
Pennsylvania Department of Education



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

Professional Education Report **Tuesday, March 15, 2011** **(Last Approved: Wednesday, February 02, 2011)**

Entity: Westmont Hilltop SD
Address: 827 Diamond Blvd
Johnstown, PA 15905-2348
Phone: (814) 255-6751
Contact Name: Susan Anderson

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anderson, Dr. Susan	Westmont Hilltop School District	Administrator	Administrators
Azar, Mr. Mitchell	Westmont Hilltop School District	Board Member	School Board
Civis, Mrs. Kelly	Westmont Hilltop School District	Parent	School Board
Feath, Mrs. Marian	Westmont Hilltop School District	Community Representative	School Board
Gella, Kamal	Concurrent Technologies	Business Representative	Westmont Hilltop School Board
Gvozden, Mrs. Karen	Westmont Hilltop School District	Parent	School Board
Junker, Mrs. Diana	Westmont Hilltop School District	Elementary School Teacher	Teachers
Kresak, Jennifer	Westmont Hilltop School District	Elementary School Teacher	Teachers
Kupchella, Dr. Eugene	Westmont Hilltop School District	Secondary School Teacher	Teachers
Lindberg, Mr. Stephen	Westmont Hilltop School District	Secondary School Teacher	Teachers
McCombie, Mrs. Cindy	Westmont Hilltop School District	Ed Specialist - School Psychologist	Educational Specialists
McCreery, Dana	Westmont Hilltop School District	Middle School Teacher	Teachers
McGee, Mr. Steven	Westmont Hilltop School District	Administrator	Administrators
Mrozowski, Mrs. Teresa	Westmont Hilltop School District	Community Representative	School Board
O'Neil, Mrs. Molly	Westmont Hilltop School District	Special Education Teacher	Teachers
Parrish, Mr. Brian	Westmont Hilltop School District	Middle School Teacher	Teachers
Rzasa, Melissa	Westmont Hilltop School District	Special Education Representative	Teachers
Sanford, Mr. Gregory	Westmont Hilltop School District	Parent	School Board
Schroeder, Mrs. Diana	Westmont Hilltop School District	Board Member	School Board
Stem, Mrs. Mary Beth	Westmont Hilltop School District	Ed Specialist - School Counselor	Educational Specialists
Stohon, Mr. Michael	Inshore Technologies	Business Representative	School Board
Thomas, Mr. Matthew	Westmont Hilltop School District	Administrator	Administrators
Weaver, Mrs. Courtney	Westmont Hilltop School District	Middle School Teacher	Teachers

Needs Assessment

Reflections

- **AYP Overview**

Concern Last Modified: 12/12/2010

The district must respond to needs in grade 5. The greatest struggle overall for most students is in the transition from the elementary to the middle school. Students are strong in the elementary school, dip at the beginning of middle school, and regain achievement levels (and exceed former levels) as they progress through the middle school.

- **Reading By Grade Level All Students**

Concern Last Modified: 1/31/2011

Reading Growth Analysis:

At the elementary school, the "All Student Group" made one year's growth. Relative to state-wide date, Grade 3 ranked in the top 44% of the state and Grade 4 ranked in the top 15% of the state. At the middle school the "All Student Group" did not make one year's growth. Relative to state-wide date, Grade 5 ranked below 62% of students state-wide while Grade 6 ranked in the top 35% of the state, Grade 7 ranked in the top 1% of the state, and Grade 8 ranked in the top 13% of the state, and Grade 8 ranked in the top 13% of the state. Relative to state-wide date, the "All Student Group" at the high school ranked in the top 8% in the state.

Concern Last Modified: 1/31/2011

Probability of Proficiency in Reading at the Next Grade Level Tested:

At the elementary school, Grade 3 has at least 72% students in the 70%-100% probability of reaching proficiency at the next tested grade, but Grades 4 students do not. At the middle school Grade(s) 6, 7 have at least 72% students in the 70%-100% probability of reaching proficiency at the next tested grade level tested, but Grade 5 students, and Grade 8 students, demonstrate the need for intervention prior to the next grade tested (Grade 11).

Strength Last Modified: 12/10/2010

Reading Achievement Analysis:

At the elementary school, the "All Student Group" exceeded the target by 20.3%. Grades 3-4 met or exceeded the target. Grade 3: 81.1% Grade 4: 86.1% At the middle school the "All Student Group" exceeded the target by 19.6%. Grade 5: 64.2%, Grade 6: 76.4%, Grade 7: 94.5%, and Grade 8: 92.2%. At the high school, the "All Student Group" exceeded the target by 19.2%. Grade 11 proficiency scores were at 82.2%.

- **Mathematics By Grade Level All Students**

Concern Last Modified: 12/12/2010

Probability of Proficiency in Mathematics at the Next Grade Level Tested:

At the elementary school, Grades 3-4 have at least 67% of the students in the 70%-100% probability range of reaching proficiency at the next tested grade. At the middle school, Grade(s) 5, 6, 7 have at least 67% students in the 70%-100% probability of reaching proficiency at the next tested grade, but Grade 8 students demonstrate the need for intervention prior to the next tested Grade (Grade 11).

Summary of Process of Needs Assessment by the Professional Education Committee:

The Professional Education Committee analyzed data resulting from a three-pronged approach to needs assessment conducted during the 2009-2010 school year. After data was collated from three sources as follows: 1) a five-year longitudinal achievement analysis; 2) a professional development assessment with individual input from all faculty members; and 3) a Strategic Planning Data Analysis in which all faculty members participated by grade levels or departments via collaborative assessment sessions.

As a culminating activity in March of 2010, the Professional Education Committee conducted a comprehensive analysis of data from the three sources in March of 2010. The resulting summary and analysis was based on the results of the needs assessments, as well as committee members' collective knowledgebase as representatives of their respective constituent groups.

Based on the needs assessments, the Professional Development Committee made recommendations for Professional Development in seven key areas, tailored to meet the professional development needs of the school district. An outline of the data assessments follows, followed by recommendations of the committee.

