

ACT 48 PROFESSIONAL EDUCATION PLAN GUIDELINES

July/2017



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

333 Market Street
Harrisburg, PA 17126-0333
www.education.pa.gov



Commonwealth of Pennsylvania

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I. Introduction

Ensuring that all Pennsylvania children receive the high-quality education that they deserve requires an effective teacher in every classroom, as well as school and district leadership that is focused on raising achievement. The commonwealth's educators—from the classroom teacher to the district superintendent—are the most important components of Pennsylvania's strategy for educational success.

As professionals in an ever-changing knowledge-based society, the state's educators are required to continuously upgrade their skill-set—just as lawyers, doctors, accountants, and other licensed professionals are expected to do. Pennsylvania's educator professional development law, known as Act 48 of 1999, describes the requirements that apply to all certified educational professionals.

Act 48 of 1999 (24 PS §12-1205) established the requirement that all certificate holders must earn 180 hours of professional development every five years. Act 45 of 2007 (24 P.S. §12-1205.5) defines requirements for continuing professional education taken by Pennsylvania school or system leaders in specific covered positions (i.e., principals, assistant/vice principals, superintendents, assistant superintendents, intermediate unit executive directors, assistant intermediate unit executive directors, or directors of area vocational-technical schools).

The professional education plan of each school entity should be designed to meet the continuing education needs of that school entity and its professional employees, so that they may in turn meet the specific needs of students. Professional development must be based on sound research and promising practices of educator effectiveness, consistent with 24 P.S. §11-1123, and it must be part of an approved plan for building educators' skills over the long term.

Under Pennsylvania's teacher evaluation system, in accordance with Act 82 of 2012 (24 P.S. §11-1123), 50 percent of an educator's evaluation is comprised of multiple measures of student achievement. The Danielson Framework for Teaching, which is the observation/evidence instrument for Pennsylvania's new teacher evaluation system, is comprised of four domains, each with its own set of essential professional practice components, and is described in detail at <http://pdesas.org/instruction/frameworks>. All Act 48 professional development offerings must be aligned to at least one component of one of the four professional practice domains within the Danielson Framework for Teaching.

Professional development must also be aligned to the applicable learning standards. The Pennsylvania Academic Standards for core instruction have legal status as appendices to 22 Pa. Code Chapter 4 (Academic Standards and Assessment), and can be accessed on [PDE's Standards Aligned System \(SAS\)](#).

1. If the proposed offerings cover topical content related to the core academic content areas, they must be aligned by grade level to the standards. If the proposed offerings focus on social-emotional wellness, they should be aligned to the Pennsylvania Interpersonal Skills standards, also accessible via SAS.

2. If the proposed offerings are designed for early childhood educators, they must be aligned to the Pennsylvania Early Learning Standards. The Early Learning Standards are meant to guide the development of pre-kindergarten programs, and were developed by a task force consisting of early childhood practitioners and administrators, policy analysts and researchers, and university faculty.
3. If the proposed offerings aim to develop teachers' professional capabilities to use learning technologies or software, they should be aligned to:
 - a. [Partnership for 21st Century Skills Frameworks for Information, Media and Technology Skills](#); or
 - b. [International Society for Technology Education's National Educational Technology Standards for Students, Teachers, and Administrators](#)
4. Professional development activities that target educators working with special needs learners or students with Individualized Education Programs (IEPs) can reference the provisions and requirements of 22 Pa. Code Chapter 14 (Special Education Services and Programs), the Individuals with Disabilities Education Act (IDEA), or 34 CFR Part 300. They provide educators with information on dealing with special conditions that impact student achievement (ADHD, autism, visual, auditory and speech limitations, disabilities that limit physical mobility, and intellectual disabilities).

Each school entity in Pennsylvania—including school districts, intermediate units, joint school districts, area vocational-technical schools, and charter schools—is required to submit a Professional Education Plan to the Pennsylvania Department of Education. The Department of Education will approve or withhold approval for each plan; a plan that is disapproved must be revised and resubmitted. The Professional Education Plan sets out each school entity's strategy for training school personnel at all stages of their careers. School entities are required to examine their student-level data, determine their professional education goals from the data, design an action plan with activities that meet their identified needs, and then evaluate the effectiveness of the training.

All certified educators must then complete 180 hours of professional development every five years. This must be related to an area of the professional educator's assignment or certification (24 PS §12-1205.2(c)) and, if the educator is employed by a school entity, it must comply with the school entity's plan. This requirement can be met with six college credits, six credits of continuing professional education courses, 180 clock hours of continuing professional education, or any combination of collegiate studies, continuing professional education courses or other programs, activities or learning experiences equivalent to 180 hours. For the purposes of calculating hours and credits, one semester credit of collegiate study or continuing professional education course is equivalent to 30 hours of professional development, while one quarter-term credit of collegiate study is equivalent to 20 hours of professional development.

These guidelines are intended to help school entities and educators meet the professional education requirements of Act 48 as required by the Pennsylvania School Code (24 P.S. §12-1205.2(d)) and—most importantly—to continue their professional growth in order to increase the achievement levels of the commonwealth’s students.

II. Professional Education Criteria

In evaluating each school entity’s Professional Education Plan, the Department of Education will determine whether plans meet the following criteria:

1. **Professional development decisions are based on *student needs* and evaluated using student data.** Approved professional development:
 - a. Uses *disaggregated student data* to determine educators’ learning priorities; and
 - b. Is *evaluated* to show its impact on teaching practice and student learning, particularly with regard to closing the achievement gap.
2. **Professional development activities have *content* that will increase student learning.** Approved professional development:

For classroom teachers, school counselors and education specialists:

- a. Enhances the educator’s *content knowledge* in the area of the educator’s certification or assignment;
- b. Increases the educator’s *teaching skills* based on research on effective practice, with attention given to interventions for struggling students;
- c. Provides educators with a variety of classroom-based *assessment skills* and the skills needed to *analyze and use data* in instructional decision-making; and
- d. Empowers educators to work effectively with *parents and community partners*.

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

- e. 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;
- f. Provides leaders with the ability to *access and use appropriate data* to inform decision-making;

- g. Empowers leaders to create a *culture of teaching and learning*, with an emphasis on learning; and
 - h. Instructs the leader in *managing resources* for effective results.
3. **Professional development is provided through a *process* that is most likely to result in sustained school improvement.** Approved professional development is:
- a. Set out in a *plan that is updated annually* by the Professional Education Committee after the committee critically evaluates the prior year's
 - student data;
 - professional education activities; and
 - the feedback/evaluation of those activities;
 - b. Based on knowledge of *adult learning styles* as a basis for instructional design and delivery of the proposed offerings, including knowledge acquired through experience, goal and relevancy orientation, self-direction, motivational factors, and practical application of content;
 - c. Tailored to each *stage of an educator's career*, differentiating between the needs of novice and experienced professionals.
4. **Professional development activities are aligned to at least one component of one domain within the *Danielson Framework for Teaching*.**

Under Pennsylvania's teacher evaluation system, in accordance with Act 82 of 2012 (24 P.S. §11-1123), 50 percent of an educator's evaluation is comprised of multiple measures of student achievement. The Danielson Framework for Teaching, which is the observation/evidence instrument for Pennsylvania's teacher evaluation system, is comprised of four domains, each with its own set of essential professional practice components, and is described in detail at <http://pdesas.org/instruction/frameworks>. All Act 48 professional development offerings must be aligned to at least one component of one of the four professional practice domains within the Danielson Framework for Teaching.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

III. Allowable Professional Education Activities

In order to meet the content criteria outlined in Section II, a school entity's Professional Education Plan must comply with the following requirements:

- 1. Early Childhood, Elementary and Secondary Educators (including Special Education).** To receive Department approval, a school entity Professional Education Plan must include strategies for all classroom teachers to enhance their content area knowledge and pedagogical skills, with particular attention to the needs of diverse learners who are below proficient or below grade-level.
 - a. Content Area.** All early childhood, elementary, and secondary educators will be expected to participate in content-specific professional development within their area of certification or assigned work over the course of the Professional Education Plan. All teachers certified in Special Education are encouraged to obtain at least half of their required hours for Act 48 in one or more academic content areas.

