
Pennsylvania Department of Education



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

Professional Education Report

Tuesday, September 07, 2010

Entity: Chester County IU 24

Address: 455 Boot Rd

Downingtown, PA 19335

Phone: 484-237-5037

Contact Name: Maria Schwab, Ed.D.

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Auris, Jacalyn	CCIU	Administrator	Administration, Executive Cabinet
Bahel, Sandy	CCDC	Elementary School Teacher	CCIUE, Teachers
Brown, Paula	CCIU	Parent	Board, Executive Cabinet
Clay, Mary	CCIU	Secondary School Teacher	CCIUEA, Teachers
Gordner, Lew	CAT-P	Secondary School Teacher	CCIUE, Teachers
Hanlon, Barb	CCIU	Secondary School Teacher	CCIUEA, Teachers
Hawkes, Gloria	CCIU	Ed Specialist - School Counselor	CCIUEA, Education Specialists
Henry, Ann	CCIU	Administrator	Administration
Hite, Stefanie	CCIU	Administrator	Administration
Malara, Lynne	CCIU	Ed Specialist - School Psychologist	CCIUE, Psychologists
Mars, Julie	CCIU	Elementary School Teacher	CCIUEA, Teachers
Marsionetti, Doreen	Student Services	Parent	Board, Executive Cabinet
McCord, Cyd	CC Economic Development Council	Community Representative	Board
McGlynn, Rachel	CCDC	Middle School Teacher	CCIUE, Teachers
Noel, Debbie	CCIU	Administrator	Administration, Executive Cabinet
Perry, Steve	CASE	Middle School Teacher	CCIU, Teachers
Rash, Mary	CCIUE	Secondary School Teacher	CCIUE, Teachers
Robey, Charles	CCIU	Other	CCIUEA, President
Schwab, Maria	CCIU	Administrator	Administration, Executive Cabinet
Smiley, Beth	CAT - B	Middle School Teacher	CCIUE, Teachers

Stein, Cathy	Respite Services	Business Representative	Board
Stenz, Lisa	CCIU	Administrator	Administration, Executive Cabinet
Urban, Walter	Caer Link	Business Representative	Board
Weaver, Eileen	CCIU	Administrator	Administration, Executive Cabinet
White, Andrew	Rotary Club	Community Representative	Board
Willard, Kirk	CCIU	Administrator	Administration, Executive Cabinet

Needs Assessment Reflections

There are currently no reflections selected for this section.

The Chester County Intermediate Unit conducts ongoing exploratory assessments to identify, shape and enhance our various educational programs for students with unique learning needs. In order to design professional development for improving teaching practices and student learning, qualitative and quantitative instruments were utilized. These included an analysis of PSSA and NOCTI assessment data, a professional development survey and questionnaire, and interviews.

Student Achievement Data:

Center for Arts and Technology - Pickering Campus
PSSA - Grade 11 - Reading, Math, Writing and Science

PSSA Writing		Number Scored	%Advanced	%Proficient	%Basic	%Below Basic
All Students	2010	101	5	74	17	4
	2009	81	1.2	49.4	44.4	4.9
IEP	2010	58	5	65	25	7
	2009	48	0	39.6	52.1	8.3
Econ. Disadvantaged	2010	19	11	26	21	42
	2009	20	5	60	30	5
PSSA Reading		Number Scored	%Advanced	%Proficient	%Basic	%Below Basic
All Students	2010	103	20	26	20	33

	2009	83	4.8	27.7	20.5	47
IEP	2010	59	10	24	19	47
	2009	49	2	14.3	16.3	67.3
Econ. Disadvantaged	2010	19	21	16	37	26
	2009	21	4.8	47.5	9.5	38.1
PSSA Math		Number Scored	%Advanced	%Proficient	%Basic	%Below Basic
All Students	2010	103	10	17	17	56
	2009	84	2.4	11.9	28.6	57.1
IEP	2010	59	3	10	17	69
	2009	49	0	4.1	28.6	67.3
Econ. Disadvantaged	2010	19	11	26	21	42
	2009	22	4.5	9.1	31.8	54.5
PSSA Science		Number Scored	%Advanced	%Proficient	%Basic	%Below Basic
All Students	2010	102	6	16	41	37
	2009	76	1.3	5.3	48.7	44.7
IEP	2010	58	3	7	36	53
	2009	47	0	2.1	29.8	68.1
Econ. Disadvantaged	2010	19	11	26	21	42
	2009	18	5.6	0	50	44.4

