

---

# Pennsylvania Department of Education

---



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

## **Professional Education Report** **Wednesday, December 26, 2007**

**Entity:** Chester County IU 24  
**Address:** 455 Boot Rd  
Downingtown, PA 19335

**Phone: (484) 237-5000**  
**Contact Name:**

**Professional Education Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Alan Slobjan	CCIU	Administrator	Administration
Ambose Finnegan	CCIU	Administrator	Administration
Ambrose Finegan	CCIU	Administrator	Administration
Arlen Marks	CCIU	Administrator	Administration
Barb Hanlon	CCIU	Secondary School Teacher	CCIUEA
Charles Robey	CCIU	Middle School Teacher	CCIUEA
Debbie Noel	CCIU	Administrator	Administration
Doug Schmidt	CCIU	Business Representative	Board
Eileen Weaver	CCIU	Administrator	Administration
Helen Conahan-Dettry	CCIU	Community Representative	Board
Iain Strachan	CCIU	Administrator	Administration
Julie Mars	CCIU	Elementary School Teacher	CCIUEA
Kirk Willard	CCIU	Administrator	Administration
Levi Wingard	CCIU	Community Representative	Board
Lisa Stenz	CCIU	Administrator	Administration
Lynn Brose	CCIU	Special Education Representative	CCIUEA
Mary Clay	CCIU	Secondary School Teacher	CCIUEA
Melody Wilt	CCIU	Administrator	Administration
Paula Brown	CCIU	Parent	Board
Phyllis Lynch	CCIU	Parent	Board
Ron Husband	CCIU	Administrator	Administration
Ronald Farkas	CCIU	Administrator	Administration
Tina Phillips	CCIU	Elementary School Teacher	CCIUEA
Will Kropp	CCIU	Business Representative	Board
Joe Dagney	CCIU	Ed Specialist - School Counselor	CCIUEA
Eileen Weaver	CCIU	Administrator	Admin

**Needs Assessment**

**The plan is based on an assessment of needs.**

In the Chester County Intermediate Unit, the assessment of needs is an ongoing process that identifies and shapes program content, context, and process. Various qualitative and quantitative assessments are utilized including surveys, questionnaires, focus groups, and data collection.

The needs assessment process provides data that address a balance between content,

pedagogy, and other professional skills. This professional education plan calls for learning communities of teachers and educational specialists to have input to the process of determining particular topics to be addressed in professional education programs within work-alike groups. CCIU divisions and programs conduct annual needs assessments, develop action plans, and evaluate programs. Professional staff meet in focus groups as part of this process.

The results of needs assessments by program, department, school, and other work-alike groups are compiled for the purpose of identifying opportunities for collaboration.

## Professional Education Action Plan

### Goal: ASSESSMENT

*Description:* Every classroom teacher and educational specialist will be provided with training in data collection and analysis as it pertains to effective instruction and student achievement.

### Strategy: CASE, Steps, PCS

*Description:*

*Activities:*

Activity	Description	
Assessing Student Academic, Emotional, and Behavioral Progress	<ul style="list-style-type: none"> <li>• Progress monitoring training.</li> <li>• Training on data-driven decision making regarding student academic progress.</li> <li>• Training on behavioral management techniques.</li> </ul>	
Person Responsible	Timeline for Implementation	Resources
Kirk Williard	Start: 7/18/2007 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Progress monitoring skills and techniques. Data-driven decision-making regarding student academic progress. Behavioral management techniques.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety</li> </ul>

		<p>of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Review of written reports summarizing instructional activity</li> </ul>	

**Strategy: CAT-Pickering**

*Description:*

*Activities:*

Activity	Description	
Chapter 339 Assessment	During 2007-08 PDE will be reviewing Career and Technical Programs at CAT-Pickering. Data needs to be gathered, analyzed, and documented supporting Chapter 339 regulations.	
Person Responsible	Timeline for Implementation	Resources
Debbie Noel	Start: N/A Finish: N/A	\$0.00

**Strategy: Child and Career Development Center**

*Description:*

*Activities:*

Activity	Description
----------	-------------

Research-based Assessment Tools and Strategies	Professional staff will utilize a range of diagnostic tools (summative/formative) and make instructional decisions within a collaborative team model. Topic areas will include standardized tests, progress monitoring, curriculum-based assessment, and transitional student portfolio.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lisa Stenz	Start: 12/26/2007 Finish: N/A	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	2	50
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Use of summative and formative diagnostic tools. Skills of progress monitoring. Curriculum-based assessment. Transitional student portfolio creation and maintenance.	Skill-specific IEP goals. Aimweb progress monitoring data. Brigance inventory, ABLLS, BLAF, SSSQ.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	

specialists		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Portfolio</li> </ul>	

**Goal: CONTINUOUS SCHOOL IMPROVEMENT**

*Description:* All students will meet proficiency by 2014.