Three main sources of data comprising the needs assessment were as follows:

From November of 2009 through March of 2010 the district conducted a **Longitudinal Analysis** of five-year progressive achievement data with joint involvement by the School Board, the Leadership Team, the Strategic Planning Academic Standards and Assessment Committee, and the Professional Education Committee. The Professional Education Committee was charged with ensuring that teachers would receive professional development to address strengths and weaknesses in student achievement as identified through the longitudinal analysis.

The district conducted an online **Professional Development Needs Assessment**, which was administered to all professional staff in February of 2010 to assess their professional development needs from their vantage points. All members of the professional staff rated their levels of knowledge/preparedness, as well as their levels of interest and need, on a list of 73 potential professional development opportunities that were aligned with the current priorities of the district. The assessment was categorized into needs related to teaching practices, content integration, assessment, special education, gifted education, ESL, technology, NCLB and federal law, positive classroom environments, and parent/community involvement. An open-ended narrative opportunity was presented at the end of the survey for additional needs and comments.

The district conducted a "**Strategic Planning Data Analysis**" teams of teachers of the entire professional staff in the elementary, middle school, and high school. Teachers met in collaborative department and grade level teams in February of 2010 to assessed current data from PSSA (via E-Metric and PVASS analysis); and scatter plots representing levels of student achievement and growth in relation to other districts within the Intermediate Unit 8. Teachers also applied their knowledge of a variety of local formative and summative assessments to identify strengths and needs in their grade levels or departments as indicated through student achievement data. Grade level and department teams were then asked to assess both strengths and needs based on this data, to identify potential causes for concerns, and to make recommendations for courses of action to maintain the strengths of the current program and to remedy concerns identified through this collaborative assessment of needs. The Professional Education Committee was then charged with the mission of supporting teachers through professional development in effective responses to the data through curriculum, instruction, and assessment. The plan is to identify and analyze data in consultative sessions of regular, gifted, and learning support teachers on a routinely scheduled basis to keep the plan current. The committee determined that data analysis should be ongoing, and needs should be reassessed and updated annually.

Recommendations of the Professional Development Committee based on the assessment of needs from the three data sources outlined above are as follows:

Note: For ease of reference, the 7 strategies prescribed by the professional development committee are listed below in chronological order (**A through G**) as they appear in the **Professional Education Plan**:

A) The need to align professional development with adult learning theory: Adult learning theory

informs us that adults learn best through consultation and conversation, and in job-embedded, meaningful learning situations, with opportunities to apply what they are learning in productive ways that positively impact student achievement. The goal that we would hope to achieve through such a collaborative and consultative process is the facilitation of teacher leadership through supports including scheduling and the provision of time for professional development activities. In short, a frequently emerging theme from all three needs assessments was stated as, “We don’t have enough time to analyze, talk, and plan.” A major challenge was the need to create time during the school day for this priority, and that challenge was met during the first phase of Strategic Planning with additional time devoted during the school day to professional development as a result of a joint initiative of the administration and the teachers’ association. As a result, teachers will meet weekly to review progress of student learning and to learn in collaborative sessions.

B) The need to differentiate professional development to meet the needs of teachers at varying stages of professional development from beginners to expert levels: The Professional Education Committee advised that the district needs to expand our induction program for teachers as a part of the Professional Education Plan, even though the Induction Plan is not due in this phase of Strategic Planning. While the current Induction Plan is effective and will continue to be carried out in partnership with the Intermediate Unit 8, the district will design an additional component in order to support the goal of differentiating professional development for educators

C) The need to support teachers in differentiating instruction for their students at all levels, drawing on teachers’ stated needs, as well as the results of student achievement studies, to determine specific workshop offerings: Responses from the professional development needs assessment revealed high levels of both expressed need as well as interest for more information in areas that the committee categorized into training opportunities related to curriculum, instruction, and assessment. All three areas will be addressed through a workshop format maximizing the use of the new scheduling for mat which provides for professional development during the school day on a weekly basis. (See appended Addendum A section at the bottom of this summary for specifics.)

D) The need to support teachers in promoting academic rigor: The Longitudinal Review provided both the reassurance that the district has been effective in addressing continual growth for students in need, and the concern that we need to focus on students at the gifted and high achievement ends of the spectrum to ensure that they are making a year’s worth of growth annually. The assessment of PVAAS data revealed that not all students in the high achievement categories are growing annually to the extent that we deemed desirable

E) The need to reflect state and local priorities: Based on the totality of the global scan provided by the three-pronged needs assessment, the committee emphasized that, in order for the plan to remain current and responsive to new priorities, technologies, and goals, the district will strive to reflect state and local priorities through local programming. All teachers will be provided with professional development designed to address specific areas of assignment and state initiatives.

F) The need to promote a safe and healthy environment through professional development: Several of the Professional Development Committee Members also serve on the Wellness Council of the district. Collaboration across these two committees was valuable in the establishment of activities designed to providing a safe and healthy environment for our students and to provide the corresponding professional development activities to support this need.

G) The need to support teachers in technology integration with a particular emphasis on cyber safety (as prescribed through Educational Technology Plan Strategy C): A similar cross-committee process was effective in determining how technology integration skills for teachers would effectively provide Professional Development for teachers in this realm of ever-changing and ever-challenging new

opportunities, some of which we might not even be able to anticipate at this point in the planning stages of our process. Thus, the committee pointed to the Technology Plan and ongoing needs assessment to continue to meet Professional Development Needs.

ADDENDUM A: Teachers identified key areas of focus for specific professional development workshops in the areas of curriculum, instruction, and assessment, which are listed in the action plan. The results of the needs assessment relative to offerings requested by teachers indicated the following:

90% or more of our faculty have indicated interest in the following training opportunities:

- designing performance-based assessments in the classroom
- using student self-assessment strategies and helping students monitor their own progress
- varying assessment strategies for different purposes
- adapting curriculum and differentiating instruction
- making accommodations for gifted students
- accommodating various types of disabilities
- applying strategies for effectively integrating technology into the classroom.