Data derived from PSSA scores for CAT Pickering indicate a need for staff development designed to improve student learning in reading, mathematics, writing and science. Since the overall program is focused on assisting students in developing career based knowledge and skills, teachers have a professional development need in processes for analyzing academic data, instructional strategies for incorporating literacy, mathematics and science into all content and technical curriculum, and collaboration models for assessing student learning. In addition, with the large percentage of students with special needs, predominantly learning disabilities, teachers need development in understanding methods for accommodating or modifying curriculum based on an understanding of individual learning differences.

Professional Development Data

All professional staff were invited to participate in a survey and questionnaire to determine needed and appropriate content, context and process for the Professional Development Plan. One hundred forty seven teachers responded.

The survey data revealed the following needs for context:

- Developing a collaborative means for designing professional development activities
- Scheduling time for teacher learning
- Providing a variety of professional structures to address adult learning styles

The data also indicated the following needs for process:

- Providing follow up to ensure implementation of newly learned strategies
- Using evaluations to adjust or redesign activities
- Providing training and opportunities to collaboratively examine student work
- Providing opportunities for peer observation and coaching

Needs in the area of content included:

- Utilizing student data to determine professional development successes and needs
- Using measurable and observable outcomes to design improvement strategies

The questionnaire was designed to reveal specific content and design needed to improve teaching practices and student learning. CCIU teachers expressed a desire to participate in interactive and collaborative professional development that is relevant and applicable to addressing the unique needs of their students. They indicated a need for additional information and practical application of:

- instructional and classroom management strategies
- instructional, affective and behavioral strategies for special populations
- technology as a learning tool
- strategies for working with diverse populations
- assessment and data analysis
- strategies for increasing participation of parents and families

Additional data was gathered through administrator focus groups. Building and division teams met to discuss the professional development needs of teachers and administrators within specific programs. An analysis of the conversations revealed needs in the following areas:

- leadership for learning
- using technology to track student progress
- instructional strategies for alternative education students
- strategies for improving learning in mathematics, reading and science
- alignment of curriculum to PA and NOCTE standards

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: Data Driven Instructional Decision Making

Description: Teachers, specialists and administrators use student achievement and student learning data to develop instructional goals, design appropriate instructional strategies and monitor student progress.

Activity: Collecting and Analyzing Data

Description: Professionals will work receive training and apply new knowledge and skills in Professional Learning Communities in order to understand the relevance of available

achievement data (PSSA, NOCTI, etc.) to student learning and to determine strategies for collecting data in response to specific learning issues and questions.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 9/2/2013	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	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"> Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Analyze data; Use data to understand learning needs; Use data to improve learning; Data analysis strategies for qualitative and quantitative data	Analysis of student learning data leads to improved instructional practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <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</u>

learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Pre-Kindergarten Early Learning Standards Reading, Writing, Speaking & Listening Science and Technology Kindergarten Early Learning Standards Mathematics

Follow-up Activities

- Analysis of student work, with administrator and/or peers

Evaluation Methods

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

Status: Not Started — Overdue

Strategy: Formative and Summative Assessment Tools

Description: Teachers acquire skill in using research based assessment tools to measure student learning.

Activity: Development of Assessment Tools to Track Student Progress

Description: Working in a Professional Learning Community or Action Research framework, professionals will develop assessment tools to monitor and evaluate student progress in both general curriculum and specific IEP goals.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/3/2011 Finish: 6/28/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	8	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"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understand the connection between instruction, learning and assessment Develop skills in analyzing formative	Utilizing appropriate assessment data, professionals will be able to make effective instructional	<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

and summative assessment decisions.
data to improve learning

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 • 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"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities

- Analysis of student work, with administrator and/or peers
- 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: Vocational/Life Skills Assessment Tools and Analysis

Description: Professionals learn to administer and analyze vocational and life skills assessments (ex: PAES, Keys2Work, STC, Financial Literacy, etc) to improve transition of students from school to work and community.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/1/2010 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
3.00	1	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"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Using assessment to improve instruction in vocational and life skills curriculums Data analysis	Data analysis that leads to improved instructional practices improves learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <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 • 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"> • Career Education and Work
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<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

Goal: CONTINUOUS SCHOOL IMPROVEMENT

Description: All students will meet proficiency by 2014.

