setting. They develop their research skills through individual and small group projects and presentations involving a variety of applications. Students continue their study of the English language, focusing particularly on effective word choice, subject-verb agreement, sentence variety, pronoun usage and correct punctuation.

Reading

Using a variety of fiction and non-fiction as well as traditional and non-traditional texts, students work to master reading skills that will aid them in all subject areas in middle school, high school, college and beyond. Sixth graders respond to reading through writing, expand their vocabulary, and learn a variety of reading and study strategies which will enable them to approach any text

with confidence. Teachers provide encouragement for students to read for pleasure as well as for information.

Social Studies

The sixth grade social studies program is based upon the study of human and physical geography. The study centers around the five themes of geography: location, place, interaction, movement and region. The purposes of the program are for students to acquire and understand geographic information, to learn about the significant conditions and processes of their work, and to think and act as geographers in solving problems of the global community. Teaching and learning activities of the sixth grade social studies program may include, but are not limited to, oral and written presentations, database and media research, field trips, telecommunications, composition writing, cooperative and group learning, map construction, map interpretation, and the discussion of current events. Geographic topics and units are often coordinated with learning in other disciplines. The art, music, family and consumer sciences, and technology education programs support the students' learning in geography.

Science

This course makes use of the scientific method in many contexts as students design and carry out experiments to answer questions. Students are actively involved in doing science as they investigate patterns of living things, cells and microbes, matter, chemical changes, energy, temperature, and heat. Microscopes and other technologies are used to support a variety of hands-on activities. Science students participate in interdisciplinary units which are supported by the entire core team. Although these units differ in each of the middle schools, they are directly related to science or to great scientific achievements of the past.

Mathematics

This course is offered at two ability levels to meet the needs of all students. Those working a full year above grade level use a seventh grade textbook to develop the following topics: set theory, number numeral concepts including square root, integers, number theory, rational numbers including decimals, ratio, proportion, percent, probability, statistics, functions, graphing, and basic principles of geometry. Students are selected for this program based upon their level of math achievement and the recommendation of the fifth grade mathematics teacher. All other students use a sixth grade textbook to develop the following topics: set theory, operations involving whole numbers, number theory, integers, fractions, decimals, ratio, proportion, and percent.

Art

The sixth grade art program is designed to include studio work experiences that give repeated, gradual building experiences with a range of media, skills and techniques. Emphasis will be placed on design and composition in drawing, painting and three-dimensional form, utilizing the principles of organization, such as rhythm, unity/harmony, variety and proportion. Interdisciplinary connections are made when appropriate. Students become acquainted with various art forms from cultures around the world.

World Languages

In sixth grade, students begin their focused study of world languages by selecting either French or Spanish. In this introductory year, through a sequence of oral activities, students learn basic vocabulary and phrases for greetings, names, colors, the weather, families, sports and other topics of interest. They also take part in cultural activities, games and video presentations relating to the language itself and to the countries where that language is spoken.

Health

The health course is designed to promote an understanding of physical and emotional aspects of healthy living. The emphasis in sixth grade is on the skeletal system, muscular system, nervous system, family life, prevention of drug & alcohol abuse, care of the body, and safety & accident prevention. All students will be required and expected to maintain a three-ring binder specifically for health, throughout the year.

Music

Classroom instruction in the Tredyffrin/Easttown School District focuses on singing, music reading, classroom instruments, music appreciation, improvisation and composition, and movement. Sixth grade students sing with expression and technical accuracy in two parts. They read increasingly complex melodies and rhythms, and apply them, or play by ear, on classroom instruments, including the recorder. Students arrange simple pieces, with increased use of music notation, for voice or for instruments other than those for which they were written. They learn about musical theater and other musical genres, experiencing various real works. Finally, students learn and perform dances from different cultures and time periods.

Physical Education

This course is a continuation of the introduction to team and individual sports and has an emphasis on basic skill development through participation in drills, modified games, and the parent form of the games. Activities include basketball, volleyball, softball, team handball, floor hockey, field hockey, and wrestling. All programs are developed on a continuous progress basis for preparation in 7th and 8th grade physical education. Physical assessments (Fitnessgram and Presidential) are administered during the school year.