85%-89% of our faculty members were interested in the following training opportunities:

- adapting instruction for special education students
- writing standards-based IEP goals for gifted students
- adapting assessment for gifted students
- aligning and embedding literacy, mathematics, and science standards into content areas
- building knowledge in specific content areas
- collaborating with regular education and special education personnel
- learning characteristics and needs of gifted students
- developing cultural sensitivity and diversity awareness in schools and classrooms
- developing culturally appropriate instructional practices
- incorporating multi-media technology
- acquiring strategic for making AYP
- planning and team activities for dealing with NCLB on a district-wide basis
- minimizing behavioral disruptions to make the most of instructional time

ADDENDUM B: Teachers will have regularly scheduled opportunities to review longitudinal data in collaborative sessions. In 2010, this process will begin with the four top achievement needs identified as follows:

- 1) The Reading Achievement Analysis revealed insufficient growth in reading for Grade 5 students.
- 2) Grades 5 & 8 demonstrate the need for intervention to increase the probability of proficiency in reading in the next grade level tested.
- 3) The IEP subgroup at the middle school made AYP through the GM provision. The goal is to decrease the gap between this subgroup and the all-student group through effective remediation strategies.
- 4) Grade 8 students demonstrate the need for intervention to increase the probability of success in the next tested grade level (Grade 11).

Collaborative teams will address these needs and others as they develop during time provided during the regular school day.

Professional Education Action Plan

Goal: VIII.1 PROFESSIONAL DEVELOPMENT

Description: Teachers will be provided with the differentiated professional development options and requirements that will result in excellence in the delivery of curriculum, instruction, and assessment to ultimately enhance student achievement. Professional Development programming will support a culture of adult learning and leadership through the application of research-based practices, time and emphasis on reflective practice, and encouragement of teacher leadership. All educators share a responsibility to model all aspects of lifelong learning, professional growth, continual improvement, and a commitment to implementing research-based practices in our schools.

Strategy: A. Align professional development with adult learning theory.

Description: Professional development programming will align with adult learning theory and research-based effective practices. Effective approaches will include opportunities for collaboration and consultation, reflective practice, meaningful application in classroom settings, self-directed study, and time for extended engagement in the subject matter under study. Professional development will be a collaborative process designed to encourage the competencies needed to effectively analyze student achievement, to apply new technologies, and to ensure effective pedagogy through research-based best practices.

Activity: PD-A1: Reculture the district into a professional learning community.

Description: The district has appointed teacher leaders in each of the core subject areas to lead K-12 learning forums. This plan will focus on expanding that process at the high school. Teacher leaders, in collaboration with educators, will establish the conditions and support systems for sustainable change. Through contribution at the upper levels of the differentiated supervisory model, teachers will have the opportunity to teach other teachers through forums such as “The Teacher Next Door Knows a Lot!” Teachers will be provided with opportunities for evaluation and input into future design of professional development opportunities.

Person Responsible	Timeline for Implementation	Resources
Thomas, Mr. Matthew	Start: 8/26/2010 Finish: 3/11/2013	\$23,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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6.00	4	90
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Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
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Westmont Hilltop School District	<ul style="list-style-type: none"> School Entity College 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Four teachers and two administrators will receive training as Professional Learning Community facilitators. Through the Professional Learning Community initiative, the Westmont Hilltop School District proposes that scheduling adjustments should be designed, and the principals of adult learning theory applied, in such a way as to make transition and extension of knowledge possible throughout the school district. In effect, the goal is to transform the district into a true “Learning Organization” with the capacity to serve learners at all levels of	Research Foundations of the Proposal: Collectively, cognitive psychology, organizational learning theory and new perspectives in supervision have enlightened educators about what should be happening in schools for teachers, the people upon whom we place the greatest level of accountability and responsibility for the 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
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expertise and application, including the teachers whom we count on to be role models of lifelong learning. As the plan progresses, core teachers from all subject areas will be involved in cross-curricular forums, and teachers from all grade levels will eventually join forces in this plan.

of students. Each of the three fields of endeavors promises to continue to provide new insights and new impetus for study.

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

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> ● Classroom teachers ● Principals / asst. principals 	<ul style="list-style-type: none"> ● High school (grades 9-12) 	<ul style="list-style-type: none"> ● Reading, Writing, Speaking & Listening ● Science and Technology ● Mathematics ● History

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

Evaluation Methods

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

Status: In Progress — Upcoming

Activity: PD-A2: Facilitate collaborative teacher leadership.

Description: Teacher Leadership will be shared, and teachers will be responsible for articulating a K-12 standards-based curriculum in collaboration with the Administrative Team on an ongoing basis through daily planning and supervisory consultation. They will do so through team planning time built weekly into the school day.

Person Responsible Timeline for Implementation Resources

McGee, Mr. Steven	Start: 10/1/2010 Finish: 5/31/2013	-
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Status: In Progress — Upcoming

Activity: PD-A3: Schedule time for consultation and reflective practice within the daily schedule.

Description: Teachers will engage in vertical teaming in K-12 forums to determine priorities in professional development during team planning and department meetings. The leadership team will engage key community advisors to increase professional development opportunities through in-service and collaborative consultation. Assessment of student learning in relations to the Standards Aligned Curriculum will also occur within a collaborative environment.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 10/4/2010 Finish: 5/17/2013	\$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best	Designed to Accomplish

Practices

Participants will gain knowledge of the the coherence of curriculum in K-12 forums and they will review assessment data regarding the successful implementation of curriculum.

Teachers will be empowered to adjust curriculum to maximize the effectiveness of K-12 Planned Courses to maximize the coherence of the standards-aligned curriculum.

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:

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

Follow-up Activities

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

Evaluation Methods

- Review of written reports summarizing instructional activity

discussions

Status: In Progress — Upcoming

Activity: PD-A4: Provide opportunities to apply learning in authentic classroom settings.