Strategy: Leadership for Student Learning

Description: In order for Teachers and Specialists, as well as Administrators, to provide leadership for improving student learning, they will develop knowledge and skills in instructional improvement models, current guidelines and regulations, and managing change.

Activity: Coaching in Frameworks for Teaching

Description: Administrators and teachers have an opportunity to provide leadership for improving instructional practices using the Frameworks for Teaching components in a collegial coaching model.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 2/4/2011 Finish: 2/8/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	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"> Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of components in the 4 domains; coaching skills	The Framework for Teaching is the model for staff observation and evaluation at CCIU.	<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. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 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

- Peer-to-peer lesson discussions
- Coaching

Evaluation Methods

- Review of participant lesson plans

Status: Not Started — Upcoming

Activity: Collaboration Models

Description: Improving learning requires that professionals collaborate for lesson planning, consensus scoring and planning for school improvement. Additional collaborations include university and business partnerships.

Person Responsible

None Selected

Timeline for Implementation

Start: 10/11/2010
Finish: 4/15/2013

Resources

-

Professional Development Activity Information**Number of Hours Per Session**

3.00

Total Number of Sessions Per School Year

2

Estimated Number of Participants Per Year

50

Organization or Institution Name

Chester County Intermediate Unit

Type of Provider

- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Building partnerships with colleges/universities and businesses; peer coaching; co-teaching; collaborative planning; collaborative analysis of student work; professional learning communities; whole faculty study group; lesson study; collaborative action research

Research and Best Practices

Collaborative work among educators enhances school improvement and student achievement.

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Review of work |
|---|--|

Status: Not Started — Upcoming

Activity: Managing Change for School Improvement

Description: Improving student achievement requires systematic change in several areas, including trainings related to Perkins legislation. Administrators and educators must be prepared to manage and support change effectively.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/3/2011 Finish: 1/3/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
------------------------------------	---	--

2.00

1

50

Organization or Institution Name

Chester County Intermediate Unit

Type of Provider

- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Change theory; project management; collaboration skills; school improvement planning

Research and Best Practices

Implementing change for school improvement requires an understanding of underlying issues, skill in planning, and knowledge of systems to improve instruction and learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

- Study Groups

Evaluation Methods

- Improvement Plans

Status: Not Started — Upcoming

Strategy: Standards Aligned Systems

Description: Development of consistent viable curriculum aligned with PA Academic Standards.

Activity: Alignment of NOCTI Standards with Career and Technical Education

Description: Educators will develop a working knowledge of NOCTI standards. They will align career and technical curriculum and assessments to the standards.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 12/1/2010 Finish: 12/3/2012	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	• Intermediate Unit	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of NOCTE Standards; development of standards-aligned curriculum and assessments.	The content is based on industry standards for vocational programming.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.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. <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none">Provides the knowledge and skills to <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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Career Education and Work

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Participant survey

Status: Not Started — Upcoming

Activity: Standards Aligned Systems

Description: Educators will learn to use PA SAS to infuse standards-based instruction in all academic and career and technical curriculum areas. This work will include aligning standards with curriculum, lesson plans, and assessments.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/4/2010 Finish: 10/4/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	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"> • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices Designed to Accomplish
Understanding of SAS 6	Standards Aligned System is a <i>For classroom teachers, school</i>

Circles; skilled use of SAS to align instruction and assessments to standards in all areas

PA Department of Education initiative to assist teachers and administrators in developing standards-based instruction, curriculum and assessments.

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 • 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 • 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

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
- Review of participant lesson plans

Status: Not Started — Upcoming

Strategy: Strategies for Engaging Parents in Student Learning

Description: Professionals develop skills in communicating educational issues and concerns to parents and soliciting support to improve student learning.

Activity: Parent Communication Using Technology

Description: Educators will learn to use new technologies to inform and collaborate with parents.