**Strategy: CASE, Steps, PCS**

*Description:* Math and science core content knowledge focus to improve instruction and student achievement.

*Activities:*

Activity	Description	
Differentiated Instruction in Core Content Areas	<ul style="list-style-type: none"> <li>core content workshops throughout the 2007-08 year, with emphasis on math and science.</li> </ul>	
Person Responsible	Timeline for Implementation	Resources
Kirk Williard	Start: 12/26/2007 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	2	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Math and science core content knowledge enhancement as aligned with state academic standards.	Content will be aligned with state standards in core content areas.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's</li> </ul>

		certification or assignment.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Science and Technology</li> <li>Environment and Ecology</li> <li>Mathematics</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Review of participant lesson plans</li> </ul>	

**Strategy: CAT-Pickering**

*Description:*

*Activities:*

Activity	Description	
Program Review and Collaboration	Need to enhance deeper understanding by all staff of programs and opportunities for collaboration in student learning goals.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Debbie Noel	Start: 2/15/2008 Finish: 2/15/2008	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	2	50
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit CAT-Pickering staff and administration	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Definition and understanding of student learning goals.	NCCTS standards and school timeline. Analysis of pre and post	<i>For classroom teachers, school counselors and education specialists:</i>

Collaborative strategies to address goals in instruction.	survey regarding staff interrelationships as they effect student achievement.	<ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
---	---	---

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

<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>High school (grades 9-12)</li> </ul>	

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Participant survey</li> <li>Review of written reports summarizing instructional activity</li> </ul>

**Strategy: Curriculum and Instruction**

*Description:* Topic areas include ELLs, cultural and linguistic diversity, LRE/FAPE, adapting and differentiating instruction, student assistance, assessment and progress monitoring, social/emotional learning, inclusive practices, and research-based instructional strategies.

*Activities:*

Activity	Description	
Continuing Professional Education	Topic areas include ELLs, cultural and linguistic diversity, LRE/FAPE, adapting and differentiating instruction, student assistance, assessment and progress monitoring, social/emotional learning, inclusive practices, and research-based instructional strategies.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Melody Wilt	Start: 12/26/2007 Finish: N/A	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	10	250
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>• Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Topic areas include ELLs, cultural and linguistic diversity, LRE/FAPE, adapting and differentiating instruction, student assistance, assessment and progress monitoring, social/emotional learning, inclusive practices, and research-based instructional strategies.	Topic areas include ELLs, cultural and linguistic diversity, LRE/FAPE, adapting and differentiating instruction, student assistance, assessment and progress monitoring, social/emotional learning, inclusive practices, and research-based instructional strategies.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other</i></p>

		<p><i>educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Mathematics</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>	

**Goal: CPR/AED/FIRST AID**

*Description:*

**Strategy: CAT-Pickering**

*Description:*

*Activities:*

Activity	Description
CPR/AED/First Aid Training	Data derived from staff survey as well as the cycle for updates shows a need for new/renewed CPR/AED/First Aid Training.

Person Responsible	Timeline for Implementation	Resources
Debbie Noel	Start: 8/29/2007 Finish: 8/29/2007	\$0.00
<b>Professional Development Activity Information</b>		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	1	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit / American Hear Association	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
CPR/AED/First Aid training	AHA certification requirements.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
Role	Grade Level	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>High school (grades 9-12)</li> </ul>	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> <li>17</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>	

**Strategy: Middle College and High School**

Description:

Activities:

Activity	Description	
CPR/AED/First Aid Training	Staff will maintain current certification in these three areas: CPR, AED, and First Aid.	
Person Responsible	Timeline for Implementation	Resources
Debbie Noel	Start: 8/29/2007 Finish: 8/29/2007	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit American Heart Association American Red Cross	<ul style="list-style-type: none"> <li>• Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
CPR/AED/ First Aid training.	AHA requirements.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	

educational specialists		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
• 17	• Participant survey	

