
Pennsylvania Department of Education



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

Professional Education Report **(Last Approved: Tuesday, October 04, 2011)**

Entity: Upper Dauphin Area SD
Address: 5668 State Route 209
Lykens, PA 17048-8414
Phone: (717) 362-6545
Contact Name: Paul Caputo

Needs Assessment

The Professional Education Committee of the Upper Dauphin Area School District reviewed data from a number of measurements to identify educational needs. The following sources of data were used:

SCHOOL DISTRICT

- Vision, Mission and Goals established in the Strategic Planning process
- School Profiles Information including PAAYP, Schooldigger and Pennsylvania Value-Added Assessment (PVASS)
- 2010 Project Tomorrow Speak Up Surveys
- PA Standards/Anchors

PROFESSIONAL STAFF

- Continuing Professional Education Survey
- Upper Dauphin Area Induction Plan
- Technology Plan
- Staff Evaluations and input
- Principal/Teacher Goal Setting Conference

STUDENTS

- PSSA results including reports generated through PVASS, e-Metric and Performance Tracker
- PASA results
- Standardized Tests including DIBELS, SAT, PSAT, AIMWeb and Study Island benchmarks.
- SAP team suggestions
- Title I Assessment Information
- PIMS demographic data
- Student surveys

COMMUNITY

- Upper Dauphin Area Academic and Standards Plan
- Occupational Advisory Committees
- A review of the data collected by the Upper Dauphin Area School District Continuing Professional Education Committee
- Parent and community surveys

The Professional Education Committee identified the following as professional educational needs:

1. CURRICULUM AND INSTRUCTION

- reading and writing across the curriculum instruction methods that include proofreading, journal writing, teaching challenged student readers and identifying reading disabilities
- review of the PSSA tests including but not limited to student preparation for this test, development of course work that will meet the standards being tested, and understanding the assessment standards used to evaluate these test
- review of grading objectivity while using alternative assessment
- aligning assessments and standards with curriculum and with report cards
- continued education in computer/technology use in the classroom, developing computer/technology skills and measuring subject area specific computer/technology use

2. SCHOOL ENVIRONMENT

- continued development and implementation of plans for crisis management, drug and alcohol education, highway safety procedures, lab safety procedures
- education in ways to increase student accountability and responsibility
- continued education programs in anger management and in mental health issues including but not limited to depression and suicide

3. DIVERSITY

- continued education in incorporating specific needs students into the regular classroom, in adapting children with behavior problems into the classroom, and in meeting individual student needs, including the needs of gifted students.
- review of techniques used in differentiated instruction within heterogeneously grouped classes and in meeting the needs of students who learn at various rates.
- continued development and implementation of plans for easing transitions and for diversity education
- provide training in strategies to integrate the ESL student into the classroom

4. PROFESSIONAL RESPONSIBILITIES

- School Law issues including, but not limited to school nurses, and teachers rights, responsibilities and limitations
- rejuvenation workshops
- continued education in various subject related topics including, but not limited to games and activities as teaching tools; advances in science, health, medicine and technology education; make and take workshops; and art activities
- opportunities for direct observation of excellent classroom teachers within our district and in other nearby districts.

Professional Education Action Plan

***Goal:* PROFESSIONAL DEVELOPMENT**

Description: The Upper Dauphin Area School District will develop a comprehensive professional development plan for all faculty, staff and administration. This plan will be aligned with all the goals outlined in the district's Chapter 4, Educational Technology, and Teacher Induction plans. Additionally, the district professional development plan will incorporate training in inclusive practices, including differentiated instruction, for all teachers in the district.

***Strategy:* Effective Utilization of Instructional Technology**

Description: The District will provide ongoing Professional Development opportunities which emphasize the effective utilization of all technology.

***Activity:* Technology Integration**

Description: Professional development efforts which facilitate the integration of current, popular, technology to deliver curriculum will be sought. At the time of this report's development, such technology includes use of video game simulations, blogs, chats and web-based media. Staff will become proficient in the use of Learning Management Systems (LMS) or Virtual Learning Environments (VLE) to create digital content to enhance their course offerings.

***Activity:* Technology Training**

Description: District employees will be provided training designed to allow for proficient use of hardware, software, including web-based platforms relevant to their respective job responsibilities. All technology initiatives and expected use of technology will be supported by professional development.

***Strategy:* Fostering 21st Century Skills**

Description: Teachers and Administrators will participate in professional development opportunities which demonstrate the importance of designing learning experiences that foster the development of critical thinking, 21st century skills and responsibility for learning, which lead to lifelong learning. A goal of these experiences is to allow all students to become more productive and efficient learners in preparation for the 21st Century workplace which will then empower them to become collaborative workers, thinkers, and evaluators of information and to expand learning opportunities that promotes student and teacher creativity and critical thinking.

Activity: Authentic, Student-Centered Activities

Description: Professional development opportunities will be afforded teachers regarding the development and use of assignments and projects that are more authentic and “real world” in nature, as opposed to more “artificial” activities that are generally only found in schools. A change in teaching practices from didactic toward more student-centered approaches will take place.