Person Responsible

None Selected

Timeline for Implementation

Start: 3/15/2011
Finish: 3/15/2012

Resources

-

Professional Development Activity Information

Number of Hours Per Session

3.00

Total Number of Sessions Per School Year

2

Estimated Number of Participants Per Year

50

Organization or Institution Name

Chester County Intermediate Unit

Type of Provider

- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Using web-based software; creating informational links; training parents to use technology; accommodating environments without computers; exploration of Facebook, Twitter and other social communication networks

Research and Best Practices

Communication technologies provide an opportunity to enhance communication and to develop strong partnerships for learning with parents.

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.
 - Empowers educators to work effectively

with parents and community partners.
 For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Parent workshops 	<ul style="list-style-type: none"> • Participant survey

Status: Not Started — Upcoming

Activity: Partnering with Parents of Special Needs Students

Description: Educators will develop skills in working with parents of students who present special needs including, but not limited to, ELL, Autism, Emotional Support, Behavioral Support and Mental Health issues.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 2/21/2011 Finish: 2/18/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	<ul style="list-style-type: none"> • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Infusion of literacy across secondary content areas.	Infusion of literacy across secondary content areas.	<i>For classroom teachers, school counselors and education</i>

Literacy coaching strategies and skills.

Literacy coaching strategies and *specialists*: skills.

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

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

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

Educator Groups Which Will Participate in this Activity

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

Status: Not Started — Upcoming

Strategy: Strategies for Substitute Teachers

Description: Substitute teachers are required to provide a high level of instructional delivery in order to ensure continuity and progression in student learning during the regular teacher's absence. Therefore, they need systematic and continuous development in current practices and procedures for lesson planning, instruction, and classroom management.

Activity: Accommodating Diverse Learners

Description: Substitutes are placed in a variety of settings with diverse learners. They need to develop an understanding of the unique needs of these learners and strategies for improving learning.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/3/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate	<ul style="list-style-type: none"> • Intermediate Unit 	Approved

Unit

Knowledge and Skills

Knowledge of ELL, Special Education, and Mental Health Issues; Learning Styles Skill in using instructional strategies to meet the needs of diverse learners.

Research and Best Practices

In order to provide effective instruction to diverse students substitutes need to have an understanding of diverse learning needs.

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.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Other educational specialists

Follow-up Activities

- Sub Reports

Evaluation Methods

- Review of participant lesson plans

Status: Not Started — Overdue

Activity: Creating Environments for Learning

Description: Substitute teachers need professional development in classroom management techniques to effectively create appropriate learning environments in a variety of classrooms.

Person Responsible

None Selected

Timeline for Implementation Resources

Start: 10/8/2010

Finish: 10/8/2013

-

Professional Development Activity Information

Number of Hours Per Session

2.00

Total Number of Sessions Per School Year

2

Estimated Number of Participants Per Year

40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	<ul style="list-style-type: none"> Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Setting classroom expectations; managing conflict; respectful discipline; engaging students in learning	Classroom management is one of the 4 domains of the Frameworks for Teaching.	<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.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> Classroom teachers 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Sub Reports 	<ul style="list-style-type: none"> Sub Reports 	

Status: Not Started — Upcoming

Goal: HEALTH AND WELLNESS: STUDENT SUCCESS

Description:

Strategy: Health and Wellness

Description: Professionals develop knowledge and skills in addressing health related issues.

Activity: CPR/AED/First Aid Training

Description: Staff will maintain current certification in these three areas: CPR, AED, and First Aid.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/27/2010 Finish: 8/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	20
Organization or Institution	Type of Provider	Provider's Department of

Name		Education Approval Status
Chester County Intermediate Unit American Heart Association American Red Cross	<ul style="list-style-type: none"> Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
CPR; AED; First Aid	AHA requirements.	<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> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity Role

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> AHA certification 	<ul style="list-style-type: none"> Participant survey

Status: Not Started — Overdue

Activity: Promoting Physical Wellness

Description: With alarming trends in childhood obesity, educators must be able to provide instruction and activity to promote wellness. In addition, many students in CCIU programs have physical impairments that require accommodations in order to access learning.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/14/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Chester County Intermediate Unit

- Intermediate Unit

Approved

Knowledge and Skills

Childhood obesity; common diseases and syndromes; preventing infection; other health related issues

Research and Best Practices

Children with physical ailments have unique learning needs which may be accommodated by educators to improve wellness and learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

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

Evaluation Methods

- Participant survey

Status: Not Started — Overdue

Strategy: Mental Health and Wellness

Description: Professionals who work in mental health programs must have an understanding and possess instructional skills in working with students.