Examples of Acceptable Activities:

- Building knowledge of language/literacy, mathematics, and science-specific content;
- Building knowledge of specific content in other areas covered by the Pennsylvania academic standards, for teachers who are assigned to those areas;
- Visits by educators to a manufacturing workplace for orientation and demonstrations to give the professional educator a greater understanding of job opportunities in manufacturing for students;
- Curriculum development aligned with Pennsylvania standards; and
- Data analysis training (all aspects of assessment and evaluation).

Examples of Unacceptable Activities:

- Courses taken outside of an area of certification or work assignment, except for school administration;
- Any courses/programs for personal growth or an alternative career;
- Repeat of awareness-level introductory courses, e.g., Introduction to Computers;
- Teacher/parent student conferences, grade book analysis, and preparation of report cards; and
- Repeating a course or program unless it has significantly changed its focus or approach.

- b. Teaching Practices.** All early childhood, elementary, and secondary educators will be expected to participate in professional development activities that advance high-quality classroom instruction over the course of the Professional Education Plan.

Examples of Acceptable Activities:

- Training in assessing students and analyzing student data to implement effective change in instruction;
- Observing exemplary school and classroom practices and collaboratively designing instructional strategies based on analysis of the observed experience;
- Training to align and embed literacy, mathematics and science standards and instructional strategies within other academic content areas;
- Acquiring technology skills and designing strategies to integrate technology into the instructional setting;
- Creating shared lessons that help students learn specific skills that assessments identify as weak or lacking;
- Acquiring secondary strategies to increase student engagement and personalize learning;
- Training in how to create safe and welcoming learning environments;
- Improving understanding of the academic, social, emotional and physical needs of all learners;
- Developing knowledge and skills in how to involve families and other stakeholders in the educational process;

- Training in dealing with non-academic issues that may affect learning (grief counseling, intervening in student-on-student harassment, etc.); and
- School or district-wide planning (strategic, professional development, induction, special education, gifted education, school improvement, interventions for struggling students, technology, student support, and wellness).

Examples of Unacceptable Activities:

- Instruction time, serving as a mentor or cooperating teacher;
- Attending administrative faculty meetings with superintendent or principal;
- Supervision of school field trips;
- Tutoring;
- Tours of school buildings;
- Preparing and presenting college course lessons; and
- Extracurricular assignments (coaching or advising of sports, drama, debate, clubs or student government).

- c. Meeting the Needs of Diverse Learners.** All teachers certified in early childhood, elementary or secondary education (including special education) should participate in continued education focused on enhancing their ability to teach diverse learners in inclusive settings—with a focus on students who are below proficient or below grade-level—i.e., those who, because of gender, ethnic background, socioeconomic status, learning styles, limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help them learn. An inclusive setting is the placement of students with disabilities and English language learners in a regular classroom setting.

- 2. School and District Administrators.** Programs to prepare school or system leaders and for the purposes of issuing administrator certificates or letters of eligibility, as well as approved programs for the induction and continuing education of school or system leaders must address the Pennsylvania school leadership core and corollary standards (24 P.S. §12-1217).

Examples of Acceptable Activities:

- Training to facilitate staff analysis of student work;
- Training related to strategies, curricula and programs that meet student academic needs;
- Effective coaching practices for proven strategies that boost student performance;
- Identifying the needs of student subgroups and effective strategies for meeting those needs;
- Training to implement state school improvement planning processes;
- Collaborative work with parents and community partners to develop collective efforts focused on the achievement rate of student subgroups;

- School- or district-wide planning (strategic, professional development, induction, special education, school improvement, interventions for struggling students, technology and student support, wellness);
- Training on legal issues, governance, and board/superintendent relationships;
- College or university courses that are part of a PDE-approved Letter of Eligibility program.

Examples of Unacceptable Activities:

- IU superintendent meetings;
- Equipment expositions; and
- Undefined off-site retreats.

- 3. School Counselors.** All elementary, middle and secondary school counselors will be expected to participate in content-specific professional development applicable to their assigned level of work over the course of the Professional Education Plan. This professional development should include studies to build capacity to address the needs of diverse learners who are below proficient or below grade-level—i.e., those who, because of gender, ethnic background, socioeconomic status, learning styles, limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help them learn.

Examples of Acceptable Activities:

- Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students;
- Training that provides an understanding of the cultural context of relationships, issues and trends in a multicultural, diverse society;
- Study of developmental disorders;
- Training to disaggregate data in relation to student achievement;
- Working with instructional teams to develop curriculum/lesson plans;
- Training that builds capacity to collaborate with teams of teachers, school leadership and parents;
- Design and implementation of a comprehensive, data-driven school counseling program;
- Training in the facilitation and evaluation of advisory programs;
- Training that deals with special needs such as homelessness, adolescent depression, etc.;
- Career development program: planning, organization, implementation, administration and evaluation;

- Visits by educators to a manufacturing workplace for orientation and demonstrations to give the professional educator a greater understanding of job opportunities in manufacturing for students; and
- School or district-wide planning and team planning activities (strategic, professional development, induction, special education, gifted education, school improvement, interventions for struggling students, technology, student support, and wellness) with other professional employees, where those professional employees are receiving Act 48 credit.

Examples of Unacceptable Activities

- Undefined counselor workshops;
- Sheltered workshop visitation;
- Undefined district meeting;
- Sorting PSSA reports;
- Undefined hot topics seminar;
- Supervision of visits to career sites/colleges;
- Career Day monitoring;
- Parents Anonymous Meeting;
- Community center evening work; and
- Undefined independent studies abroad.

- 4. Educational Specialists, excluding School Counselors.** Educational specialists, other than school counselors, must participate in professional development activities that enhance their ability to meet the demonstrated needs of the students and families they serve in order to increase the ability of students to succeed academically. Content knowledge for education specialists may include training in how to reduce health problems and prevent health risk behaviors that delay student learning.

Examples of Acceptable Activities:

- Identifying the health and social services needs and assets of students, families, schools and communities by using various types of data;
- Training to acquire health risk reduction and prevention strategies;
- Study of school-based health programs at state and national levels;
- Student Assistance Program training;
- Learning how to implement school-wide programs and classroom management strategies designed to improve student conduct;
- Studies related to cross-organizational professional development on social and health services issues;
- Prevention training on contemporary health issues affecting school age children;

- Training for emergency preparedness: CPR/AED training and certification updates;
- Professional education programs that grant Continuing Education Units (CEUs) for purpose of licensure; and
- School- or district-wide planning (strategic, professional development, induction, special education, gifted education, school improvement, technology and student support, wellness).