**Goal: HEALTH AND WELLNESS: STUDENT SUCCESS**

*Description:*

**Strategy: Middle College and High School**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Mental Health and D&A	Data derived from a staff survey and demographic data determined a continuing need for education in teenage mental health and D&A issues.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Debbie Noel	Start: 12/26/2007 Finish: N/A	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
6	1	25
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
CHESTER COUNTY INTERMEDIATE UNIT	• Intermediate Unit	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Content knowledge in teenage mental health issues and D&A.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		

<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>Review of written reports summarizing instructional activity</li> </ul>	

**Strategy: Pre-School Special Education**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Social-Emotional Development	Development of a training model for social-developmental/behavioral health for both teachers and parents. Training will include Creative Curriculum, progress monitoring, data collection, and crisis prevention and intervention.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Arlen Marks	Start: 12/26/2007 Finish: N/A	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
6	2	35
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Development of training model for social-developmental/behavioral health for both teachers and parents.	PATHS curriculum and Creative Curriculum, progress monitoring, data collection, and crisis prevention and intervention.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or</li> </ul>

		<p>assignment.</p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Kindergarten Early Learning Standards</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>	

**Goal: MATHEMATICS**

*Description:* At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

**Strategy: Curriculum & Instruction**

*Description:* Developmentally teaching math, alternative math techniques, and using data to drive instruction.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Continuing Professional Education	Incorporation of new learning into ongoing CPE trainings and workshops for teachers.	
<b>Person Responsible</b>	<b>Timeline for</b>	<b>Resources</b>

	<b>Implementation</b>	
Melody Wilt	Start: 12/26/2007 Finish: N/A	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	4	100
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Developmental math skills, alternative instructional techniques, data-driven instruction, systems supporting extended academic learning opportunities.	NCTM and PSSA standards	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

<ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>
---	--

**Strategy: Middle College and High School**

*Description:*

*Activities:*

Activity	Description	
Math Content Lessons	Developing research-based content area lesson plans to support student achievement on PSSAs.	
Person Responsible	Timeline for Implementation	Resources
Debbie Noel	Start: 12/26/2007 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>• Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Developing research-based content area lesson plans to support student achievement on PSSAs.	State math standards alignment with instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
Follow-up Activities	Evaluation Methods	

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

**Goal: READING**

*Description:* At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

**Strategy: Curriculum and Instruction**

*Description:* Providing CPE training to infuse literacy across secondary content areas.

*Activities:*

Activity	Description	
Continuing Professional Education	Infusing literacy across secondary content areas, and literacy coaching in secondary schools.	
Person Responsible	Timeline for Implementation	Resources
Melody Wilt	Start: 12/26/2007 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	4	200
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>• Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Infusion of literacy across secondary content areas. Literacy coaching strategies and skills.	Infusion of literacy across secondary content areas. Literacy coaching strategies and skills.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the</li> </ul>

		<p>educator's certification or assignment.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>	

**Strategy: Middle College and High School**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Reading Content Lessons	Developing research-based lesson plans in core academic areas with regard to reading. Activity will include constructivist curriculum as it relates to academic content.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Debbie Noel	Start: 11/6/2007 Finish: 11/6/2007	\$0.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit TaC Staff	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Developing research-based lesson plans utilizing a constructivist curriculum as it relates to academic content.	Developing research-based lesson plans utilizing a constructivist curriculum as it relates to academic content.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Review of participant lesson plans</li> </ul>	

involvement of administrator and/or peers <ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> </ul>	
---	--

**Strategy: Non-Public School Services**

*Description:* Review of Terra Nova scores and diagnostic reading information indicates that students need to improve comprehension, and higher level thinking and reasoning skills. The Reading Apprenticeship Program provides training in these areas through use of various core academic content areas.