Activity: Mental Health / Drug and Alcohol Issues and Strategies

Description: Educators will develop understanding and skill in working with students with specific mental health and/or drug and alcohol issues.

Person Responsible

Timeline for Implementation

Resources

None Selected

Start: 4/15/2011
Finish: 4/18/2013

-

Professional Development Activity Information

Number of Hours Per Session

6.00

Total Number of Sessions Per School Year

1

Estimated Number of Participants Per Year

25

Organization or Institution Name

CHESTER COUNTY
INTERMEDIATE UNIT

Type of Provider

- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Content knowledge in teenage mental health issues and D&A.

Research and Best Practices

Knowledge of specific mental health and Drug and Alcohol issues will enhance professionals' ability to improve instructional delivery and provide psychologists and social workers with updated information.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

- Team development

Evaluation Methods

- Review of written reports summarizing instructional

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

Status: Not Started — Upcoming

Activity: Social/Emotional Needs & Student Learning

Description: Psychologists, social workers and teachers will engage in discussion and collaborative planning to address students' social/emotional needs as it relates to instruction and learning.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/14/2011 Finish: 1/18/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	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"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Social/Emotional development; strategies for conflict management, stress management and anxiety; understanding data collection and analysis;	By increasing awareness of social/emotional needs of students, professionals are able to analyze the impact of mental health issues on learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional

decision-making.
For school and district administrators, and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Evaluation Methods

- Participant survey

Status: Not Started — Upcoming

Strategy: Safe Schools

Description: Educators must provide school wide programs and plans to ensure the safety of all students and staff.

Activity: Restorative Practices

Description: Restorative practices provides a proactive approach for building a school community based on cooperation, mutual understanding, and respect. Restorative practices provides processes for holding students accountable for their actions and behavior while at the same time building a nurturing school environment.

Person Responsible

None Selected

Timeline for Implementation

Start: 9/1/2010
 Finish: 9/2/2013

Resources

-

Professional Development Activity Information

Number of Hours Per Session **Total Number of Sessions Per School Year** **Estimated Number of Participants Per Year**

6.00

2

50

Organization or Institution Name

Chester County Intermediate Unit

Type of Provider

- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Development and enhancement of Restorative Practices program in the schools.

Research and Best Practices

Student achievement improves in environments that are safe and respectful.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

- Peer-to-peer lesson

Evaluation Methods

- Participant survey

discussions

Status: Not Started — Overdue

Activity: School Wide Positive Behavior Support Systems

Description: School teams develop school wide programs to support positive behaviors and teach social skills to students.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 9/2/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	• Intermediate Unit	Approved

Knowledge and Skills

Understanding and skill in implementing an RtI model for behavior support; development of preventative strategies

Research and Best Practices

A positive, direct instructional approach is more effective than traditional punishment-based alternatives in improving student academic success and improving overall school climate.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- 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 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

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

Follow-up Activities

- Peer-to-peer lesson discussions

Evaluation Methods

Status: Not Started — Overdue

Goal: MATHEMATICS

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

Strategy: Problem Solving and Number Concepts

Description: Mathematics curriculum will be improved through the infusion of professional development in the areas of problem solving and number concepts.

Activity: Research-Based Models for Teaching Mathematics

Description: Teachers of mathematics will develop knowledge and skills in research-based instructional models including, but not limited to tactile, investigational and brain-based programs.

Person Responsible

None Selected

Timeline for Implementation

Start: 1/10/2011
Finish: 3/18/2013

Resources

-

Professional Development Activity Information

Number of Hours Per Session

Total Number of Sessions Per School Year

Estimated Number of Participants Per Year

3.00	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	<ul style="list-style-type: none"> Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Lesson and unit planning; instructional delivery; assessment	The models selected will be research-based and proven effective for the specific level and population of students in our programs.	<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 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 School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 	<ul style="list-style-type: none"> Mathematics

- 2-5)
- High school (grades 9-12)

Follow-up Activities

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

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: Standards-Aligned Mathematics Instructional Strategies

Description: Educators will develop understanding and skill in using effective strategies for teaching mathematics within the PA standards framework.