Description: The Westmont Hilltop Leadership Team will implement a differentiated supervisory model through which teachers will receive either focused assistance, feedback from clinical observations, peer-to-peer consultation and observation, action research in classrooms, or self-directed study which is then shared with the learning community.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 10/1/2010 Finish: 5/17/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	2	113
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Westmont Hilltop School District	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will gain in-depth of content knowledge, research-based instructional strategies, synthesis of research findings, student progress assessment strategies, skillful use of educational research, use of resources to support adult learning, and alignment of the goals of the adult learning community with the goals of the school.	The Professional Development Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Professional Development.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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For school and district administrators, and other

educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> ● Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers ● Analysis of student work, with administrator and/or peers ● Creating lessons to meet varied student learning styles ● Peer-to-peer lesson discussions ● Lesson modeling with mentoring ● Journaling and reflecting 	<ul style="list-style-type: none"> ● Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. ● Student PSSA data ● Classroom student assessment data ● Participant survey ● Review of participant lesson plans ● Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: PD-A5: Provide opportunities and resources for educators to participate in job-embedded professional development annually with providers in addition to the Westmont Hilltop School District.

Description: Provide opportunities for educators at all levels of the organization to participate in ongoing, job-embedded professional development through funding of professional conferences and tuition reimbursement for Act 48 and graduate level course work with consultative support from the Leadership Team through the differentiated supervisory process.

Person Responsible Timeline for Implementation Resources

Anderson, Dr. Susan	Start: 10/1/2010	\$6,000.00
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Finish: 5/31/2013

Status: In Progress — Upcoming**Strategy: B. Differentiate professional development programming according to developmental needs of teachers.**

Description: Differentiate professional development programming according to the needs of teachers at varying levels of expertise and experience. Professional development will be based on an annual assessment of needs that will be determined collaboratively by teachers in consultation with the Leadership Team.

Activity: PD-B1: Design professional development for teachers based on their level of development and experience.

Description: The Leadership Team will continue to implement a differentiated supervisory process with appropriate activities designed at teachers' levels of professional development. The format provides focused assistance and a clinical observation model for new teachers and peer collaborative, as well as self-directed contribution to the learning community for teachers at the expert level of professional development.

Person Responsible Timeline for Implementation Resources

Anderson, Dr. Susan	Start: 10/1/2010 Finish: 5/3/2013	-
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Status: In Progress — Upcoming**Date Comment**

7/15/2009	This process is well-established and in place.
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Activity: PD-B2: Participate in the New Teacher Induction Consortium of the Intermediate Unit 8.

Description: The district participates annually in the New Teacher Induction process. New teachers in thirty-five districts have the opportunity to meet peers in approximately parallel stages of professional development and to learn in conjunction with mentors and I.U. personnel.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Anderson, Dr. Susan	Start: 10/26/2010 Finish: 4/16/2013	\$6,000.00

Professional Development Activity Information

<u>Number of Hours Per Session</u>	<u>Total Number of Sessions Per School Year</u>	<u>Estimated Number of Participants Per Year</u>
6.00	5	5
<u>Organization or Institution Name</u>	<u>Type of Provider</u>	<u>Provider's Department of Education Approval Status</u>
Intermediate Unit 8		Approved

- Intermediate Unit

Knowledge and Skills

Educators will acquire the following: 1) Planning and Classroom Management; 2) Reading Strategies Across the Curriculum and Secondary Content Areas; 3) Teaching Strategies for Motivating Students; 4) Code of Ethics and Certification Imperatives; 5) Differentiated Instruction for Mixed Ability Groups; and 6) Classroom Assessment and Data-Driven Decision Making.

Research and Best Practices

The activity will serve as one of a series of offerings that help to organize educators into a learning community with goals aligned with those of the district as recommended by the National Staff Development Council.

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.
- 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 • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)
Follow-up Activities	Evaluation Methods

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

- Participant survey
- Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
7/15/2009	All new teachers have participated in the Intermediate Unit 8's New Teacher Induction during their first and second year of employment. All training strands are met during this induction program.

Activity: PD-B3: Expand the district level induction process for all new teachers.

Description: Induction for New Teachers will provide a two-day pre-service entry level program to support new teachers in the novice phase of professional development. The district will continue participation in the I.U. 8 Induction program while providing district-level trainings.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 8/17/2010 Finish: 8/15/2012	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Westmont Hilltop School District

- School Entity

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The following introductory trainings will be offered by the district: 1) Supportive Teams in our School; 2) The Differentiated Supervisory Process, 3) Crisis Management Resources, 4) Introductory Technology Resources, 5) Classroom Management 101, 6) Planned Courses of Instruction; 7) Privacy and Confidentiality Obligations (HIPAA and FERPA), and 8) Overview of Current District Initiatives.	The Induction process in the Westmont Hilltop School District provides new teachers with their first sense of "team" and provides an initial network of educators with similar needs and concerns. Adult learning theory teaches us that adults learn best through consultation and conversation with opportunities to apply their learning in job-embedded settings.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with <u>parents and community partners.</u> <p><i>For school and district administrators, and other educators seeking</i></p>

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

Follow-up Activities

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

Evaluation Methods

- Participant survey
- Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
10/26/2010	Mrs. O'Neil's differentiated supervision project is focused on this goal.

7/15/2009 Along with the IU-08 New Teacher Induction program, the district has organized a two-day induction for all new district teachers. All training strands are addressed during this two-day session.

Activity: PD-B4: Survey teachers annually to determine their needs and design in-service and workshop offerings accordingly.

Description: Professional Development will be based on an ongoing assessment of needs and will reflect the district’s commitment to a differentiated model of supervision based on collaborative assessment of each professional educator’s needs. An annual professional development survey will provide a menu of options that are aligned with state and local priorities. Teachers will fill out a differentiated supervisory form that allows them to request individualized opportunities for peer collaboration and self-directed study. They will meet with principals to agree upon appropriately challenging projects at the level of differentiated supervision that is appropriate for each teacher.