Examples of Unacceptable Activities:

- Independent studies; and
- Union-related bargaining behavior studies.

IV. Preparing the Professional Education Plan

1. Professional Education Committee. In schools where a School Improvement Committee has been established, the School Improvement Committee should provide input to the Professional Education Committee before the plan is submitted to the board of school directors for approval. The School Improvement Committee should be held responsible for ensuring that the plan is designed to achieve the school's improvement goals and that it is aligned with the strategies for improvement.

- a. Professional Education Committee Membership.** According to 24 P.S. §12-1205.1, a school entity's Professional Education Plan must be prepared by a committee consisting of:
- Teacher representatives divided equally among elementary, middle, and high school teachers, chosen by the teachers;
 - Educational specialist representatives, chosen by educational specialists;
 - Administrative representatives, chosen by the administrators of the school entity;
 - Parents of children attending a school in the district, appointed by the board of school directors;
 - Local business representatives, appointed by the board of school directors; and
 - Other individuals representing the community, appointed by the board of school directors.

The Department of Education recommends that the Professional Education Committee also obtain input from early childhood educators and community partners and, when applicable, representatives from tutoring programs.

- b. Professional Education Committee Responsibilities.** The Professional Education Committee is responsible for:
- Establishing operating functions/subcommittees;
 - Conducting a needs assessment and setting clear goals for professional education;

- Creating a delivery system for approved professional education that is designed to meet the identified needs of students;
 - Signing off on the Professional Education Plan and submitting it for approval by the school board; and
 - Reviewing the plan annually, making revisions as needed.
- c. Needs Assessment and Goal Setting.** The Professional Education Committee must assess the educational and staff development needs of the school entity and its professional educators, students and the community. The needs assessment must be data-driven and identify the staff development needed to achieve the academic standards and goals of the entity's strategic plan.

After the educational and staff development needs have been evaluated, goals must be established for the three-year Professional Education Plan. This includes setting goals for students and goals for staff that support achievement of the goals for all students.

- 2. Developing the Professional Education Plan.** All professional development activities should be customized to meet the range of needs of the school entity and its professional employees, so that they in turn may meet the specific needs of students. Professional Education Plans must be created using the following steps, and each must be documented in the school entity's submission to the Department:

- a.** Identify the student learning needs that the professional development will address:
- Cite the specific student achievement data or other student/school/community data. For all classroom teachers and other certified staff who work directly with students in academic subjects, the minimally acceptable data are PSSA results in subjects and grade levels where they are available, and if available, associated benchmark assessments (e.g. 4sight). In other subjects and grade levels, the district will rely on other standardized tests, benchmark assessments, local assessments and, if necessary because other assessments are not given, classroom assessments.
 - Describe the need for professional development that is shown by the data, including which Professional Development Content Criteria the activity meets.
- b.** Indicate which groups of educators will participate in the activity.
- c.** Describe the proposed professional development activity, including the knowledge and skills that educators will gain. An activity could be a course, a multi-session program, or other specific planned set of activities or instruction—each must be documented.

- d. When the professional education needs and goals have been identified, the plan to achieve the goals must be designed. The delivery system should create learning communities, be intensive, and be based on data that indicate it will lead to higher achievement. Opportunities for implementation of new knowledge and skills must be provided to ensure that they are mastered, applied, and result in student success. Options for professional education delivery may include, but shall not be limited to:
- Collegiate studies from nationally accredited colleges/universities;
 - Continuing professional education courses taken for credit; and/or
 - Other programs, activities or learning experiences taken for hourly reporting that comply with the requirements of these guidelines.

If a school entity has a significant proportion of students with limited English proficiency and/or students who are English learners, the Professional Education Plan must include strategies that are designed to meet the needs of these students and that are demonstrated to be effective in the removal of language barriers.

Professional Education Plans that are focused, measurable and specific are most likely to achieve their goals. Therefore, action plans to achieve the professional education goals over three years should be developed and included in the plan.

- e. Describe the follow-up activities that will ensure successful implementation of the proposed offerings. Explain how participants will integrate the content of the course, program, or activity into their school-based professional practice.
- f. Provide the name of the professional development provider and whether the provider has been approved by the Department of Education. If the provider has *not* received PDE approval, then the Professional Development Plan will need to include a copy of the Pennsylvania Professional Education Provider Application (refer to the Act 48 Approved Provider Guidelines) approved by the school entity.
- g. Specify the method(s) that will be used for evaluating the effectiveness of the professional development activity in addressing the needs identified in step 1 above, in order to determine impact on student learning, educator effectiveness, and/or school performance, consistent with PDE's Educator Effectiveness System (<http://pdesas.org/instruction/frameworks>) in accordance with Act 82 of 2012 (24 P.S. §11-1123).
- h. School entities must issue a certificate documenting earned continuing education hours to participating educators and keep a copy in each educator's personnel file. School entities must upload hours into the PERMS system within 30 days.

- i. Professional Education Plans must be reviewed annually and revised as needed. The review should include evaluation of the goals, activities, and delivery system, and attainment of the competencies for each activity. Use of the five levels of evaluation of professional development is also recommended. These include:
 - Student outcomes;
 - Participants' use of new knowledge and skills;
 - Participants' learning;
 - Participant reaction; and
 - Organization support and change.

Amendments to the plan must be recommended by the Professional Education Committee, approved by the board of directors, and submitted to the Department of Education for approval.

3. **Approval and Submission.** The Professional Education Plan will be approved by the Professional Education Committee first and then submitted for approval of the board of directors of the school entity prior to its submission to the Department of Education for approval.

The Department of Education will review all Professional Education Plans and either approve them or require that revisions be made to ensure that all criteria are addressed. Plans that are returned for revision shall be amended and resubmitted for approval within 30 days. The provisions of section 2552 of the School Code (24 P.S. § 25-2552) regarding withholding of funds apply to any school entity that fails to submit a Professional Education Plan or that fails to achieve subsequent approval for a Professional Education Plan that is returned by the Department of Education.

Completed applications should be mailed to:

Pennsylvania Department of Education
Division of Planning
333 Market Street, 3rd Floor
Harrisburg, PA 17126-0333

Applications will not be accepted by email or fax. Each application received is date-stamped, cataloged, and placed in a review queue, after which it is assigned to a staff reviewer.

Appendix A: Professional Education Plan

School Profile

School Name: Clelian Heights School for Exceptional Children

Street Address: 135 Clelian Heights Lane

Post Office (City/Town): Greensburg Zip Code: 15601

Phone Number: 724 – 837 – 8120

Chief Administrator: [Click here to enter text.](#)

Chief Administrator's Email Address: [Click here to enter text.](#)

Professional Education Committee Chair: [Click here to enter text.](#)

Professional Education Committee Chair's Email Address:

Act 48 Reporting Contract: [Click here to enter text.](#)

Act 48 Reporting Contact's Email Address:

Professional Education Committee

The administrator leading your planning process ensures that appropriate professional education will not only be identified, but also implemented. In addition, key staff members and representatives from every stakeholder group should participate in some capacity to ensure that multiple perspectives are considered and that staff and stakeholders support the plan.