*Activities:*

Activity		Description	
Reading Apprenticeship Program		Understanding of four domains of the Reading Apprenticeship Program. Exploring program applications. Modeling practice in Talking to the Text, Think Aloud, Reading Process Analysis. Prepare and teach lessons using the above strategies.	
Person Responsible	Timeline for Implementation	Resources	
Eileen Weaver	Start: 12/26/2007 Finish: N/A	\$0.00	
Professional Development Activity Information			
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year	
6	2	50	
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status	
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>• Intermediate Unit</li> </ul>	Approved	
Knowledge and Skills	Research and Best Practices	Designed to Accomplish	
Exploring Reading Apprenticeship Program applications. Modeling practice. Preparing and teaching lessons utilizing RAP strategies.	Understanding and demonstrating four domains of the Reading Apprenticeship Program.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <i>For school and district administrators, and other educators seeking leadership roles:</i>	

		<ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>
<b>Follow-up Activities</b>		<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> <li>Lesson modeling with mentoring</li> </ul>		<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>

**Goal: SCIENCE**

*Description:* Topics include new educational technologies, SMARTboard training, inquiry-based science instruction, and horizontal integration of science content.

**Strategy: Curriculum and Instruction**

*Description:* Topics include new educational technologies, SMARTboard training, inquiry-based science instruction, and horizontal integration of science content.

*Activities:*

Activity	Description
Continuing Professional Education	Topics include new educational technologies, SMARTboard training, inquiry-based science instruction, and horizontal integration of

	science content.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Melody Wilt	Start: 12/26/2007 Finish: N/A	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	25	250
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Topics include new educational technologies, SMARTboard training, inquiry-based science instruction, and horizontal integration of science content.	Topics include new educational technologies, SMARTboard training, inquiry-based science instruction, and horizontal integration of science content.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>Science and Technology</li> </ul>

<ul style="list-style-type: none"> <li>teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Environment and Ecology</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>	

**Goal: SPECIAL NEEDS STUDENTS**

*Description:* As an Intermediate Unit, the services and programs provided are predominately in the area of special education. Classroom teachers, educational specialists and therapists need ongoing professional education that is current and research-based. The training needs to focus on student achievement at the level of particular assessed needs. It will often emphasize pedagogy in terms of techniques and strategies to address the needs of special education students.

**Strategy: CAT-Pickering**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Accommodating Diverse Learners	Need for update on special education changes related to student accommodations and NCLB.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Debbie Noel	Start: 4/18/2008 Finish: 4/18/2008	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>

3	1	45
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit CCIU Special Education Specialists	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Updates on special education changes related to student accommodations and NCLB.	Updates on special education changes related to student accommodations and NCLB.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>	

<p>implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> </ul>	
--	--

**Strategy: Child and Career Development Center**

*Description:*

*Activities:*

Activity	Description	
Autism Initiative	Autism team will continue to analyze the latest "best practices" using research-based assessments to make final instructional decisions. Professional Autism Teams (teachers, paraprofessionals, speech therapists) will continue to use a combination of effective instructional practices focused on applied behavior analysis, ABLLS assessment/curriculum, behavioral modification techniques, task analysis, TEACH principles, and communication/social skill training.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lisa Stenz	Start: 12/26/2007 Finish: N/A	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	2	60
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Autism team will continue to analyze the latest "best practices" using research-based assessments to make final instructional decisions. Professional Autism Teams (teachers, paraprofessionals, speech therapists) will continue to use a combination of effective instructional practices focused on applied behavior analysis, ABLLS assessment/curriculum, behavioral modification	Autism team will continue to analyze the latest "best practices" using research-based assessments to make final instructional decisions. Professional Autism Teams (teachers, paraprofessionals, speech therapists) will continue to use a combination of effective instructional practices focused on applied behavior analysis, ABLLS assessment/curriculum, behavioral modification	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the</li> </ul>

<p>techniques, task analysis, TEACH principles, and communication/social skill training.</p>	<p>techniques, task analysis, TEACH principles, and communication/social skill training.</p>	<p>educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
<p><b>Educator Groups Which Will Participate in this Activity</b></p>		
<p><b>Role</b></p>	<p><b>Grade Level</b></p>	

<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Review of written reports summarizing instructional activity</li> </ul>	

**Strategy: Middle College and High School**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Special Education & Student Accommodations	Data derived from a staff survey demonstrate the need for an update on special education changes, especially as related to student accommodations, NCLB, and IEP development.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Debbie Noel	Start: 4/18/2008 Finish: 4/18/2008	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	1	25
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit CCIU and other special education specialists	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Knowledge and skills on special education changes, especially as related to student accommodations,	Knowledge and skills on special education changes, especially as related to student accommodations,	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>Increases the educator's</li> </ul>

NCLB, and IEP development.	NCLB, and IEP development.	<p><u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
----------------------------	----------------------------	--

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

<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>	

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Journaling and</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>Review of written reports summarizing instructional activity</li> </ul>

reflecting	
------------	--

**Strategy: Non-Public School Services**

*Description:* As the number of students with special needs increases, it becomes more apparent that specialists working with small groups of students need to know and understand how special needs impact the learning process.