Person Responsible

None Selected

Timeline for Implementation

Start: 11/17/2010
Finish: 11/16/2012

Resources

-

Professional Development Activity Information

Number of Hours Per Session

3.00

Total Number of Sessions Per School Year

2

Estimated Number of Participants Per Year

30

Organization or Institution Name

Chester County Intermediate Unit

Type of Provider

- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Knowledge and application of strategies based on standards-aligned assessments;

Research and Best Practices

Review of state math standards will focus and improve curriculum and instructional delivery.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Mathematics

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
- Lesson modeling with mentoring

Evaluation Methods

- Student PSSA data
- Review of participant lesson plans

Status: Not Started — Upcoming

Goal: READING

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

Strategy: Reading, Writing, Speaking and Listening Across the Curriculum

Description: Language Arts Standards are incorporated in every curricular area systematically and consistently.

Activity: Reading and Writing Content Connections

Description: Educators will work in PLCs to develop lessons and activities core academic and vocational areas that incorporate the use of learned literacy strategies.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 3/7/2011 Finish: 3/7/2013	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	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"> Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Development of content-based literacy tasks; understand the impact of literacy skills on all content areas	Incorporating literacy skills and strategies in academic and vocational courses will improve reading and writing skills.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <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.
- 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 • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

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

Evaluation Methods

- Student PSSA data
- Review of participant lesson plans

Status: Not Started — Upcoming

Activity: Reading Strategies and Curricula

Description: Educators will develop an understanding of the underlying research behind effective reading strategies and curricula. They will explore and develop skills in using a variety of programs (Reading Apprenticeship, Wilson, Read Naturally, etc) to meet the needs of the diverse student population.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/17/2011 Finish: 1/17/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	6	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"> Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Research-based reading instruction; specific reading strategies for improving fluency, comprehension, vocabulary and decoding	Educators will use their knowledge of specific curricula to prescribe instructional strategies for struggling readers.	<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 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 	<ul style="list-style-type: none"> Early childhood 	<ul style="list-style-type: none"> Reading, Writing, Speaking

- Other educational specialists
- (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

& Listening

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
- Lesson modeling with mentoring

Evaluation Methods

- Review of participant lesson plans

Status: Not Started — Upcoming

Goal: SCIENCE

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

Strategy: Science as Inquiry

Description: Teachers will learn strategies in inquiry based science instruction to support the core standards.

Activity: Inquiry Based Science Instruction

Description: Instruction in the sciences will engage students in investigation and inquiry. Lessons will include developing questions, setting a hypothesis, using observation and experimentation, and evaluating conclusions.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/3/2011 Finish: 1/3/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	50

Organization or Institution Name

Chester County Intermediate Unit

Type of Provider

- Intermediate Unit

Provider’s Department of Education Approval Status

Approved

Knowledge and Skills

Content knowledge; research skills; experimentation skills

Research and Best Practices

Science as inquiry engages students in higher order thinking and helps to develop deep understanding of constructs and concepts.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- 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:

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Other educational specialists

Subject Area

- Science and Technology

Follow-up Activities

- Creating lessons to meet varied student learning styles

Evaluation Methods

- Student PSSA data

Status: Not Started — Upcoming

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: Regulations and Procedures

Description: Professionals keep current on updates in regulations and procedures in Special Education, ELL, Vocational Education and Migrant Education.

Activity: IDEIA and Chapter 14 Updates

Description: Special Education professionals need development in new regulations and guidelines on an annual basis in order to ensure appropriate delivery of services to students.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 9/2/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge and understanding of changes in regulations, guidelines and procedures.		<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. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

Evaluation Methods

- Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Strategy: Differentiated Instruction

Description: Development of instructional strategies, accommodations and modifications to meet the unique learning differences of students.

Activity: Accommodations for ELL

Description: The number of ELL students continues to increase in the schools. Educators require development in strategies and accommodations for non-English speaking students to ensure their academic success.

Person Responsible

None Selected

Timeline for Implementation Resources

Start: 1/10/2011
Finish: 1/17/2013

-

Professional Development Activity Information

Number of Hours Per Session

3.00

Total Number of Sessions Per School Year

1

Estimated Number of Participants Per Year

75

Organization or Institution Name

Chester County Intermediate Unit

Type of Provider

- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Instructional strategies for literacy, math, science; accommodations for assessment and learning

Research and Best Practices

Non-English speaking students are capable of learning and achieving with the appropriate support and accommodations.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

- Creating lessons to meet varied student learning styles

Evaluation Methods

Status: Not Started — Upcoming

Activity: Assistive Technologies and Devices

Description: Students with visual and hearing impairments often require assistive technologies and/or devices to be successful.