Person Responsible	Timeline for Implementation	Resources
McGee, Mr. Steven	Start: 10/29/2010 Finish: 3/12/2013	-

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	115
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Westmont Hilltop School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will develop knowledge and skills appropriate for their levels of expertise and stage of professional development through individualized planning sessions with their principals. Examples of the types of activities in which teachers will engage include action research in classrooms and peer-to-peer observations.	The best practice in education today is to differentiate for learners at all stages and ages. The differentiated supervisory model provides appropriate opportunities for teachers according to their levels of expertise and development within the profession.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment. Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling

students are aligned to each other as well as to Pennsylvania’s academic standards.

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

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

Evaluation Methods

- Participant survey
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: PD-B5: Maintain a district-wide database for tracking supervisory activities.

Description: Maintain a tracking system for use in conjunction with the district’s differentiated supervision program to ensure that members at all levels of professional development are receiving appropriate intervention at appropriate stages of professional development.

Person Responsible Timeline for Implementation Resources

McGee, Mr. Steven	Start: 10/1/2010	-
	Finish: 5/31/2013	

Status: In Progress — Upcoming

Strategy: C. Support teachers in differentiating curriculum, instruction, and assessment for diverse learners.

Description: Teachers will be prepared to deliver the highest standards of teaching to maximize opportunities for student success. They will learn to assess each student's academic strengths, interests, and needs based on diagnostic assessments upon entry to school and throughout their schooling. Teachers will engage in study to refine practices in differentiating curriculum, instruction, and assessment for all students.

Activity: PD-C1: Support teachers in their areas of assignment through a differentiated CURRICULUM strand of professional development.

Description: During the new weekly time allotment for professional development, as well as during the In-Service days as specified in the plan, the differentiated CURRICULUM strand of professional development will be delivered in workshop formats which will include the topics identified in the needs assessment and related to educators' specific curricular areas and current assignments.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 8/25/2010 Finish: 8/23/2012	\$18,000.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District and Intermediate Unit 8	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
As a result in participating in a workshop format of professional development, educators will gain the following knowledge and skills: a) Building Pedagogy and Knowledge in Specific Content Areas; b) Aligning and Embedding Literacy, Science, and Mathematics Standards Across Content Areas; c) Adapting Curriculum and Differentiating Instruction; d) IU#8 WAN Offerings and United Streaming; e) Implementation of Online Curricular Programs and Delivery; f) Incorporation of Multi-Media Technology; g) Methodology and Curriculum for English Language Learners; h) Standards Aligned Systems (SAS) and I) Curriculum Related Training Based on Certification and Teaching Assignments including Gifted, ESL, and strategies for Early Childhood educators.	Professional development is focused on improving the learning of all students as recommended by the National Staff Development Council. Educators will synthesize practical ways to improve teaching and learning, use of resources to support learning and collaboration, strategies for the establishment of a learning environment that communicates high expectations, and depth of content knowledge.	<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"> • 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 culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

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

Evaluation Methods

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

- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: PD-C2: Support teachers in their areas of assignment through a differentiated INSTRUCTION strand of professional development.

Description: During the new weekly time allotment for professional development, as well as during the extended in-service days as specified in the plan, the differentiated instruction strand of professional development will be delivered in workshop formats that will provide teachers with strategies for differentiating instruction within their classrooms.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 11/11/2010 Finish: 1/14/2013	\$18,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District and Intermediate Unit 8	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will acquire the following skills: a) Knowledge in types of disabilities and appropriate accommodations; b) NCLB and effective research-based practice; c) effective collaboration among regular educators and educational specialists; d) Minimizing behavioral disruptions to maximize learning; e) Effective questioning strategies; f) Strategies for students with ADD, ADHD, and autism; g) strategies for students with medical needs; h) Remediation strategies in mathematics and reading; i) coordination of services and materials for special needs studnets; j) RESPECT in the classroom; k) Learning Characteristics and Needs of Gifted Students; l) Effective partnerships with parents; m) Cultural diversity awareness; and n) Appropriate practices to include ESL and Learning Support students; o) Writing and/or addressing standards-based IEP goals; and p) Instructional strategies to increase AYP.	Differentiation of instruction is considered best practice in today's classrooms. The activity is designed to organize educators into a learning community with goals aligned with those of the district as recommended by the National Staff Development Council.	<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</i></p>

administrators, and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

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

- Geography

Follow-up Activities

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

Evaluation Methods

- Student PSSA data
- Participant survey
- Review of participant lesson plans

Status: In Progress — Upcoming

Activity: PD-C3: Support teachers in their areas of assignment through a differentiated ASSESSMENT strand of professional development.

Description: The differentiated assessment strand of professional development will be delivered in workshop formats on the in-service days specified in the plan and also through the new weekly professional development forums.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 3/14/2011 Finish: 3/11/2013	\$18,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District and Intermediate Unit 8	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will acquire the following skills of evaluation and assessment: a) Tools for effective data analysis, e.g., PSSA longitudinal review, E-Metric, PVASS, Study Island, DORA and DOMA; b) PowerGrade and PowerSchool Applications; c) Designing Performance-Based Assessments in the Classroom; d) Varying Assessment Strategies for Specific Purposes; e) Adapting Assessments for Special Education Students; f) Student Self-Assessment and Self-Monitoring Strategies; g) Vertical Teaming Assessment Analysis (K-12 alignment core area subjects); h) Progress Monitoring and for Struggling Students; i) The Teacher's Role in the MDE Process; j) Adapted Assessment for Gifted Learners; and k) Assessing Multiple Intelligences.	The Professional Development Plan provides staff learning that improves the learning of all students through effective assessment.sources of information to guide improvement and demonstrate the impact of interventions.	<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 parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

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

Evaluation Methods

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

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

- pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

Status: Not Started — Overdue

Strategy: D. Support Teachers in promoting academic rigor.

Description: Emphasize academic rigor through the supervisory process to reflect the integration of curriculum, instruction, and assessment. Through the workshop format made possible by the new scheduling initiative, teachers will be provide with strategies for promoting academic rigor within all content areas.