Seventh Grade

English

The seventh grade English program combines the study of literature, writing, language structure and oral communication. Students read and respond to short stories, novels, poetry and drama. In writing they focus on polishing and expanding their control of paragraph structure (persuasive, comparison/contrast, analytical, critical) and writing longer creative pieces. They continue their exploration of the research process through a variety of activities and take part in speeches and other oral presentations.

Social Studies

American Studies I focuses on the political, economic, and social foundations of the United States. The program begins with a unit focusing on tolerance followed by a brief introduction to the Age of Exploration and delves into the Colonial era with an emphasis on Pennsylvania history. The course's chronological presentation follows the struggle for Independence and the emergence of a new nation. The course continues with the historical development of the Constitution, the Federalist era and Jeffersonian America.

Science

This course deals with many topics from the life and physical sciences. Students are engaged in hands-on activities on a regular basis as they gain insights into the mysteries of science. The major topics of study include the diversity of living things, interactions, solutions, forces, motion,

structures, and design. Science students also participate in interdisciplinary units which are supported by the entire core team.

Mathematics

Seventh grade mathematics is offered at multiple levels to meet the needs of all students. Those working a full year above-grade level use an eighth grade textbook as pre-algebra concepts are developed including the solution of linear equations and introduction to polynomial expressions. Other topics include: sets or probability and statistics, integers, geometry, number theory, rational numbers including fractions and decimals, percent, functions and graphing, patterns and problem solving. Students are selected for this program based upon their level of math achievement and the recommendation of the sixth grade mathematics teacher. All other students use a seventh grade mathematics textbook to develop these topics: sets or probability and statistics, number/numeral, number theory, geometry, fractions, ratio and proportion, decimals, percent, integers, and patterns and problem solving.

World Language - French 1 or Spanish 1

The seventh grade language program in French and Spanish provides students with the basics of language structure and focuses heavily on spoken language. A key component is the development of oral proficiency through engaging lessons in vocabulary and the provision of many opportunities for speaking. A wide variety of individual and group activities are used in the classroom as students learn language and culture, and increase their international awareness.

Individualized Reading

For students who need some additional instruction and practice in developing reading skills, this course provides individual and small group instruction by a reading specialist. Student interest and abilities are taken into account as the young people are taught strategies to help them to succeed in reading in all content areas as they continue their education.

Art

The seventh grade art program advances the students' understanding and skills in drawing, painting, and three-dimensional form through a double period studio experience. Elements of design, principles of organization, art styles and movements, and art criticism are further explored by the students as media skills and techniques refine and blossom creatively at this pivotal age. Interdisciplinary connections are utilized when applicable. The students meet two times during a six day cycle for one semester. Student artwork is displayed throughout the year in the school community.

Health

The health program in seventh grade is designed to promote an understanding of the physical and emotional aspects of healthy living. The emphasis in seventh grade health is on chemicals and additives, wellness, mental health, anatomy and physiology, and family life. All students will be required to complete a chemicals and additives game project, and will be required and expected to maintain a health three-ring binder throughout the year.

Family and Consumer Sciences

Family and Consumer Sciences (FCS) prepares students to begin their journey toward becoming independent, productive citizens. The program emphasizes hands-on involvement; practical

problem solving skills in developmentally appropriate real-life applications; learning environments designed to meet developmental needs of all students; and our educational goals for all learners. Seventh graders take an in-depth look at nutrition and wellness with an emphasis on breakfast foods. Students will experience an extended period of time in the foods lab setting which will prepare them for an at-home breakfast project.

Music

Classroom music instruction in the Tredyffrin-Easttown School District focuses on singing, music reading, classroom instruments, music appreciation, improvisation and composition, and movement. In seventh grade, students continue to become familiar with their own vocal range. Additionally, they expand their music reading skills, with opportunity to use standard notation to record musical ideas. Students improvise simple melodies and harmonies by ear on various classroom instruments. They continue their investigation of music as an art form, comparing the capacity of various forms of art to express ideas and emotions. Seventh graders can recognize dance movement as a separate form of expression, and show awareness of the relationship of movement to different styles of music and other art forms.