Person Responsible

Timeline for Implementation

Resources

None Selected

Start: 9/27/2010
Finish: 6/21/2013

-

Professional Development Activity Information

Number of Hours Per Session

Total Number of Sessions Per School Year

Estimated Number of Participants Per Year

3.00

1

50

Organization or Institution Name

Type of Provider

Provider's Department of Education Approval Status

Chester County Intermediate Unit

- Intermediate Unit

Not approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Variety of assistive technology and devices; how to use in instructional settings

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

Evaluation Methods

- Lesson modeling with mentoring

Status: Not Started — Upcoming

Activity: Autism Initiative

Description: 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.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/3/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	<ul style="list-style-type: none"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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.	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.	<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.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Activity: Differentiated Instruction in Alternative Education Programs

Description: Educators in alternative settings are challenged to provide effective instruction to improve academic learning while addressing the behavioral and mental health needs of their students.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/19/2011 Finish: 1/17/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	• Intermediate Unit	Approved

Knowledge and Skills

Differentiated instruction strategies

Research and Best Practices

Students benefit from instruction that addresses their individual learning styles and needs.

Designed to Accomplish

- For classroom teachers, school counselors and education specialists:*
- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
 - Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 - Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- For school and district administrators, and other educators seeking leadership roles:*
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
 - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Other educational	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Civics and Government

specialists

- Environment and Ecology
- Health, Safety and Physical Education
- Mathematics
- History
- Career Education and Work
- Economics

Follow-up Activities

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

Evaluation Methods

- Standardized student assessment data other than the PSSA
- Review of participant lesson plans

Status: Not Started — Upcoming

Strategy: Maintaining and Analyzing Data for Improving Behavior

Description: Development of skills in using systems for collection of data to improve social and behavioral skill deficits as documented on IEPs.

Activity: Assessing Student Emotional and Behavioral Progress

Description: Educators will acquire skills in progress monitoring and data-driven decision making regarding student emotional and behavioral progress.

Person Responsible

None Selected

Timeline for Implementation

Start: 9/2/2010
Finish: 9/3/2013

Resources

-

Professional Development Activity Information

Number of Hours Per Session

6.00

Total Number of Sessions Per School Year

2

Estimated Number of Participants Per Year

50

Organization or Institution Name

Chester County Intermediate Unit

Type of Provider

- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Progress monitoring skills and techniques; data-driven instructional decision-making; behavioral interventions; Rtl model; FBA development; writing behavior plans; ABA

Research and Best Practices

Educators using progress monitoring are able to make effective instructional decisions to improve behavior and learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's

certification or assignment.

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

- Classroom teachers
- School counselors
- Other educational specialists

Follow-up Activities

- Analysis of student work, with administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Strategy: Topics in Special Education

Description: Professionals gain a greater understanding of specific disabilities, student assistance models, inclusive practices, unique learners (ESL, Economically Disadvantaged, Cultural Diversity), and research-based instructional strategies to improve teaching and learning.

Activity: Asperger's and Autism

Description: This professional development activity will involve a review current research on Asperger's/Autism spectrum and enhance understanding of these children and their families.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/14/2011 Finish: 1/11/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	55
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester County Intermediate Unit	<ul style="list-style-type: none"> • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of Asperger's/Autism spectrum; interventions for students with autism; progress monitoring; behavior plans.	Students with Asperger's/Autism experience special challenges. Educators who understand the characteristics and interventions are better equipped to provide appropriate and effective instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • 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 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 learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors
- Other educational specialists

Follow-up Activities

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

Evaluation Methods

- Review of participant lesson plans

Status: Not Started — Upcoming

Activity: Special Education & Student Accommodations

Description: Special Education professionals will increase their knowledge and skill in using a variety of techniques and devices to improve instruction for student learning.