Staff and stakeholder groups **may** include:

- School and school level administrators
- Program and support personnel (e.g., Curriculum, Special Education, Student Services, Instructional Technology)
- Coaches and mentors
- Elementary, middle school, and high school teachers
- Librarians
- Students
- Parents
- Local business and community representatives

In accordance with 22 PA Code Chapter 49, the Professional Education Committee **must contain at minimum:**

- (6) Teacher representatives (chosen by the teachers) divided equally among elementary, middle and high school teachers.
- (2) Educational specialists (chosen by educational specialists) including dental hygienists, school guidance counselors, home-school visitors, technology instructors, school psychologists, school restoration, and nutrition service specialist.
- (2) Administrative representatives (chosen by the administrators).
- (2) Parents of children attending a school in the school (appointed by the board of school directors).
- (2) Local business representatives (appointed by the board of school directors).
- (2) Community representatives (appointed by the board of school directors).

Identify key staff members and representatives from every stakeholder group participating to ensure that multiple perspectives are considered and that staff and stakeholders support the school plan.

Name of Team Member	Title	Committee Role	Chosen/Appointed By
<p>NOTE: The names of the Professional Education Committee will be added when the roster is finalized. This list is included in the document reviewed by the Pennsylvania Department of Education.</p>			

Professional Education Plan Assurances

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

Signature	Professional Education Committee Chairperson	Date
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We affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Signature	Superintendent or Chief Administrative Officer	Date
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We affirm that this Professional Education Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Professional Education Plan as designated in Chapter 4 of the Regulations of the Pennsylvania State Board of Education.

Signature	President of the Board of School Directors	Date
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Action Planning

Goal # 1 Action Plan Worksheet Complete one for each identified goal

Title: Increase staff and student technology proficiency by providing trainings that focus on specific devices and programs that are integral to working with exceptional students.

Description (What will students achieve as a result of this goal?). To offer trainings and demonstrations to teachers and staff to improve instructional methods and increase engagement.

Establish Maintain Expand

Resources: Training manuals, training presentations, physical technology products (For example: iPads, Mimio, etc.)

Indicators of Effectiveness

Data Sources (Include dates of implementation)	Specific targets that will indicate the action plan is having a positive impact on goal attainment (perceptual, contextual and/or performance).
Employee training surveys. Implemented at the completion of each training.	Staff will be able to provide feedback about their experiences in the training, discuss further topics they wish to learn more about, and possible uses in their specific situations.
Formal and Informal Observations. Implemented at different times for each teacher with the Principal.	Staff will be observed at a frequency determined by the number of years employed at Clelian Heights (1 – 5 years; 2 formal and 2 informal observations per year, 6 years or more; 1 formal and 1 informal observation per year). Measured by evaluations performed by the Principal and teacher observed.

Strategies

Implications of the data and rationale for this goal:

During the 2018 – 2019 school year at the time of submitting the Professional Education Plan, Clelian Heights School for Exceptional Children served 59 students from 20 different school districts in western Pennsylvania. Clelian Heights School has two interactive touch boards, 23 iPads, and the inventory is growing. Therefore, it is crucial that teachers and staff are proficient with the technologies and can assist students in using the devices to engage in content and life skills topics.

Action steps/professional development activities that will be used to accomplish the goal (minimum of one).

Number	Goal
#1	Training on the interactive touch board programs.
#2	Training on iPad applications, programs, or software related to content, life skills, behavioral, or communication skills.

Professional Development Activity Worksheet

Complete one for each action step
(professional development activity) for each goal

Goal #: 1 Action Step #: 1

Associated Strategies: Cooperative learning, direct instruction, hands-on learning

Title: Interactive Touch Board Technology: Training on the interactive touch boards programs and integration into the classroom

Description: Ongoing trainings for specific touch board technologies, creating activities, basic troubleshooting, and integration into instructional methods and strategies.

Start Date: 1/21/2019 **End Date:** 12/27/2021

Person Responsible: Educational Technology Specialist at Clelian Heights School

Hours Per Session: 1 hour

of Sessions: 2 - 4 timers per year **# of Participants:** 65

Provider: Clelian Heights School

PDE Approved: YES NO

Provider Type: School Entity College or University Non-profit Organization
 IU Association For Profit Company
 Individual PaTTAN
 Other: [Click here to enter text.](#)

Knowledge Gain: How to use the programs and features of the boards. How to create activities and edit previously created activities to tailor to the specific needs of students. Implement basic troubleshooting issues. Tailor use to the content, goals, or skills of students.

Danielson Framework Component(s): Domain: Professional Responsibilities, Component: 4e, 4f

Standards Addresses: 6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

Research & Best Practices Base: The staff must reach proficiency with the devices available at Clelian Heights. Therefore, they will be able to provide personalized technology-based

instruction for the students to interact with relevant skills and content. Technology, like the interactive touch panels, provide students with a unique and interactive way to interact with personalized content. Teachers and staff can tailor lessons to the diverse needs of their students quickly and efficiently at the specific level of the student.

For classroom teachers, school counselors and education specialists (Check all that apply):

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and school administrators, and other educators seeking leadership roles (Check all that apply):

- 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.

Training Format:

- | | |
|---|---|
| <input checked="" type="checkbox"/> School Whole Group Presentation | <input checked="" type="checkbox"/> Series of Workshops |
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Live Webinar |
| <input type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input type="checkbox"/> Online-Synchronous | <input type="checkbox"/> Online-Asynchronous |
| <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Offsite Conferences |

Participant Roles:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Classroom Teachers | <input type="checkbox"/> Principals/Asst. Principals |
| <input type="checkbox"/> Supt/Asst Supts. | <input type="checkbox"/> School Counselors |

- | | |
|--|---|
| <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Classified Personnel |
| <input checked="" type="checkbox"/> New Staff | <input checked="" type="checkbox"/> Other Educational Specialists |
| <input type="checkbox"/> Related Service Personnel | <input type="checkbox"/> Parents |

Grade Levels:

- P-3
- 2-5
- 6-8
- 9-12

Subject Area(s): Technology

Follow-up Activities (Check all that apply)

- 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 discussion
- Lesson modeling with mentoring
- Joint Planning Period Activities
- Journaling and reflecting
- Other: [Click here to enter text.](#)

Evaluation Methods (Check all that apply)

- 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
- Portfolio
- Other: [Click here to enter text.](#)

Professional Development Activity Worksheet

Complete one for each action step
(professional development activity) for each goal

Goal #: 1 Action Step #: 2

Associated Strategies: Cooperative learning, direct instruction, hands-on learning

Title: Tablet Apps and Academic Uses: Training on iPad applications, programs, or software related to content, life skills, behavioral, or communication skills

Description: Ongoing training to provide staff with applications, programs, or software that could be used to enhance learning and allow students to communicate.