Strategy: Instructional Coaches

Description: Instructional coaches will provide on-site professional development to educators on how to use proven teaching methods. Coaches will also be employed in use of instructional technology. Instructional coaches will work one-on-one with teachers to make it easier to adopt the instructional methods that can make a difference to students' success.

Activity: Instructional Technology Coaches

Description: Coaches work with school staff to develop the on-site capacity of schools to sustain and deepen teachers' ability to integrate instructional technology into classroom lessons in all academic areas, use data to make informed instructional choices, and promote instruction that is differentiated for students.

Activity: Literacy Coach Will Be Maintained

Description: The District will hire and maintain the assistance of a K-8 literacy coach who will assist teachers in the development of exemplary teaching and assessment strategies in language arts and reading.

Activity: Tech Lead Teacher Program Will Be Established

Description: Teachers who are committed and proficient in technology integration will be used to provide technology training, support and mentoring to their peers. The Tech Lead Teachers will accept these duties on a voluntary basis. They will receive training in advance of new initiatives and will receive an annual stipend for their services.

Strategy: Meeting Diverse Student Needs

Description: To provide ongoing opportunities for Professional Development for teachers and staff in strategies to accommodate diverse student needs.

Activity: Accommodating ESL Students

Description: Strategies for accommodating and teaching ESL students will be provided on an ongoing basis in order to provide K-12 teachers with the means to support, accommodate, and empower their students from non-English speaking backgrounds.

Activity: Differentiating Instruction ... One Size Does Not Fit All

Description: This workshop provides the beginning of a journey to understand the principles and strategies of a differentiated classroom. The workshop presents teaching strategies that ensure improved quality of instruction and promote effective thinking, improved writing, reading and speaking skills across the curriculum.

Person Responsible	Timeline for Implementation	Resources
Caputo, Paul	Start: 8/22/2012 Finish: 10/15/2012	\$1,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	105
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Indiana University of Pennsylvania	• College	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
This workshop provides the principles and strategies to help teachers meet the needs of students who struggle academically and those who learn at an advanced level and accelerated pace. Participants will learn and apply the principles of a differentiated classroom and explore teaching strategies to differentiate instruction.	Curriculum Differentiation is a belief system that encourages success for all students in school. It is based on the following beliefs: <ul style="list-style-type: none"> • Students differ in their learning profiles. • Classrooms in which students are active learners, decision makers and problem solvers are more natural and effective. • "Covering information" 	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district</i></p>

takes a backseat to making meaning out of important ideas.

administrators, and other educators seeking leadership roles:

The key to a differentiated classroom is that all students are regularly offered choices, and students are matched with tasks compatible with their individual learning profiles, interests and readiness.

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Activity: Diverse Learners

Description: Education in strategies which facilitate the inclusion of special needs students into the regular classroom, in making necessary adaptations to facilitate the inclusion of children with behavior problems into the classroom, and in meeting individual student needs, including the needs of gifted students will be ongoing.

Activity: Inclusionary Classroom Practices

Description: The following topics will be covered in this in-service: 1. Three questions will be answered: Do we value all children equally? What do we mean by inclusion? Are there some children for whom inclusion is inappropriate? Participants will discuss these questions in groups of four; 2. Define Inclusion, Why inclusion?, NCLB, IDEA 2004, Gaskin Case, What does the law say about LRE?; 3. Activity using paper chase- Who are the students in your school?; 4. Discussion- Fairness is not everyone getting the same thing. It is everyone getting what they need. Responsible Inclusion and Systems Change; 5. Activity-what are the good things happening in your schools?; 6. Co-teaching and Collaboration.

Person Responsible	Timeline for Implementation	Resources
Caputo, Paul	Start: 8/22/2013 Finish: 8/1/2016	\$1,600.00

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	105
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
University of Scranton	• College	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will examine and discuss the following three questions: Do we value all children equally? What do we mean by inclusion? Are there some children for whom inclusion is inappropriate? As a result of this program staff will gain a better understanding of inclusionary practices, co-teaching and collaboration, NCLB, IDEA 2004, and Least Restrictive Environment.	Inclusion as an educational practice is widely considered to be best practice and is implemented in most school districts across the United States and abroad. In fact, IDEA requires that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled. The benefits of inclusion are clear. Inclusion better prepares students with and without disabilities to deal with differences they will face in society. In addition, no	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking</i></p>

segregated or resource setting *leadership roles:*
 can reproduce the opportunities offered by an inclusionary setting. Finally, students with disabilities are exposed to the same curriculum as their typical peers in the inclusionary setting, which better prepares them for life beyond school.

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

Educator Groups Which Will Participate in this Activity

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

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

Strategy: Professional Responsibilities

Description: To provide ongoing opportunities for staff development in topics that will improve and promote professional responsibility and accountability.

Activity: CPR/AED/First Aid Training

Description: The Upper Dauphin Area School District annually offers opportunities for initial and refresher CPR/AED/First Aid training to all employees allowing them to be prepared for a wide range of emergencies.