Person Responsible

None Selected

Timeline for Implementation

Start: 10/4/2010
Finish: 6/7/2013

Resources

-

Professional Development Activity Information

Number of Hours Per Session

1.00

Total Number of Sessions Per School Year

8

Estimated Number of Participants Per Year

50

Organization or Institution Name

Chester County Intermediate Unit CCIU

Type of Provider

- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Augmentative Device Systems; independent and functional living skills; Applied Behavior Analysis; community based living resources; Picture Exchange Communication Practices; Functional Behavioral Analysis; sensory activities

Research and Best Practices

Special Education professionals require regular development in updated research on interventions for students with disabilities.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's

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

- 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

- Classroom teachers
- School counselors
- Other educational specialists

Follow-up Activities

- 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: 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: Using Technology to Improve Student Learning

Description: Professional staff develop skills to utilize technology to maximize student learning.

Activity: Advanced Integration of Technology

Description: With the rapid appearance of new technologies, educators need to have advanced skills in integrating technology into lesson planning in order to increase student learning and accommodate diverse student learners.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/2/2010 Finish: 8/5/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	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"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Technology integration into content areas, refined/advanced use of Moodle Learning System, SMARTBoard, website development, Flash, etc.	Continuing need for advanced integration of technology into teacher planning and instruction to increase student learning and accommodate diverse learners.	<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.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Other educational specialists

Subject Area

- Science and Technology

Follow-up Activities

- Creating lessons to meet varied student learning styles

Evaluation Methods

- Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Using Technology to Track and Analyze Data

Description: Professionals use a web-based student data warehouse to maintain and analyze data related to student demographics and achievement.

Activity: Creating and Using Spreadsheets to Track Student Learning

Description: Educators will learn to use Microsoft Excel to record and analyze data derived from formative and summative assessments in all academic, social and emotional skill areas.

Person Responsible

None Selected

Timeline for Implementation

Start: 10/1/2010
Finish: 10/1/2013

Resources

-

Professional Development Activity Information

Number of Hours Per Session

3.00

Total Number of Sessions Per School Year

1

Estimated Number of Participants Per Year

50

Organization or Institution Name

Chester County Intermediate Unit

Type of Provider

- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Educators develop skills in :
1. Using technology to analyze data for student learning
2. Using Microsoft applications

Research and Best Practices

Technology allows educators to access data instantly and easily in order to adjust and modify instruction.

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.
- 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 • 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"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities

- Analysis of student work, with administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

Status: Not Started — Upcoming

Activity: Using Student Data Systems

Description: Educators will learn to use Power School to track and analyze student data in order to improve instructional programs and accommodate individual learning needs.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/15/2010	-

Finish: 10/15/2013

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	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">• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn to: 1. Sort and query data 2. Use data to make instructional decisions	Student data provides educators with evidence of learning based on instructional practices, curriculum and demographics.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none">• Provides the knowledge and skills to <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 learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Early childhood (preK-grade 3)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening

- Principals / asst. principals
- School counselors
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Science and Technology
- Mathematics

Follow-up Activities

- PLC

Evaluation Methods

- Review of participant lesson plans

Status: Not Started — Upcoming

Annual Review Process

The CCIU Professional Development Committee is responsible for conducting an annual review and revision of the Professional Development Plan. The review process involves four steps:

Step 1: Data Collection and Analysis

The committee reviews data regarding student achievement and participants' perceptions of the effectiveness of professional development activities for teaching and learning.

Step 2: Program Review and Evaluation

Professional development programs are evaluated based on the goals, activities, and delivery system, and attainment of competencies. Data collected in step 1 serves as the foundation for the evaluation. The Professional Development Committee reviews the findings to determine recommendations.

Step 3: Recommendations for Program Revision

Suggestions for revision are derived from the data analysis and evaluation of professional development content and practices as they relate to the desired outcomes prescribed in the Professional Development Plan.

Step 4: Approval

Revisions recommended by the Professional Development Committee are presented to the Executive Director and approved by the Board of Directors. Final revisions are submitted to the Pennsylvania Department of Education.

Supporting Documents

Supporting Documents - Attachments

• • Contact Information

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. Maria Schwab

E-mail: mariasc@cciu.org

Telephone: 484-237-5037

Fax: 484-237-5158

Act 48 Reporting Contact: Dr. Maria Schwab

E-mail: mariasc@cciu.org

Telephone: 484-237-5037

Fax: 484-237-5158