Start Date: 1/21/2019 **End Date:** 12/27/2021

Person Responsible: Westmoreland intermediate Unit 7 or Clelian Heights Educational Technology Specialist

Hours Per Session: 1 hour

of Sessions: 2 - 4 timers per year **# of Participants:** 65

Provider: Clelian Heights School

PDE Approved: YES NO

Provider Type: School Entity College or University Non-profit Organization
 IU Association For Profit Company
 Individual PaTTAN
 Other: [Click here to enter text.](#)

Knowledge Gain: Currently available applications and programs that students can use to learn specific content or life skills. Communication tools and features of specific programs like Touch Chat and other similar programs.

Danielson Framework Component(s): Domain: Instruction, Component: 3c, Domain: Professional Responsibilities, Component: 4f

Standards Addresses: 6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

Research & Best Practices Base: Currently, the staff who use iPads with their classrooms, identified Touch Chat, Lamp, Novo Chat, and Go Talk as Augmentative and Alternative Communication programs used by their students. According to the AAC & Autism Center, identified the most important feature of providing AAC devices for children with autism is that it allows the child to speak and express themselves in a way that would be impossible without such a device (<https://www.aacandautism.com/assets/uploads/Why-AAC-info.pdf>). Beyond using the iPads for communication, students at Clelian Heights use the devices for content and life skills advancement. Infusing technology into the curriculum for exceptional students, can allow staff to provide personalized and leveled education experiences customized for each student's needs.

For classroom teachers, school counselors and education specialists (Check all that apply):

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and school administrators, and other educators seeking leadership roles (Check all that apply):

- 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.

Training Format:

- | | |
|---|---|
| <input checked="" type="checkbox"/> School Whole Group Presentation | <input checked="" type="checkbox"/> Series of Workshops |
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Live Webinar |
| <input type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input type="checkbox"/> Online-Synchronous | <input type="checkbox"/> Online-Asynchronous |

- Professional Learning Communities Offsite Conferences

Participant Roles:

- Classroom Teachers Principals/Asst. Principals
- Supt/Asst Supts. School Counselors
- Paraprofessional Classified Personnel
- New Staff Other Educational Specialists
- Related Service Personnel Parents

Grade Levels:

- P-3
- 2-5
- 6-8
- 9-12

Subject Area(s): Technology

Follow-up Activities (Check all that apply)

- 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 discussion
- Lesson modeling with mentoring
- Joint Planning Period Activities
- Journaling and reflecting
- Other: [Click here to enter text.](#)

Evaluation Methods (Check all that apply)

- 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
- Portfolio
- Other: [Click here to enter text.](#)

Goal # 2 Action Plan Worksheet
Complete one for each identified goal

Title: Paramount to providing a safe school environment for the community, is to ensure that the staff of Clelian Heights is well-prepared to handle and defuse health and safety issues.

Description (What will students achieve as a result of this goal?). To offer trainings and demonstrations to ensure that staff are well equipped to handle a wide range of health issues, behavioral concerns, and emotional outbursts that could occur.

Establish Maintain Expand

Resources: Training manuals, training presentations, physical products, medical equipment, certificates, and credentials.

Indicators of Effectiveness

Data Sources (Include dates of implementation)	Specific targets that will indicate the action plan is having a positive impact on goal attainment (perceptual, contextual and/or performance).
Tracking of staff completion of specific trainings and updates when needed through postings Currently implemented.	Staff will be able to provide certificates or other proof of their completion of the specific training or activity. Staff will recertify their CPR training every two years for six hours at Clelian Heights or offsite at Mutual Aid. Staff will recertify their Mandated Reporter training every five years for three hours, Crisis Prevention Training every year, and EpiPen Training as needed.
Assessment to prove at the time of training that the participant has sufficient knowledge to complete the task. Time of training.	Staff will be able to complete short quizzes throughout the Mandated Reporter training and a summative assessment to prove their knowledge. The EpiPen, CPR and First Aide, and CPI trainings include a portion where the participant has to prove their knowledge to the instructor to receive certification or accreditation.

Strategies

Implications of the data and rationale for this goal:

To ensure that the staff is prepared to offer care to our students, they must be highly trained. Clelian Heights School serves a unique and intricate population that demands more medical attention and intervention. It is the duty of the staff to report and identify possible cases of abuse and neglect amongst the student population. Mandated Reporter Training ensures that the staff is well informed and prepared to deal with issues when they arise, and guarantees that they understand the consequences of inaction in the face of possible abuse symptoms.

According to the Asthma and Allergy Foundation of America, "allergic conditions are the most common health issues affecting children in the U.S.," therefore, it is important that our staff know how to handle a reaction, considering how common these issues could be with our students or staff at any time (<https://www.aafa.org/Allergy-facts/>). Secondly, CPR and First Aid

training create a community of prepared staff members who can assist the nurse and other medical staff address minor incidents efficiently. Lastly, fourteen students currently have a behavior plans, and it is crucial that the staff be able to handle, prevent, and react to incidents, with a goal to reduce and eliminate incidents. It is vital that staff are well trained to ensure that abuse, neglect, or violence are correctly reported and handled.

Action steps/professional development activities that will be used to accomplish the goal (minimum of one).

Number	Goal
#1	Training on CPR, First Aid, AED
#2	Training on Crisis Prevention and Intervention Strategies
#3	Training on EpiPen and other medically relevant devices
#4	Training on Mandated Reporting
#5	Training About Professional Actions and Expectations

Professional Development Activity Worksheet

Complete one for each action step
(professional development activity) for each goal

Goal #: 2 **Action Step #:** 1

Associated Strategies: Direct instruction, mastery learning, hands-on learning

Title: CPR, First Aid, AED: Training on lifesaving aids, implementing chest compressions, and minor injury care.

Description: American Heart Association Heart Saver Training on CPR, First Aid, and AED.

Start Date: 1/21/2019 **End Date:** 12/27/2021

Person Responsible: Mutual Aid

Hours Per Session: 5 hours

of Sessions: Offered once a year at CH– must renew every two years OR once a month at Mutual Aid – must renew every two years **# of Participants:** staff who interact directly with students

Provider: Mutual Aid

PDE Approved: YES NO

Provider Type: School Entity College or University Non-profit Organization
 IU Association For Profit Company
 Individual PaTTAN
 Other: [Click here to enter text.](#)

Knowledge Gain: How to correctly perform chest compressions and other life-saving first aid.

Danielson Framework Component(s): Domain: Personal Responsibilities Component: 4c, 4f

Standards Addresses: 10.1, 10.3

Research & Best Practices Base: According to the American Heart Association, half of the people at any job site cannot locate an Automated External Defibrillator, and only 46% of people who go into cardiac arrest receive CPR. These statistics and an overall desire to ensure the safety of our students and staff, have led Clelian Heights to offering CPR, First Aid, and AED certifications.

For classroom teachers, school counselors and education specialists (Check all that apply):

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and school administrators, and other educators seeking leadership roles (Check all that apply):

- 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.