Activity: Improving Emotional and Physical Health

Description: Ongoing professional educational workshops which promote healthy lifestyles and managing stress will be presented. Providers will include Spark trainers, Capital Blue Cross, nutritional speakers from regional medical facilities, and fitness/aerobic instructors.

Activity: School Law

Description: School law issues, including, but not limited to school nurses' and teachers' rights, responsibilities and limitations will be an ongoing professional development topic.

Strategy: School Environment

Description: To identify, design and implement programs to ensure a safe and responsible environment for learning. This professional development effort will be an ongoing, systematic, and comprehensive process that addresses both short-term and long-term safety measures to eliminate violent attitudes and behaviors in our schools and to create and maintain a positive and welcoming school climate in which all members take pride. A healthy, positive school climate promotes the emotional well-being and growth of every student, while providing a safe, secure environment.

Activity: Crisis Management Plan

Description: Opportunities to engage in school crisis planning, training in school crisis management plans and school violence prevention will be offered to staff.

Activity: Social Issues

Description: Staff will gain an awareness and understanding of social issues including but not limited to anger management, bullying/cyber bullying and online safety, mental health issues, and drug and alcohol abuse prevention.

Strategy: Standards-Aligned Curriculum, Instruction and Assessment

Description: To provide opportunities for Professional Development that will lead to the design and implementation of curriculum, instruction, and assessment based on PA Standards/Anchors and Eligible Content.

Activity: Assessment

Description: Ongoing professional development opportunities will be afforded staff to gain an understanding of how the Pennsylvania System of School Assessment, the Keystone Exams, and the Classroom Diagnostic Tools can be utilized to allow students to succeed and build mastery of the standards.

Activity: Curriculum Mapping

Description: In-service dates and other professional development workshops will be reserved for curriculum mapping initiatives and training on an ongoing basis. K-12 curriculum maps will be developed collaboratively and will include linkages to PA Standards, Anchors, and Eligible Content as well as information from the SAS Curriculum Framework such as Big Ideas, Concepts, and Competencies.

Activity: Literacy Coach Activities

Description: The Literacy Coach will conduct peer observations of reading teachers, assist in DIBELS and AIMSWeb assessments, assist with the professional development needed in order for the reading series to be used most effectively, including the use of student learning centers, and will lead data analysis group sessions.

Activity: Standards Aligned System Training

Description: Staff members will be trained in use of the Standards Aligned System (SAS). Training will be ongoing and will include orientation and use of the resources, tools, material and content available in the SAS Portal.

Activity: Using Data to Inform Instruction

Description: District-level and building-level data teams consisting of teachers and administrators will continue to be an integral component of UDA's professional development plan. These teams will meet and share ideas and strategies and use data to inform instruction. A variety of data including PSSA results, DIBELS, Study Island Benchmark Assessments and AIMSWeb results will be used to assess student/program strengths and weaknesses. Data will be used to identify students who need intervention and remediation and to differentiate instruction. Team members will receive training in use of data tools including PerformancePlus, eMetric and PVASS.

Strategy: Teacher Induction Program

Description: The program's goal is to improve the new teacher's knowledge and facilitate his/her orientation and integration into the Upper Dauphin Area School District. Among the objectives of the program are to provide an orientation program designed to prepare the inductee for the opening of school; provide peer support using successful, experienced teachers as mentors for the inductees; provide a structure through which the inductee can learn to objectively analyze the effectiveness of his/her teaching; provide a structure for identifying and solving problems common to new teachers; provide instruction and coaching in district policies, curriculum, and procedures.

Activity: Teacher Orientation

Description: The district provides a comprehensive two-day new teacher orientation program for novice teachers and teachers new to the district. These days are held the week prior to the whole staff in-service in August.

Annual Review Process

A sub-committee of the professional education committee will meet on an annual basis to update the plan based on evolving needs. Specific actions will include, but not be limited to the following: building level surveys of staff and web-based surveys of parents and community members. This information will be compiled every May and reviewed by the committee, which will provide the administration with an annual review and recommendations.

Supporting Documents

Supporting Documents - Attachments

- Policy 246 Student Wellness
- Grades 6-8 Speak Up Survey
- Grades 9-12 Speak Up Survey
- Grades K-2 Group Survey
- Grades K-2 Individual Survey
- Parent Speak Up Survey
- Teacher Speak Up Survey
- Needs Assessment Results
- Professional Development Feedback Form
- Professional Development Needs Assessment

Appendix B

Entity Information Page

Entity: Upper Dauphin Area SD

Address:

5668 State Route 209
Lykens, PA 17048-8414

Superintendent or Chief Administrative Officer: Paul R. Caputo

E-mail: caputop@udasd.org

Telephone: 717-362-6545

Fax: 717-362-3050

Professional Education Committee Chairperson: Paul R. Caputo

E-mail: caputop@udasd.org

Telephone: 717-362-6545

Fax: 717-362-3050

Act 48 Reporting Contact: Lisa Adams

E-mail: adamsl@udasd.org

Telephone: 717-362-6553

Fax: 717-362-3050