Physical Education

A continuation of team and individual activities with an emphasis on basic skill development, this course is designed to give seventh grade students exposure to activities and experiences that are often not included in their traditional physical education classes. Students will be required to complete a partner or individual project on a lifetime sport or activity. Students will also be involved in cooperation games, group challenges, and problem solving activities throughout the duration of the course. All students are encouraged to participate at maximum effort, no matter what their ability level is, to obtain the social and physical benefits of participation. Physical fitness assessments (Fitnessgram and Presidential) are administered during the school year.

Technology Education

The seventh grade technology education curriculum is divided into two parts. Students are introduced to the Pro/DESKTOP 3D design software package. Students work with a partner to design a variety of objects including a remote control, game controller, or other handheld device. Ergonomic principles are discussed and incorporated into the designs. The second portion of the course focuses on automobile safety. Students are exposed to a variety of safety features present in today's vehicles as well as some of the history behind those developments. Students work with a partner to design, produce and test a vehicle that will keep a raw egg safe in the event of a frontal collision and a roll-over test. Automobile design, safety ratings and the future of automobile safety are also explored.

Advisory Initiatives

Students spend three periods per cycle participating in teacher-led activities directly related to strategic initiatives such as creativity, personal and social responsibility and global awareness. Problem-solving, Global weather calamities and financial literacy are some of the topics used to access these initiatives.

Eighth Grade

English

The eighth grade English program provides students with the academic focus in writing, language structure and literature that will help them to succeed in high school and beyond. Writing instruction relates to basic essay structure - development of the thesis statement and support - as students critique literature they are studying and write about other topics of interest. Opportunities for creative writing and journal writing are also provided. Working as a whole class as well as a member of a smaller discussion group, students read a variety of novels and relate them thematically. Eighth grade English students do a research project and take part in various speech activities to expand their confidence and speaking ability.

Social Studies

American Studies II begins with a study of civics and the role of government. Students then study American history from the Jacksonian Era to 1914, focusing on significant events and their long-term consequences. The course includes an in-depth study of the causes and effects of the Civil War, the technological and cultural developments of the Industrial Revolution, and the social reforms that shaped life in the 19th century.

Science

This course deals with a variety of topics from the life, physical, earth, and space sciences. Students do many hands-on activities and experiments. The major topics include: life processes, machines, work, energy, oceans, climate, particles, radon testing, the continuity of life, and simple genetics. As time permits other interesting topics are considered. These topics may include environmental issues, orienteering, or bridge building and testing.

Pre-Algebra

At this level, students are exposed to a variety of topics including: integers, number theory, geometry, rational numbers, decimals, percents, functions and graphing. Students examine the role of a variable in each of the units covered. Upon completion of this course, students begin a formal study of algebra in ninth grade.

Algebra I

This course begins the formal study of algebra and is offered at two different levels. Among the topics developed are an introduction to algebra, linear functions and inequalities, functions and linear graphing, linear systems, proportions and variation, polynomial and exponent operations, factoring, radicals, quadratic expressions, rational expressions and equations and introductory probability and statistics.

World Language - French 2 or Spanish 2

Students in eighth grade continue their program in foreign language, experiencing a wide variety of instructional situations which enable them to expand their communicative ability. They extend their knowledge of the basics of grammar and increase their vocabulary through oral, visual, and written prompts. They also learn more about the culture of the countries in which the target language is spoken. When they enter the high school program, they are prepared to take the third year high school course in French or Spanish.

Individualized Reading

For students who need some additional instruction and practice in developing reading skills, this course provides individual and small group instruction by a reading specialist. Student interests

and abilities are taken into account as the young people are taught strategies to help them in all content areas as they enter high school.

Art

The eighth grade art program continues to provide experiences consistent with the interests and the intellectual, social and aesthetic maturity of the students. The course provides experience in enhancing personal development, self-awareness and confidence in one's ability. By increasing their understanding of art heritage and recognizing artistic styles and achievements, the students grow in their awareness of the art world. Exploration of additional units may include interdisciplinary approaches, multi-cultural perspectives and technology. Students who wish to continue in art at the high school level are encouraged and given guidance. Students meet two times a six-day cycle one semester. Student art work is displayed throughout the year, in the school and in the community.