Activity: PD-D1: Require differentiation of instruction for Gifted learners. Prepare teachers to deliver rigorous course work.

Description: A Learning Enrichment Team will serve K-12, whereas previously the team served though Grade 8. A teacher will provide oversight of GIEP development at the high school starting with the 2010-2011 school year and assist teachers in providing opportunities for students to meet GIEP goals. The district will ensure that teachers are trained and prepared to deliver rigorous coursework such as AP and honors courses. The Learning Enrichment Team will also help to lead in preparing regular education teachers to meet the needs of gifted students.

Person Responsible	Timeline for Implementation	Resources
Thomas, Mr. Matthew	Start: 10/4/2010 Finish: 5/31/2013	\$4,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District/College or University	<ul style="list-style-type: none"> • School Entity • College 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will acquire the following: a synthesis of research findings on differentiating instruction for gifted learners, strategies for multiple	Through a focus on research and best practice related to the learning needs of gifted students, coupled with in-	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's

intelligences, strategies for teaching gifted and talented students, depth of content knowledge; and skills required to adjust instruction to address diverse learning requirements of gifted students;

depth focus on content, teachers will be prepared to deliver rigorous course work to gifted and talented students.

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 	<ul style="list-style-type: none"> ● High school (grades 9-12) 	<ul style="list-style-type: none"> ● Reading, Writing, Speaking & Listening ● Science and Technology ● Arts & Humanities ● World Languages ● Mathematics ● Career Education and Work

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
- Lesson modeling with mentoring

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: PD-D2: Require teachers to continually acquire knowledge of content and

effective pedagogy.

Description: The district will support and provide Act 48 offerings in content pedagogy through support of conferences in content areas and through consultation with PaTTAN and I.U. specialists. Teachers will be encouraged to contribute to the knowledge of the learning community through their weekly forums as they acquire individual knowledge in content areas.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 10/1/2010 Finish: 5/31/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
I.U. and PaTTAN offerings via webinar, consultation, or off-site visits.	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will gain knowledge and skills specific to content pedagogy.	Best practices require that teachers seek expertise both within the school walls and beyond.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Activity: PD-D3: Provide exemplary models of leadership.

Description: Veteran teachers and the Leadership Team will foster a culture of continuous learning and improvement through quality leadership. Through the differentiated supervisory process, teachers will interact in collaborative conversations with supervisors and peers and will have opportunities for peer observations that focus on effective pedagogy.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 10/18/2010 Finish: 5/31/2013	-

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	115
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status

Westmont Hilltop School District

- School Entity

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will focus on content knowledge, pedagogy, effective practice, and on application of the skills that they are learning through their professional learning community activities.	The content is based on adult learning theory (i.e., adults learn best through collaboration and consultation with meaningful opportunities to apply their practice in job-embedded settings).	<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.

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
- Superintendent / asst. superintendents
- 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

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: In Progress — Upcoming

Date Comment

7/15/2009 Opportunities for peer mentoring are provided to faculty on in-service days. The Leadership Team meets bi-weekly and reserves a mutual mentoring time for professional exchange between seasoned veterans and newly appointed team members.

Strategy: E. Reflect state and local priorities in professional development programming.

Description: All teachers will be provided with professional development designed to address specific areas of assignment and state initiatives.

Activity: PD-E1: Address professional development needs in specialized areas of assignment.

Description: Offerings will be provided in workshop formats through the new weekly professional development schedules and will include effective strategies for early childhood and early literacy education, ESL terminology and methodology for content teachers, Gifted Education, Special Education, and cultural diversity.

Person Responsible	Timeline for Implementation	Resources
McGee, Mr. Steven	Start: 10/4/2010 Finish: 6/3/2013	\$6,000.00

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	113
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District and Intermediate Unit 8	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will acquire the following: 1) effective strategies for early childhood and early literacy education, 2) ESL terminology and methodology for content teachers, 3) Gifted Education, 4) Special Education, and 5) cultural diversity along with knowledge and skills to involve families and other stakeholders appropriately.</p>	<p>Professional development is aligned with the National Staff Development Council's recommended Standards for Professional Development.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

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

Evaluation Methods

- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: PD-E2: Use data strategically to address student needs.

Description: Teachers will be provide with time during the school day to analyze data sources and to plan how to address student needs as revealed through data analysis which include, but are not limited to, the use of the E-metric system, longitudinal data, and PVASS to inform instruction and curricular initiatives. Teachers will have regularly scheduled grade level team planning opportunities to review longitudinal data in collaborative sessions. Annually, teachers will determine patterns in the data to be addressed system-wide. During the 2010-2011 school year, this process will begin with the four top achievement needs identified as follows: 1) The Reading Achievement Analysis revealed insufficient growth in reading for Grade 5 students. 2) Grades 5 & 8 demonstrate the need for intervention to increase the probability of proficiency in reading in the next grade level tested. 3) The IEP subgroup at the middle school made AYP through the GM provision. The goal is to decrease the gap between this subgroup and the all-student group through effective remediation strategies. 4) Grade 8 students demonstrate the need for intervention to increase the probability of success in the next tested grade level (Grade 11). Collaborative teams will address these needs during time provided during the regular school day.

Person Responsible Timeline for Implementation Resources

Anderson, Dr. Susan Start: 10/4/2010 -
Finish: 4/30/2013

Status: In Progress — Upcoming

Activity: PD-E3: Require teachers to be highly qualified.

Description: Teachers will demonstrate ability with either a baccalaureate major with certification in the subject area or by passing the state-approved competency examination.

Person Responsible Timeline for Implementation Resources

Anderson, Dr. Susan Start: 10/4/2010 -
Finish: 5/31/2013

Status: In Progress — Upcoming

Activity: PD-E4: Support teachers in attending off-site learning opportunities.