Training Format:

- | | |
|---|--|
| <input checked="" type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Series of Workshops |
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Live Webinar |
| <input type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input type="checkbox"/> Online-Synchronous | <input type="checkbox"/> Online-Asynchronous |
| <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Offsite Conferences |

Participant Roles:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Classroom Teachers | <input checked="" type="checkbox"/> Principals/Asst. Principals |
| <input type="checkbox"/> Supt/Asst Supts. | <input checked="" type="checkbox"/> School Counselors |
| <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Classified Personnel |
| <input checked="" type="checkbox"/> New Staff | <input checked="" type="checkbox"/> Other Educational Specialists |
| <input type="checkbox"/> Related Service Personnel | <input type="checkbox"/> Parents |

Grade Levels:

- P-3
- 2-5
- 6-8
- 9-12

Subject Area(s): Health and Safety

Follow-up Activities (Check all that apply)

- 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 discussion
- Lesson modeling with mentoring
- Joint Planning Period Activities
- Journaling and reflecting
- Other: yearly courses offered for current staff to renew, and monthly training offered offsite by Mutual Aid for new employees who begin after the beginning of the year.

Evaluation Methods (Check all that apply)

- 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
- Portfolio
- Other: completion of training procedures, biennial reviews.

Professional Development Activity Worksheet

Complete one for each action step
(professional development activity) for each goal

Goal #: 2 **Action Step #:** 2

Associated Strategies: Crisis Prevention Intervention

Title: CPI: Training on preventing and mitigating crisis events

Description: Preventing Crisis level incidents and mitigating problems in the student population.

Start Date: 1/21/2019 **End Date:** 12/27/2021

Person Responsible: Jack Butler

Hours Per Session: 5 hour

of Sessions: 1 time each year **# of Participants:** 65

Provider: Jack Butler

PDE Approved: YES NO

Provider Type: School Entity College or University Non-profit Organization
 IU Association For Profit Company
 Individual PaTTAN
 Other: [Click here to enter text.](#)

Knowledge Gain: How to identify the antecedents to an incident, deescalate the situation, safely apply physical intervention techniques, and ensure the aftermath is handled correctly.

Danielson Framework Component(s): Domain: Personal Responsibilities Component: 4c, 4f

Standards Addresses: 10.1, 10.3

Research & Best Practices Base: Fourteen of our students have behavior plans with goals to help mitigate unwanted behaviors and improved desired actions. Therefore, Clelian Heights wants to provide the staff with the necessary skills to apply strategies from the behavior plans, defuse situations, and assist students in crisis. To ensure the safety and security of our staff and students, Clelian Heights must offer training to prepare staff to intervene in incidents.

For classroom teachers, school counselors and education specialists (Check all that apply):

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and school administrators, and other educators seeking leadership roles (Check all that apply):

- 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.

Training Format:

- | | |
|---|--|
| <input checked="" type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Series of Workshops |
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Live Webinar |
| <input type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input type="checkbox"/> Online-Synchronous | <input type="checkbox"/> Online-Asynchronous |
| <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Offsite Conferences |

Participant Roles:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Classroom Teachers | <input checked="" type="checkbox"/> Principals/Asst. Principals |
| <input type="checkbox"/> Supt/Asst Supts. | <input type="checkbox"/> School Counselors |
| <input checked="" type="checkbox"/> Paraprofessional | <input type="checkbox"/> Classified Personnel |
| <input checked="" type="checkbox"/> New Staff | <input type="checkbox"/> Other Educational Specialists |
| <input checked="" type="checkbox"/> Related Service Personnel | <input type="checkbox"/> Parents |

Grade Levels:

- P-3
- 2-5
- 6-8
- 9-12

Subject Area(s): Health and Safety

Follow-up Activities (Check all that apply)

- 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 discussion
- Lesson modeling with mentoring
- Joint Planning Period Activities
- Journaling and reflecting
- Other: incident reports that describe incidents and actions taken

Evaluation Methods (Check all that apply)

- 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
- Portfolio
- Other: completion of training procedures, annual reviews.

Professional Development Activity Worksheet

Complete one for each action step
(professional development activity) for each goal

Goal #: 2 **Action Step #:** 3

Associated Strategies: Direct instruction, mastery learning, hands-on learning

Title: Medically Necessary: Training on EpiPen usage and other medically relevant services.

Description: EpiPen training through allergyready.com, demonstration of competency, and other medically relevant services that arise based on need.

Start Date: 1/21/2019 **End Date:** 12/27/2021

Person Responsible: Clelian Heights School Nurse

Hours Per Session: 1 hour

of Sessions: 1 time as needed per case **# of Participants:** 65

Provider: Clelian Heights School Nurse

PDE Approved: YES NO

Provider Type: School Entity College or University Non-profit Organization
 IU Association For Profit Company
 Individual PaTTAN
 Other: [Click here to enter text.](#)

Knowledge Gain: How to correctly use an EpiPen and other medically relevant devices when need arises.

Danielson Framework Component(s): Domain: Personal Responsibilities Component: 4e, 4f

Standards Addresses: 10.1, 10.3

Research & Best Practices Base: According to the Asthma and Allergy Foundation of America, one in fifty Americans experience anaphylaxis when exposed to an allergen (<https://www.aafa.org/anaphylaxis-in-america/>). Currently, Therefore, for the safety of our students, the staff must be prepared to use the device when necessary. Secondly, the Clelian Heights student body is an ever-growing and evolving group; which may require staff training and information sessions to ensure they are well prepared.

For classroom teachers, school counselors and education specialists (Check all that apply):

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and school administrators, and other educators seeking leadership roles (Check all that apply):

- 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.

Training Format:

- | | |
|---|--|
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Series of Workshops |
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Live Webinar |
| <input checked="" type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input type="checkbox"/> Online-Synchronous | <input type="checkbox"/> Online-Asynchronous |
| <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Offsite Conferences |

Participant Roles:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Classroom Teachers | <input checked="" type="checkbox"/> Principals/Asst. Principals |
| <input type="checkbox"/> Supt/Asst Supts. | <input type="checkbox"/> School Counselors |
| <input checked="" type="checkbox"/> Paraprofessional | <input type="checkbox"/> Classified Personnel |
| <input checked="" type="checkbox"/> New Staff | <input type="checkbox"/> Other Educational Specialists |
| <input checked="" type="checkbox"/> Related Service Personnel | <input type="checkbox"/> Parents |

Grade Levels:

- P-3
- 2-5
- 6-8
- 9-12

Subject Area(s): Health and Safety

Follow-up Activities (Check all that apply)

- 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 discussion
- Lesson modeling with mentoring
- Joint Planning Period Activities
- Journaling and reflecting
- Other: review participant's ability to use the device correctly before certification.

Evaluation Methods (Check all that apply)

- 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
- Portfolio
- Other: completion of training procedures.

Professional Development Activity Worksheet

Complete one for each action step
(professional development activity) for each goal

Goal #: 2 **Action Step #:** 4

Associated Strategies: Direct instruction, online asynchronous instruction

Title: Reporting Abuse: Act 126 Mandated and Permissive Reporter Training.

Description: Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training

Start Date: 1/21/2019 **End Date:** 12/27/2021

Person Responsible: University of Pittsburgh Asynchronous Program

Hours Per Session: 3 hour

of Sessions: 1 session per participant every five years, taken as needed per participant

of Participants: total staff

Provider: Pittsburgh Child Welfare Resource Center

PDE Approved: YES NO

Provider Type: School Entity College or University Non-profit Organization
 IU Association For Profit Company
 Individual PaTTAN
 Other: [Click here to enter text.](#)

Knowledge Gain: Determine the guidelines, rules, and ramifications for being a mandated reporter. Discuss the chain of command to report and document an incident or suspected incident. How to identify suspected abuse of students.