Family and Consumer Science

Family and Consumer Sciences (FCS) prepares students to begin their journey toward becoming independent, productive citizens. The program emphasizes hands-on involvement; practical problem solving skills in developmentally appropriate real-life applications; learning environments designed to meet developmental needs of all students; and our educational goals for all learners. The FCS curriculum includes three units of study that are essential for all students. The consumerism unit explores skills needed to make wise consumer decisions and manage money successfully. In the textile unit, students participate in a community service project that they design and create. In the nutrition and wellness unit, students use their knowledge of healthy food choices to prepare a variety of meals.

Health

The health program in the eighth grade is designed to promote an understanding of the physical and emotional aspects of healthy living, and the development of strong decision making skills. Students will learn where to find accurate and valuable information outside of school. The emphasis in eighth grade health is on chemicals & additives, disease prevention, aging, death & dying, environmental health, social health, and consumer health. All students will be required to complete a chemicals and additives project, disease report, and will be required and expected to maintain a health three-ring binder throughout the year.

Music

Classroom music instruction in the Tredyffrin-Easttown School District focuses on singing, music reading, classroom instruments, music appreciation, improvisation and composition, and movement. In eighth grade, students sing accurately with good breath control and expression, alone and in small and large ensembles. They read basic notation in various meters, identifying standard notation for pitch, rhythm, dynamics, tempo, articulation and expression. Students evaluate the quality of performances, compositions, arrangements and improvisations, applying specific criteria. They reproduce melodies and rhythms on classroom instruments. Students show awareness of the relationship of movement to different styles of music and other art forms.

Physical Education

Students continue to participate in team sports with more emphasis placed on advanced knowledge and skills. The Presidential Physical Fitness test will be administered in the fall and in the spring, and the results of the previous three years will be compared.

Technology Education

The eighth grade technology education curriculum focuses on transportation. Students work independently throughout the engineering design process to design, produce and race a CO₂ powered car. Each care is then tested for drag in a wind tunnel and competes in gravity feed and CO₂ races. Aerodynamics and historical milestones in transportation are also explored. Creative thinking, problem-solving and responsible use of machine and hand tools in the lab are addressed throughout the course.

Student Services

Student services are designed to help each student obtain maximum benefit from the school program. These services are centered around the school counselors and include the school nurse, school psychologist, and therapists for hearing, speech, and occupational therapy.

Philosophy of Student and School Counseling Services

Counselors are concerned with the educational, emotional, and social development of all students in relation to their total school experience. School Counseling is an integral part of the school program, consisting of a coordinated plan involving students, parents, and all members of the professional staff, as well as numerous specialists. Although the counselor plays a major role in the development and implementation of the comprehensive school counseling program, the cooperation and active participation of teachers and administrators are essential for an effective program. The classroom teacher, because of the direct involvement with the students on a daily basis, plays an essential role in any guidance program. The school administration provides the climate and helps set appropriate guidelines and conditions for an effective school counseling program. The counselor is the key figure in the program, working directly with students and serving as a resource person for parents, teachers, and administrators in helping children meet their developmental needs. At the center of the comprehensive program is the individual student for whom the counselor hopes to provide meaningful educational experience. Counselors stay with the same students from fifth grade through eighth grade.

English and Math Seminar

Students whose PSSA or ERB scores indicate the need for additional support will be scheduled to participate in the English and/or Math Seminar courses. Seminar classes, offered in grades 5 - 8, will meet two or three days of the six-day cycle for one or two marking periods. Teachers will instruct students in small groups. Specific academic standards that are assessed on the PSSA will be emphasized. Practice books, textbooks, web-based programs, and computer software are among the materials students will use to improve understanding of the skills included in the academic standards. Occasional homework may be given. The courses are graded on a pass/fail basis.

Advisory Initiatives

Students spend three periods per cycle participating in teacher-led activities directly related to strategic initiatives such as creativity, personal and social responsibility and global awareness. Problem-solving, global weather calamities and financial literacy are some of the topics used to access these initiatives.

High School Curriculum

Students satisfy graduation requirements and meet state standards through courses offered in the following departments. Some courses may satisfy credits in departments other than in the ones listed below. Individualized programs are also offered.