Description: Provide funding and substitutes for professional development to occur through PaTTAN and Intermediate Unit Offerings, off-site classroom observations, as well as through webinars and other forms of distance learning.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 10/4/2010 Finish: 6/3/2013	\$30,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	100	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Approved Providers of Conferences Opportunities	<ul style="list-style-type: none"> School Entity College Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge and skills in areas specific to their assignments in self-selected and district-endorsed conference and webinar opportunities.	This practice alligns with adult learning theory and organizational learning theory, both of which advocate self-selected and job-embedded learning opportunities.	<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 teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors 	<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 • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

- Team development and

Evaluation Methods

- Student PSSA data

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

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

- Participant survey

Status: In Progress — Upcoming

Activity: PD-E5: Support Teachers in attending institutions of higher learning.

Description: Provide funding for professional development to occur through financial support of educators' voluntary enrollment in institutions of higher learning.

Person Responsible Timeline for Implementation Resources

Anderson, Dr. Susan	Start: 10/1/2010 Finish: 5/31/2013	\$90,000.00
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Status: In Progress — Upcoming

Strategy: F. Support educators in providing a safe and healthy environment for students.

Description: The Leadership Team will implement the goals of the Westmont Hilltop School District's Wellness Plan as it relates to professional development.

Activity: PD-F1: Apply Social and Emotional Support Standards

Description: The district will incorporate Social and Emotional Support Standards into our Wellness and Professional Development initiatives to be carried out through the emotional support and counseling program leadership.

Person Responsible Timeline for Implementation Resources

Kuzmiak, Mrs. Nicole	Start: 3/1/2011 Finish: 5/31/2013	-
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Status: Not Started — Overdue

Activity: PD-F2: Train staff and administration in preventing and/or intervening in health emergencies.

Description: Staff will be trained in prevention of injuries including response to food allergies and choking. Staff will be trained in “The First Ten Minutes,” a guide for professionals in schools who are the first responders in the event of an injury. Administrators and office staff will be trained on the proper use of inhalers and assisting students with asthma.

Person Responsible	Timeline for Implementation	Resources
McGee, Mr. Steven	Start: 10/4/2010 Finish: 3/1/2013	\$6,000.00

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	30
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Westmont Hilltop School District and Office of Community Health	<ul style="list-style-type: none"> School Entity Non-profit organization 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will acquire the following: Proactive strategies to prevent injuries and promote wellness, knowledge and skills to involve families and other stakeholders appropriately, understanding of diverse perspectives and identification of common interests, understanding of the challenges of various cultural and socioeconomic groups, preparation to convey respect for students, their families, and diverse cultural backgrounds (via the scope of our bullying prevention program).	The content is based on the Health and Wellness Action Plan that was developed by the District's Wellness Council and will be delivered in partnership with the Office of Community Health.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) 	<ul style="list-style-type: none"> Health, Safety and Physical

- Superintendent / asst. superintendents
- School counselors
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Education

Follow-up Activities

- CPR Certification

Evaluation Methods

- Participant survey

Status: In Progress — Upcoming

Activity: PD-F3: Articulate a protocol for emergency response.

Description: A protocol will be articulated to address procedures for school personnel to implement in the event that emergency response teams are summoned. Key district administrators will be certified in NIMS.

Person Responsible Timeline for Implementation Resources

McGee, Mr. Steven	Start: 6/15/2011 Finish: 6/1/2014	\$2,100.00
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Status: Not Started — Upcoming

Activity: PD-F4: Schedule training for administrators and teachers in CPR and the use of the AED.

Description: At least once every three years, and preferably more frequently, CPR and AED training will be offered to faculty members.

Person Responsible	Timeline for Implementation	Resources
McGee, Mr. Steven	Start: 10/4/2010 Finish: 3/18/2013	\$5,400.00

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	24
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District, Office of Community Health, and/or Red Cross	<ul style="list-style-type: none"> • School Entity • Non-profit organization 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn appropriate emergency response protocol including CPR and administration of the AED.	Certified CPR instructors and nurses will teach CPR/AED skills to educators.	<i>For classroom teachers, school counselors and education specialists:</i>

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

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	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Health, Safety and Physical Education
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Lesson modeling with mentoring • Demonstration 	<ul style="list-style-type: none"> • Participant survey

Status: In Progress — Upcoming

Activity: PD-F5: Use data to maximize protective factors and minimize threats as a means of providing a safe, nurturing environment.

Description: The district will study data from state or federal level assessments of risk as well as the local Olweus surveys and Pennsylvania Youth Survey, and share this data with educators and the district's Wellness Council, who will assess annually and respond with goals and strategies designed to maximize protective factors and minimize threats.

Person Responsible	Timeline for Implementation	Resources
McGee, Mr. Steven	Start: 4/7/2011 Finish: 4/7/2013	\$6,000.00

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	21
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

The Leadership Team and School Board will gain knowledge of data as a result of analysis of the Olweus Bullying Prevention Survey and the Children and Youth Survey, that will enable us to intervene when necessary to ensure a safe nurturing environment for our students.

The surveys are designed to help leadership teams and wellness councils maximize protective factors and minimize threat factors in school districts. They are nationally validated instruments.

For classroom teachers, school counselors and education specialists:

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

Educator Groups Which Will Participate in this Activity

Role

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

Subject Area

- Health, Safety and Physical Education

Follow-up Activities

Evaluation Methods

- Survey Data (Olweus and PA Youth Survey Data)

Status: Not Started — Upcoming

Strategy: G. Support teachers in the acquisition of skills in integrating technology with a particular emphasis on cyber safety. (See Educational Technology Plan Strategy C).

Description: Carry out the professional development offerings articulated in the technology plan (see Educational Technology Plan Strategy C) by offering training in the National Educational Technology Standards for teachers. The technology strand of professional development will incorporate the trainings as outlined in the Technology Plan.

Activity: PD-G: Implement the professional development offerings embedded in the Educational Technology Plan.

Description: Training will be based on the National Education Technology Standards for Teachers and will be carried out daily in the classrooms of grade level and department teams with the assistance of a Classrooms for

the Future Coach.