Danielson Framework Component(s): Domain: Personal Responsibilities Component: 4c, 4f

Standards Addresses: 10.1, 10.3

Research & Best Practices Base: According to Act 126 of 2012, all staff, as defined by the Act, “who have direct contact with children” must be trained as mandated reporters. The training must focus on recognizing signs of abuse, signs of sexual misconduct, reporting procedures,

ramifications for reporters, how Clelian Heights handles reporting, and proper relationship standards for staff members and students. The training must be repeated at least every five years and be provided for new and current staff members. (Child Abuse Recognition and Reporting Training (Section 1205.6 of Public-School Code of 1949) FAQ). Furthermore, reporting suspected abuse is the duty of our staff and an essential component involved in creating a safe and sustainable learning environment for our students.

For classroom teachers, school counselors and education specialists (Check all that apply):

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and school administrators, and other educators seeking leadership roles (Check all that apply):

- 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.

Training Format:

- | | |
|--|---|
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Series of Workshops |
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Live Webinar |
| <input type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input type="checkbox"/> Online-Synchronous | <input checked="" type="checkbox"/> Online-Asynchronous |
| <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Offsite Conferences |

Participant Roles:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Classroom Teachers | <input checked="" type="checkbox"/> Principals/Asst. Principals |
|--|---|

- | | |
|---|---|
| <input checked="" type="checkbox"/> Supt/Asst Supts. | <input checked="" type="checkbox"/> School Counselors |
| <input checked="" type="checkbox"/> Paraprofessional | <input checked="" type="checkbox"/> Classified Personnel |
| <input checked="" type="checkbox"/> New Staff | <input checked="" type="checkbox"/> Other Educational Specialists |
| <input checked="" type="checkbox"/> Related Service Personnel | <input type="checkbox"/> Parents |

Grade Levels:

- P-3
- 2-5
- 6-8
- 9-12

Subject Area(s): Health and Safety

Follow-up Activities (Check all that apply)

- 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 discussion
- Lesson modeling with mentoring
- Joint Planning Period Activities
- Journaling and reflecting
- Other: reporting incidents, refresher information provided in the handbook, and annual handbook reviews at the beginning of each school year.

Evaluation Methods (Check all that apply)

- 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
- Portfolio
- Other: completion of training procedures, and passing assessment grade.

Professional Development Activity Worksheet

Complete one for each action step
(professional development activity) for each goal

Goal #: 2 **Action Step #:** 5

Associated Strategies: Direct instruction

Title: Workplace Environment: Professionalism and Creating a Safe Working Environment

Description: Yearly handbook and introductory informational sessions to ensure that the staff understand their responsibilities as a member of the community.

Start Date: 1/21/2019 **End Date:** 12/27/2021

Person Responsible: Clelian Heights Administrative Staff Members

Hours Per Session: 3 hours

of Sessions: 1 session per year at the beginning of the year **# of Participants:** total staff

Provider: Clelian Heights Administrative Staff Members

PDE Approved: YES NO

Provider Type: School Entity College or University Non-profit Organization
 IU Association For Profit Company
 Individual PaTTAN
 Other: [Click here to enter text.](#)

Knowledge Gain: Understand correct attire, demeanor, and attitudes required for working amicably with the students and staff. Identify workplace policies and guidelines that will affect their daily operations. Understand attendance policies, and how to affectively and appropriately perform daily required and implied duties.

Danielson Framework Component(s): Domain: Personal Responsibilities Component: 4d, 4e

Standards Addresses: 13.1, 13.3

Research & Best Practices Base: Before students can feel safe and understood in a classroom, the teachers and staff must first be able to act in an acceptable and professional fashion with all other members of the community. According to Learning Forward, "In education, research has shown that teaching quality and school leadership are the most important factors

in raising student achievement” (https://learningforward.org/docs/default-source/pdf/why_pd_matters_web.pdf). Staff, at every level of the community, should be able to confidently and correctly complete their job in a safe environment where they feel respected. In turn, all members of the community who work with students will be able to make informed decisions based upon the expectations and rules of Clelian Heights that are in the best interest of students.

For classroom teachers, school counselors and education specialists (Check all that apply):

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and school administrators, and other educators seeking leadership roles (Check all that apply):

- 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.

Training Format:

- | | |
|---|--|
| <input checked="" type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Series of Workshops |
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Live Webinar |
| <input checked="" type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input type="checkbox"/> Online-Synchronous | <input type="checkbox"/> Online-Asynchronous |
| <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Offsite Conferences |

Participant Roles:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Classroom Teachers | <input checked="" type="checkbox"/> Principals/Asst. Principals |
|--|---|

- | | |
|---|---|
| <input checked="" type="checkbox"/> Supt/Asst Supts. | <input type="checkbox"/> School Counselors |
| <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Classified Personnel |
| <input checked="" type="checkbox"/> New Staff | <input checked="" type="checkbox"/> Other Educational Specialists |
| <input checked="" type="checkbox"/> Related Service Personnel | <input type="checkbox"/> Parents |

Grade Levels:

- P-3
- 2-5
- 6-8
- 9-12

Subject Area(s): Health and Safety**Follow-up Activities (Check all that apply)**

- 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 discussion
- Lesson modeling with mentoring
- Joint Planning Period Activities
- Journaling and reflecting
- Other:

Evaluation Methods (Check all that apply)

- 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
- Portfolio
- Other: Contract signed to read and review the handbook and relevant materials

Goal # 3 Action Plan Worksheet
Complete one for each identified goal

Title: Further the abilities of the staff to accurately and effectively meet the needs of the students based upon their personal goals.

Description (What will students achieve as a result of this goal?). To offer trainings and tools by which the staff can use to create curricula to meet the unique needs of each student based upon their Individualized Education Plans. Foster an environment of acceptance and lifelong learning.

Establish Maintain Expand

Resources: Training manuals, training presentations, IEP goal evaluations

Indicators of Effectiveness

Data Sources (Include dates of implementation)	Specific targets that will indicate the action plan is having a positive impact on goal attainment (perceptual, contextual and/or performance).
PASA scores. Currently Implemented	Will show growth in individual student scores in each applicable academic area (Reading, Writing, Math, and Science) by increasing or maintaining when compared to previous year. (Emerging, Novice, Proficient, Advanced).
IEP goals and objectives. Currently Implemented	Staff will record and collect data on the specific goals and objectives for their students. Based upon the data, the staff will adjust and personalize the instruction to fit the needs of the learner and help them to achieve their goals.
Positive Behavior Plan goals and objectives. Currently implemented for applicable students.	Staff will collect data pertaining to each behavioral goal for each student with a behavioral plan as a part of their IEP. Based upon the data, the staff will adapt the ways in which they respond to the targeted behavior(s).
KeyMath3. Currently Implemented.	Students in Kindergarten through twelfth grade will be assessed using the KeyMath3 exam. Student scores will increase by 0.2 grade level equivalency per year over the course of this plan.
Brigance Inventory. Currently Implemented	Student scores will increase by 0.2 grade level equivalency per year over the course of this plan.
Woodcock Reading Mastery. Currently Implemented	Student scores will increase by 0.2 grade level equivalency per year over the course of this plan.