English

World Literature, American Literature, European Literature, British Literature, AP Literature and Composition, The Writer's Craft, AP Language and Composition, Language and Composition, English as a Second Language, English Seminar, Advanced Composition

Mathematics

Algebra 1B, Algebra 1, Geometry, Finite Math, Algebra 2, Math Analysis, Trigonometry and Algebra 3, AP Calculus BC, AP Calculus AB, Calculus, AP Statistics, Statistics, AP Computer Science, Programming with Alice and Java, Visual Basic, Mathematics Seminar, Multivariable Calculus with Advanced Topics

Science

AP Biology, Biology, AP Environmental Science, Environmental Science, Microbiology, AP Chemistry [1], Chemistry 1, AP Chemistry [2], AP Physics C: Mechanics, AP Physics C: Electricity and Magnetism, Physics, Science Olympiad

Social Studies

World History, AP World History, AP European History, European History, AP United States History, United States History, AP United States Government and Politics, United States Government and Politics, AP Comparative Government and Politics, African American Studies, Criminal Justice, Sociology, AP Microeconomics/AP Macroeconomics, Economics, AP Psychology, Psychology, Philosophy

World Languages

French, 1, 2, 3, 4, 5, 6, AP French, German 1, 2, 3, 4, 5, 6, AP German Language, Italian 1, 2, 3, 4, Chinese Language and Culture 1, 2, 3, 4, Latin 1, 2, 3, 4, 5, 6, AP Latin, Spanish 1, 2, 3, 4, 5, 6, AP Spanish Language

Business/Technology

Accounting 1, Accounting 2, Ethics and Law for Business, Personal Finance, Entrepreneurship, Multimedia Presentations, Computer Aided Drafting and Design, Manufacturing Technology, Engineering Technology, Beginning Television, Intermediate Television, Advanced Television Production, Broadcast Journalism

Visual and Performing Arts

AP Art History, Art History, Drawing and Painting, Ceramics and Clay Sculpture, Advanced Ceramics and Clay Sculpture, Metals, 3D Sculpture and Mixed Media, 2D Graphic Design and Animation, 3D Modeling and Animation, Digital Photography, Advanced Photography, Web Page Design, Studio Art 1, 2, 3, 4, AP Studio Art, Theater Arts, Advanced Theater Arts, Broadway Musical Theater, Concert Band, Wind Ensemble, Symphony Orchestra, Jazz Band, Jazz Ensemble, Jazz Improvisation, Concert Choir, Camerata, Chanteuses, Chorale, Applied Music Theory and Composition, AP Music Theory, Beginning Guitar, Advanced Guitar, Piano Lab,

Contemporary Music and the History of Jazz and Rock, Music Production, String Ensemble, Percussion Ensemble

Wellness/Fitness

Health 1, Health 2, Physical Education 9, Adaptive Physical Education, Health and Fitness 9, Physical Education Core 9, Physical Education Core 10, 11, 12, Alternative Physical Education, Child Development 1, Child Development 2, Sports Nutrition, Culinary Arts 1, Culinary Arts 2, Regional Cuisine, Pastry Chef, Fashion and Design Construction, Highway Safety

Assessments and Public Reporting

The Tredyffrin/Easttown School District believes that information assessment is integral to high quality, meaningful instruction. Assessments measure student progress toward learning goals, and provide feedback to instructors regarding student progress and individual student learning needs. The District believes that a high quality assessment plan values broad-based measurement strategies. Standardized tests, which measure skills against pre-validated criteria, are included in high quality assessment plans.

The District allocates instructional time to its standardized testing program. This program includes administration of all required annual Pennsylvania System of School Assessment [PSSA] basic skills tests in grades 3 through 8 and 11. The District will continue to administer the state-required testing program to measure school progress according to the State's established basic measures. The results of these tests of school-wide effectiveness are reported to PDE for public posting, as required. In addition, individual student reports, which are compiled by the State testing offices, are provided to parents. Parents may then discuss these scores with their children's counselors, if they so choose. To date, PSSA results in Tredyffrin/Easttown have confirmed that all schools and all sub groups are meeting basic state learning requirements.