*Activities:*

Activity	Description	
Asperger's and Autism in NPSS	Review current research across Asperger's/Autism spectrum. Enhance understanding of these children and their families. Analyze interventions for these children as applicable in pull-out sessions.	
Person Responsible	Timeline for Implementation	Resources
Eileen Weaver	Start: 8/29/2007 Finish: 8/29/2007	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	1	55
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit Brenda Eaton	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Review current research across Asperger's/Autism spectrum. Enhance understanding of these children and their families. Analyze interventions for these children as applicable in pull-out sessions.	Review current research across Asperger's/Autism spectrum. Enhance understanding of these children and their families. Analyze interventions for these children as applicable in pull-out sessions. Utilize strategies in IST and Child Study meetings.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>

		<ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>	

Activity	Description	
Social/Emotional Needs & Student Learning	Workshop presented by school psychologist who will focus on students being pulled out into a small group setting. Small group discussions relating information learned to specific students in the NPSS program.	
Person Responsible	Timeline for Implementation	Resources
Eileen Weaver	Start: 2/19/2008 Finish: 2/19/2008	\$0.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	4	55
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit PaTTAN	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Social/emotional needs to be addressed by school psychologist with applications for student learning and achievement. Particular focus on NPSS program.	Informal and formal observations - monitor strategies that are ongoing when specialists work with students. Teachers increase awareness of social/emotional needs of students and analyze impact on learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> </ul>	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>	

<ul style="list-style-type: none"> <li>Lesson modeling with mentoring</li> </ul>	
--	--

Activity	Description	
Special Needs Across Curriculum Areas	As the number of special needs students increase in the non-public schools, specialists have been collaborating to meet the needs of students. Lessons need to be created that specialists can share in a school that cross curriculum areas.	
Person Responsible	Timeline for Implementation	Resources
Eileen Weaver	Start: N/A Finish: N/A	\$0.00

**Goal: TECHNOLOGY**

*Description:* The utilization of educational technology continues to provide advanced tools for teaching and learning. Classroom teachers and specialists need to participate in technology training and be supported in its application to their specific educational assignments.

**Strategy: CASE, Steps, PCS**

*Description:*

*Activities:*

Activity	Description	
Technology Integration in Core Content Areas	<ul style="list-style-type: none"> <li>training on utilization of Moodle.</li> <li>training on enhancing use of Smart Boards.</li> <li>utilizing web resources to enhance curriculum.</li> </ul>	
Person Responsible	Timeline for Implementation	Resources
Kirk Williard	Start: 12/26/2007 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	4	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Utilization of Moodle technology, SMARTboard, and web	Integration of technology to enhance core content	<i>For classroom teachers, school counselors and education</i>

resources to enhance curriculum and instruction.	areas across the curriculum.	<i>specialists:</i> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Science and Technology</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>	

**Strategy: CAT-Pickering**

*Description:*

*Activities:*

Activity	Description	
Technology Integration for Student Learning	Continuing need for integration of technology into teacher planning in order to increase student learning and accommodate diverse student learners. Activities will include: Technology Integration, Moodle Learning System, and other software applications.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Debbie Noel	Start: 12/26/2007 Finish: N/A	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	4	45
<b>Organization or Institution</b>	<b>Type of Provider</b>	<b>Provider's Department of Education</b>

Name		Approval Status
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Technology integration into instruction, Moodle system skills, other software applications to enhance curriculum and instruction.	The need to integrate technology into instruction to improve student learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Science and Technology</li> </ul>
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Classroom student assessment data</li> </ul>	

**Strategy: Child and Career Development Center**

Description:

Activities:

Activity	Description	
Technology to Maximize Student Learning	Professional staff will effectively use existing technology to enhance and maximize student learning through use of technological tools and software applications measured by the level of student achievement in reading, math, and communication skills. Content focus areas to include augmentative devices/assistive technology and software applications.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lisa Stenz	Start: 12/26/2007 Finish: N/A	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	4	55
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Professional staff will effectively use current technology to enhance and maximize student learning through the use of technological tools and software applications measured by the level of student achievement in reading, math, and communication skills. Content focus areas to include augmentative devices/assistive technology and software applications.	Professional staff will effectively use current technology to enhance and maximize student learning through the use of technological tools and software applications measured by the level of student achievement in reading, math, and communication skills. Content focus areas to include augmentative devices/assistive technology and software applications.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> </ul>	

<ul style="list-style-type: none"> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>	

**Strategy: Middle College and High School**

Description:

Activities:

Activity	Description	
Advanced Integration of Technology	Data derived from a staff survey indicating a continued need for advanced integration of technology into teacher planning in order to increase student learning and accommodate diverse student learners. Topic areas include: <ul style="list-style-type: none"> <li>Technology Integration into Content Areas</li> <li>Refined/Advanced use of Moodle Learning System</li> <li>Smartboard, Website Development, Flash, etc.</li> </ul>	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Debbie Noel	Start: 11/6/2007 Finish: 11/6/2007	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	4	25
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit CCIU Educational Technology Department	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Technology integration into content areas, refined/advanced use of	Continuing need for advanced integration of technology into teacher planning and	<i>For classroom teachers, school counselors and education specialists:</i>

Moodle Learning System, SMARTBoard, website development, Flash, etc.	instruction to increase student learning and accommodate diverse learners.	<ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Science and Technology</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>	

**Strategy: Non-Public School Services**

*Description:* NPSS staff need to become familiar with and knowledgeable about advanced technology for progress monitoring and instruction.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Educational Technology Applications	Progress monitoring using Excel spreadsheets. Pod Casting for Teachers. Smart Board. Intermediate Power Point.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Eileen Weaver	Start: 10/8/2007	\$0.00

	Finish: 10/8/2007	
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	2	55
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester County Intermediate Unit Laryssa Nadolny Kim Breuninger	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Progress monitoring using Excel spreadsheets. Pod casting for teachers. SMARTboard. Advanced PowerPoint.	Excel spreadsheets will be added to students' folders. Observation of lessons that include the use of Pod Casting and/or SMARTboard will be analyzed against effective student learning. Increased use of PowerPoint in instruction.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> <li>Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>	

## Annual Review Process

Planning for the CPE program is ongoing and includes a process for annual review and amendment of the plan.

The CPE Committee meets each semester, in addition to working sessions as called by the Chair, for the purpose of reviewing goals, activities, delivery systems, and competencies attained by participants of courses and activities. Annual needs assessment results, program evaluations, and action plan revisions are based on collected data.

The quality of CPE courses and activities is evaluated against the set of criteria as established by PDE.

Amendments to the plan must be recommended by the CPE committee, approved by the Board of Directors, and submitted to the Pennsylvania Department of Education.

An annual report, including recommended plan revisions and amendments, will be prepared by the CPE committee chair, reviewed by the committee membership, and presented to the CCIU Executive Director.

## APPENDIX B

### ENTITY INFORMATION PAGE

**Entity:** Chester County IU 24

**Address:**

455 Boot Rd  
Downingtown, PA 19335

**Superintendent or Chief Administrative Officer:** Dr. Joseph O'Brien

**E-mail:** joeo@cciu.org

**Telephone:** 484-237-5010

**Fax:** 484-237-5154

**Professional Education Committee Chairperson:** Dr. Arlen Marks

**E-mail:** arlenm@cciu.org

**Telephone:** 484-237-5037

**Fax:** 484-237-5158

**Act 48 Reporting Contact:** Dr. Arlen Marks

**E-mail:** arlenm@cciu.org

**Telephone:** 484-237-5037

**Fax:** 484-237-5158

## APPENDIX C

### PROFESSIONAL EDUCATION REPORT ASSURANCES

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

---

Signature

Professional Education Committee Chairperson

Date

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

---

Signature

Superintendent or Chief Administrative Officer

Date

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

---

Signature

President of the Board of School Directors

Date