Person Responsible	Timeline for Implementation	Resources
Molnar, Mr. Joseph	Start: 9/30/2010 Finish: 5/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	90	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Derived from the National Educational Technology Standards, knowledge and skills will include United Streaming Applications, Internet Safety Tools, PowerPoint Applications, I-Cal, E-Metric data analysis tools, Study Island, E-College, PowerGrade and PowerSchool. (Note: Funding is already established within the Technology Plan.)	Content is based on the PDE initiative entitled "Classrooms for the Future" and the district has extended the process from K-12.	<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. Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Evaluation Methods

- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Annual Review Process

Annual Review Process

The annual review process will be conducted by the following groups in the following phases:

- 1) **by the faculty** with each unit of professional development,
- 2) **by the Leadership Team** during monthly team meetings,
- 3) and **by the Professional Development Committee, Leadership Team, and School Board** on an annual basis.

The annual review will include evaluation of the goals, activities, and delivery system, and attainment of the competencies for each activity. The assessment process will include the five phases of professional development as recommended in the guidelines for the plan.

Student Achievement Data:

Annually, faculty members, the Leadership Team, and the Professional Development Committee will assess whether achievement targets have been met to determine what successes and new needs are emerging from the data. Sources of data used in the review will include E-Metric analysis, PVAAS data, and curriculum-based assessments conducted by teachers within their departments and grade levels and shared with the Leadership Team. Our plan is grounded in consultation and adaptation across all grade levels. These forums will provide a forum for responsive adjustment in curriculum, instruction, and assessment based on annual achievement data. A five-year longitudinal review of achievement data is summarized annually and reviewed with the school board in November.

Participants' Use of New Knowledge:

Administrators will focus a portion of their observations and feedback on the observable application of new knowledge and skills that have been taught through the professional development process. By commending the observable application of new skills and knowledge through the supervisory process, the Leadership Team will promote the expectation that new learning will be applied by educators within their classrooms in observable ways that benefit students. When observation indicates that educators need additional reinforcement in an area of emphasis for professional development, the Leadership Team will make provisions for additional individualized support and/or peer-to-peer observation and support.

Participants' Learning:

With each unit of instruction, workshop, or series of workshops on a given topic, participants will be asked to evaluate their learning experiences and to reflect on how they plan to apply their learning in ways that will benefit students. They will assess the quality of the professional development regarding both the content of the workshops and the effectiveness of instruction that they experienced during the professional development sessions.

At the conclusion of each workshop or series of workshops on a topic, teachers will be asked to evaluate the learning experience as follows:

- What did you expect to learn from this activity?
- What did you learn from this activity?
- What will you do differently as a result of this activity?
- What additional comments or suggestions for future activities would you offer?

Participants' Reaction:

At the conclusion of each unit of instruction, teachers will evaluate content based on the following factors:

- Organization of the presentation

- Clear statement of objectives
- Relevance of activities to objectives
- Whether or not all necessary materials/equipment/resources were provided or made readily available

Teachers will evaluate the instruction delivered by the presenter based on their reactions to the following factors:

- The preparation of the presenter
- The knowledge of the presenter within the subject area
- The clarity of presentation
- The employment of effective strategies and techniques
- The professionalism and effective interaction of the presenter with the participants

The evaluation forms will be reviewed by the Leadership Team following each workshop, and by the Professional Development Committee annually, to determine whether adjustments are needed to improve the quality or content of professional development experiences.

Organization and Support of Change:

The first strategy of the 2010-2013 Professional Development Plan was to “align professional development with adult learning theory,” i.e., to create an organizational climate in which job-embedded, meaningful, applied learning is a high priority within an environment that provides time for 1) consultation among teaching colleagues, and 2) regular analysis of student achievement (not only as a planned event, but as a routine occurrence throughout the school year). The first activity designed to accomplish the alignment of professional development with adult learning theory is to “re-culture the district into a professional learning community.”

As noted in the needs assessment phase of the plan, a major challenge was the need to create time during the school day for the development of a learning community comprised of educators. That challenge was met during the first phase of Strategic Planning through a joint initiative of the administration and the teachers’ association which resulted in the provision of additional time, devoted during the school day, to professional development. The district deems this scheduling support to be a very significant accomplishment in that it provides the necessary time and opportunity for organizational change to occur.

Within this organizational structure, educators will meet weekly for purposes of professional development, consultation regarding student needs, and analysis of student achievement data. The annual culmination of the process will involve all educators in an analysis of 1) what needs have been met annually through the professional development plan and 2) what needs should be prioritized for the following year in order to meet this first and overarching priority of “re-culturing of the district into a professional learning community.” The ultimate goal is to create an organizational culture capable of collaboratively assessing our progress and needs, and adjusting our process in response to observable accomplishments and changing needs.

To this end, educators will also be involved in an annual assessment of accomplishments and reassessment of needs. The Professional Development Committee Chair and Superintendent will report progress annually to the school board during the annual “State of the District Message,” held

in June at the conclusion of each school year, and at regular intervals through the monthly committee reports to the school board, and to the professional staff during the fall in-service days. The process will allow us to look at the timeline for the plan and to adjust pacing when needed to meet the annual targets.

Supporting Documents

Supporting Documents - Attachments

- Longitudinal Data Review of 2009
- Westmont Hilltop PAYS (Pennsylvania Youth Survey) Results
- Professional Education Needs by Teachers
- Needs Assessment Data Analysis

Contact Information

Appendix B

Entity Information Page

Entity: Westmont Hilltop SD

Address:

827 Diamond Blvd
Johnstown, PA 15905-2348

Superintendent or Chief Administrative Officer: Susan Anderson

E-mail: sja@whsd.org

Telephone: 814-255-8710

Fax: 814-255-7735

Professional Education Committee Chairperson: Matthew Thomas

E-mail: mpt@whsd.org

Telephone: 814-255-8722

Fax: 814-255-8793

Act 48 Reporting Contact: Diane Fox

E-mail: dmf@whsd.org

Telephone: 814-255-6751

Fax: 814-255-7735