In addition, the District administers comprehensive tests prepared by the Educational Records Bureau [ERB] in grades 2, 3, 4, 6 and 8. ERB tests measure student advancement in verbal reasoning, reading comprehension, quantitative reasoning and mathematics against rigorous, nationally validated standards. The results of these tests are shared with parents and with students, where age-appropriate, and are carefully reviewed by administrators and instructional staff so that they can inform the improvement of the instructional program. The Director of Student Services prepares an annual report on the results of ERB testing, which is provided to the Board members, and is available in all school buildings. District results reported to the public continually indicate high student performance, even compared with schools, both public and private, whose students have a tradition of high performance.

The overall results of all standardized testing programs are reported annually to the Board Education Committee. These Committee meetings are open to the public, and are publicly posted in advance of the committee meeting. Parents are made aware of Board Education Committee meetings via newsletters, and via the District website. Test information is shared with local newspapers for publication through their annual reporting mechanisms.

All but a very few of the District's students participate in the optional Scholastic Assessment Test [SAT] program. Students take the SAT Reasoning test, as well as the PSAT tests. As is customary, all results are shared with students and parents. Administrators and teachers are also able to review the results of these tests, and to consider their implications on curriculum and instruction. Average SAT test scores in Math, Reading and Writing are reported in the District's "Thumbnail Sketch," which is publicly distributed, and in the Conestoga High School Profile, which is also publicly distributed, and is posted on the District website.

The students of Tredyffrin/Easttown produce outstanding results in both PSAT and the SAT tests. Through results on the PSAT tests, Tredyffrin/Easttown students are well represented among National Merit Scholars. In 2011, T/E had 77 National Merit recognized scholars. SAT scores are traditionally well above state and national averages.

The Advanced Placement [AP] program is the highest level of standardized testing in which the District actively participates. The District offers course programs and testing in the following areas at the AP level: Art history; Biology; Calculus AB; Calculus BC; Chemistry; Computer Science AB; Microeconomics; Macroeconomics; English Language and Composition; English Literature and Composition; Environmental Science; European History; French Language; German Language; Comparative Government and Politics; U.S. Government and Politics; Latin Literature; Music Theory; Physics C Electricity and Magnetism; Physics C Mechanics; Psychology; Spanish Language; Statistics; Studio Art — Drawing; Studio Art — Design; U.S. History; and World History. Conestoga, the District's high school, has been recognized repeatedly for student results on Advanced Placement tests. In 2010-11, the District had 253 AP scholars. In 2006-2007, Conestoga High School received the Siemens Award for achievement in Advanced Placement Science and Mathematics tests among public and private high schools. In November of 2007, *U.S. News and World Report* recognized Conestoga as a "gold medal school," one of the top 100 high schools in the United States, based primarily on AP tests taken, and on the number of high scores on these tests. Tredyffrin/Easttown School District was among 388 districts nationwide listed on The College Board's AP Achievement District Honor Roll for 2011 for expanding Advanced Placement (AP) course access while also maintaining or increasing student achievement on AP examinations.

Since standardized test measures are limited in scope as to the information that they can provide, the District embeds multiple additional assessment strategies into its instructional program. Formative assessment measures include DIBELS and 4sight in reading and 4sight and pre-post strand tests in math. Additional assessment strategies include, but are not limited to, teacher-made curriculum-based written tests, departmental and content area curriculum-based semester/course examinations, student projects and presentations, and oral examinations. They are comprised of a variety of testing structures, including fact-based written questioning techniques, prompt-initiated, open-ended essay questions, oral questions and discussions, individual student presentations, and others. These assessments allow authentic point-to-point student growth measurement and opportunities for students to demonstrate their learning in authentic and individual ways.

In summary, the Tredyffrin/Easttown School District's instructional program includes a well articulated assessment plan. This plan includes standardized tests that assess both aptitude and achievement, and school-based formative and summative assessments that measure student learning and inform curriculum and instruction. The varied assessment strategies in place meet the needs of individual students and prepare them well for post-high school experiences, both nationally and internationally. Information regarding the outcome of assessments is shared with the Pennsylvania Department of Education, the school community at large, parents, administrators and teachers, and students, in accordance with the nature and purpose of the tests. By all measures, the District's assessment results affirm the District's excellent educational program.

Targeted Assistance For Struggling Students

The Tredyffrin/Easttown School District has committed considerable resources targeted to supporting the learning needs of students who have not attained proficiency on state tests. Working together with parents, members of the professional staff monitor student progress and are alert to signals of individual students' need for additional assistance.

The following structures are in place to identify student needs: pre-K child find; kindergarten entry screening; teacher observation; grade-level team meeting discussions, developmental guidance programs at all levels; open access to teachers for parents; parent education modules; student assistance programs [SAP] at the secondary level; district standardized testing programs; benchmark testing in reading and math; and other informal processes strengthened by the District's open home and school partnerships.

The District meets the needs of struggling students in various ways. All students K-12 have access to support staff and to well-articulated support programs. These include guidance counselors at all levels who deliver developmental guidance programs in addition to standard guidance services; mental health specialists and school psychologists; well-developed and well-supported special education and English as a Second Language [ESL] programs; reading specialists; and training for all teachers and administrators in instructional strategies to support struggling students, including but not limited to differentiated instruction, multiple intelligences and affective instructional strategies.

The District's instructional blueprint also includes multiple support systems at each level.

Elementary Schools

Math support teachers	ESY summer program for identified special education students
Literacy intervention teachers	Speech and language small group instruction
Pre-K summer program for at-risk students	Short term small group counseling
BRIDGE program for struggling students	Mentor program to support struggling students
Building-based student performance committees	Reading support
	Summer school

Middle Schools

Math support teachers	Student Assistance Program [SAP]
Homeroom structures to support struggling students	PSSA Classes in English and Math
Promoting Education and Knowledge [PEAK] Program [after school mentoring program for minority students]	Homework Oasis [fully-staffed after school program to assist struggling students with homework]
Building-based student performance committees	Advisory Support

High School

PSSA Classes in English/Reading and Math	Study seminar [teacher-student one-on-one mentor program to address study skills]
CARE [Student Assistance] Program	CHS mentoring program [specifically targeted to minority students]
Instructional Intervention Team [IIT]	Peer Mediation "LINKS" program [assigns peer mentor to every in-coming ninth grader]
504 plans for individual student intervention	"NAVIGATE" program [provides information about the college application and scholarship process for minority students]
Pioneer Study Group [after school homework club organized by National Honor Society]	Student Performance Committee

In summary, the Tredyffrin/Easttown School District takes great care in identifying struggling students and in providing them with services to support individual abilities to surpass measures of “adequate yearly progress.”

Support for Struggling Schools

At this time, the Tredyffrin/Easttown School District has no schools fitting the description of “struggling schools” as defined under No Child Left Behind. All of the District’s eight schools and all subgroups of each school have made “adequate yearly progress” each year since the inception of the PSSA testing program. Consistent efforts to monitor progress and identify struggling students in order to provide additional supports along with ongoing curriculum review and alignment are designed to maintain and increase achievement levels in order to meet new AYP targets.

Qualified, Effective Teachers and Capable Instructional Leaders

The Tredyffrin/Easttown School District is explicitly attentive to hiring, retaining and training qualified, effective teachers and capable instructional leaders. District audits have consistently revealed that all teachers and administrators are highly qualified according to Pennsylvania Department of Education certification standards. The most recent certification audit was conducted during the 2006-2007 school year.

The District regards professional certification as a baseline requirement for teachers and administrators. To identify outstanding teachers and administrators, the District looks far beyond minimum certification requirements.

In 2005, the District engaged a noted consultant to work with administrators to design a thorough, research-based teacher hiring process. The process includes preliminary screening standards [clearance reviews, certifications, degrees, grade point averages, transcript reviews, teaching experience, volunteerism and public service, and review of preliminary standard essay]; screening interview that includes prescribed questions and a rubric-based rating system; full interview with multiple administrators that includes prescribed general questions, questions related to specific area of instruction, and open-ended questions; demonstration lesson; writing sample; superintendent interview; Board appointment.

The District is similarly attentive and thorough in identifying and hiring administrators. The District has had considerable success in nurturing the development of talented teachers with potential to be instructional leaders and administrators. Teachers may become team facilitators, department chairs, and project-based leaders. Talented teachers may complete administrative internships within the District. Administrator candidates, both from within and without the District, interview with multiple groups of administrators/board members and respond to writing prompts after viewing taped instructional modules. Site visits to districts where administrative candidates are currently employed are conducted prior to recommendation for board appointment.

Newly-appointed and existing teachers, specialists and administrators have access to the District’s robust staff development program. All professional staff members new to the District participate in three days of training at the District’s Summer Academy. Instructional modules include Chapter 4 standards, the District strategic plan, technology and information literacy, the District student services program, differentiated instruction, classroom management and the District’s instructional model, student motivation, direct instruction, thinking skills/questioning techniques, assessment, cultural competence, learning styles, professionalism/ethics, and getting to know the culture of the District. All new teachers and administrators have mentors from within the District, and teachers participate in a thoroughly-structured induction program.

In addition to these structured staff development programs for new professionals, teachers and administrators receive tuition support for college/university courses and for state-endorsed in-service courses for credit. Approved in-service courses from within and without the District are offered and are supported. The District provides financial resources for attendance at conferences and workshops that align with District goals, and with the growth goals of the individual professional. An alternative teacher assessment program affords access to financial support for individually-identified professional growth goals.

Finally, teacher and administrator evaluation models are designed to encourage professional reflection and growth. These efforts are all designed to result in the identification, retention and support of effective teachers and capable instructional leaders.

Since all teachers are highly qualified, building principals meet with teachers, counselors, and administrators to match the strengths of each staff member with student needs.

Parent and Community Participation

The Tredyffrin/Easttown School District has a tradition of open and active parent participation in the everyday activities of the District. In addition to a robust PTO program, the District has an active African American Parent Group, grade-level parent groups, and other active parent groups as outlined below. These groups, while focused on specific areas of interest, provide networking opportunities to parents that result in a parent and community sense of welcome inclusion in all aspects of the District's programs.

ARCH [Area Residents Caring and Helping]. ARCH is a community coalition established in 1981 by parents and other community members to assist, educate and support one another in dealing with substance use and abuse by youth

BUILD [Better Understanding of Individuals with Learning Differences]. BUILD is a group of parents and professionals of the T/E School District, who have formed a support group for parents of children with learning differences.

CAPCO [Conestoga After-Prom Celebration Organization]. CAPCO is a group of parents committed to providing an unforgettably fun, safe and substance-free experience for members of the Junior Class and their guests following the junior prom.

Policy Committee. The Board's policy committee designs and updates District policies and regulations. Many of these directly affect the instructional programs and the daily lives of students. Meetings are publicly- posted, and are open to public participation.

Curriculum Council. The Curriculum Council meets periodically to review District curricular offerings and instructional issues. Membership includes board members, teachers and administrators and parents. All meetings are public posted and are open to public attendance and participation.

ISC [InterSchool Council]. ISC serves as a forum for the exchange of ideas and information among parent/teacher organizations in the District. The goals are to continue to improve education for children and provide a forum for discussion and possible resolution of areas of concern.

Diversity Committee. The District Diversity Committee provides a forum for k-12 discussions of issues related to diversity.

TEMPO [T/E Music Parents Organization]. TEMPO is a network of District parents that meets regularly with the goal of supporting the District's music and theater programs.

In addition, the Strategic Planning Process as outlined in this report has actively included parents, students, teachers and administrators, and also members of local business community who do not have children in the District's schools. Members of the community receive regular District newsletters that are sent to every residence in the District. Finally, the District has a public-access cable television station that is available to community residents, in addition to a well-developed and well-maintained website, at www.tesd.net.

A District-designated representative provides information to local pre-schools when appropriate. Copies of the District's kindergarten video are distributed to local preschools to provide information about the kindergarten program.

The District works collaboratively with local colleges and universities. The District offers broad-based and equitable access to these schools for the benefit of their pre-service teacher preparation programs. District administrators and teachers are instructors in their administrator and teacher preparation programs.

District students benefit from the very large network created with national and international colleges and universities by high school guidance counselors. Counselors interact with college and university representatives to glean information about how to best prepare District students for success at the post secondary level, both through admission to colleges and universities, and success, once they have achieved admission.

In summary, the District values openness to parents and to public constituencies, and is committed to on-going communication with these entities for the purpose of ensuring high quality and diverse educational opportunities for students.

Pre-Kindergarten Transition

No Pre-K Offered