Strategies

Implications of the data and rationale for this goal:

Every student at Clelian Heights School for Exceptional Children has an Individualized Education Plan, due to their extraordinary needs, and requirements. Individualized Education

Plans are legal documents that Clelian Heights must file to ensure each student participates the most appropriate educational situations and services for their needs. Of the 59 students at Clelian Heights, 14 students have behavior plans embedded in their IEP. Secondly, 23 of the students at Clelian Heights took the PASA in 2018. The highest percentage grouping of students in each subject area are as follows: 36% scored in the emerging reading category, 45% scored in the emerging math category, and 40% scored in the proficient science category. Our goal is to help each student show growth when compared to their scores on the 2018 test.

Action steps/professional development activities that will be used to accomplish the goal (minimum of one).

Number	Goal
#1	Training on Ensuring Teaching Effectively Meets the Needs of the Learner Based Upon Their Individual Goals
#2	Training on Writing Individualized Education Plans that Effectively Meet the Needs of Students
#3	Training on Implementing and Following Behavioral Plans

Professional Development Activity Worksheet

Complete one for each action step
(professional development activity) for each goal

Goal #: 3 **Action Step #:** 1

Associated Strategies: Cooperative learning, direct instruction, hands-on learning

Title: Instruction and Content: Training to ensure the teachers have the content and curriculum resources and techniques necessary to instruct students effectively.

Description: Provide teachers and staff members with the academic and curriculum resources necessary to effectively meet student goals.

Start Date: 1/21/2019 **End Date:** 12/27/2021

Person Responsible: Clelian Heights staff members

Hours Per Session: 1 hour

of Sessions: to be determined based upon the need of faculty. **# of Participants:** 65

Provider: Clelian Heights School

PDE Approved: YES NO

Provider Type: School Entity College or University Non-profit Organization
 IU Association For Profit Company
 Individual PaTTAN
 Other: [Click here to enter text.](#)

Knowledge Gain: How to improve instructional tools, and implement the most applicable strategies for each student and their needs. How to find and use content and curriculum tools to develop meaningful learning experiences.

Danielson Framework Component(s): Domain: Planning and Preparation Component: 1d, 1e

Standards Addresses: Interpersonal Skills Standards 16.2

Research & Best Practices Base: Of the fifty-nine students at Clelian Heights, twenty-three students took the PASA. This data will be used to ensure we have a basis to compare to over the next three years of the plan. The goal is that students grow from where they currently are in 2018 and continue to improve their scores. These scores represent only a small portion of what

our students learn and are used in conjunction with their other assessments to determine how well our students are maturing and learning. Secondly, teachers and educators must be provided with ample opportunities to better their practice and bolster their knowledge in their content area. New strategies, techniques, and theories about education emerged constantly and it is Clelian Heights' duty to ensure that the teachers and staff are kept up to date on what is most relevant in education.

For classroom teachers, school counselors and education specialists (Check all that apply):

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and school administrators, and other educators seeking leadership roles (Check all that apply):

- 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.

Training Format:

- | | |
|---|---|
| <input checked="" type="checkbox"/> School Whole Group Presentation | <input checked="" type="checkbox"/> Series of Workshops |
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Live Webinar |
| <input type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input type="checkbox"/> Online-Synchronous | <input type="checkbox"/> Online-Asynchronous |
| <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Offsite Conferences |

Participant Roles:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Classroom Teachers | <input type="checkbox"/> Principals/Asst. Principals |
|--|--|

- | | |
|---|--|
| <input type="checkbox"/> Supt/Asst Supts. | <input type="checkbox"/> School Counselors |
| <input checked="" type="checkbox"/> Paraprofessional | <input type="checkbox"/> Classified Personnel |
| <input type="checkbox"/> New Staff | <input type="checkbox"/> Other Educational Specialists |
| <input checked="" type="checkbox"/> Related Service Personnel | <input type="checkbox"/> Parents |

Grade Levels:

- P-3
- 2-5
- 6-8
- 9-12

Subject Area(s): Instruction**Follow-up Activities (Check all that apply)**

- 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 discussion
- Lesson modeling with mentoring
- Joint Planning Period Activities
- Journaling and reflecting
- Other:

Evaluation Methods (Check all that apply)

- 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
- Portfolio
- Other:

Professional Development Activity Worksheet

Complete one for each action step
(professional development activity) for each goal

Goal #: 3 **Action Step #:** 2

Associated Strategies: Cooperative learning, direct instruction, hands-on learning

Title: Individualized Education Plans: Training on Ensuring Teaching Effectively Meets the Needs of the Learner Based Upon Their Individual Goals

Description:

Start Date: 1/21/2019 **End Date:** 12/27/2021

Person Responsible: Clelian Heights staff members

Hours Per Session: 1 hour

of Sessions: 2 - 4 timers per year **# of Participants:** 20

Provider: Clelian Heights School

PDE Approved: YES NO

Provider Type: School Entity College or University Non-profit Organization
 IU Association For Profit Company
 Individual PaTTAN
 Other: [Click here to enter text.](#)

Knowledge Gain: How to adapt Individualized Education Plans previously written in other application to fulfill the system of IEP writing through the IEP Writer program. Planning, implementing, and representing student present level data and goals for the future.

Danielson Framework Component(s): Domain: Planning and Preparation Component: 1b, 1e

Standards Addresses: 022 Pa. Code § 14.123 -14.146, 14.153 -14.155

Research & Best Practices Base: According to the Office of Special Education and Rehabilitative Services, “The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability” (2000). Furthermore, the plan must be written for each

individual student based upon each of their needs and abilities. These documents must be completed based upon the guidelines determined by the Office of Special Education and Rehabilitative Services.

For classroom teachers, school counselors and education specialists (Check all that apply):

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and school administrators, and other educators seeking leadership roles (Check all that apply):

- 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.

Training Format:

- | | |
|---|---|
| <input checked="" type="checkbox"/> School Whole Group Presentation | <input checked="" type="checkbox"/> Series of Workshops |
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Live Webinar |
| <input type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input type="checkbox"/> Online-Synchronous | <input type="checkbox"/> Online-Asynchronous |
| <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Offsite Conferences |

Participant Roles:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Classroom Teachers | <input type="checkbox"/> Principals/Asst. Principals |
| <input type="checkbox"/> Supt/Asst Supts. | <input type="checkbox"/> School Counselors |

- | | |
|---|--|
| <input checked="" type="checkbox"/> Paraprofessional | <input type="checkbox"/> Classified Personnel |
| <input checked="" type="checkbox"/> New Staff | <input type="checkbox"/> Other Educational Specialists |
| <input checked="" type="checkbox"/> Related Service Personnel | <input type="checkbox"/> Parents |

Grade Levels:

- P-3
- 2-5
- 6-8
- 9-12

Subject Area(s): Instruction

Follow-up Activities (Check all that apply)

- 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 discussion
- Lesson modeling with mentoring
- Joint Planning Period Activities
- Journaling and reflecting
- Other: discuss further issues or skills that relate to specific IEP Writer components on a case-by-case basis.

Evaluation Methods (Check all that apply)

- 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
- Portfolio
- Other: based on their ability to complete and submit a correctly written IEP by the specific mandated meeting dates.

Professional Development Activity Worksheet

Complete one for each action step
(professional development activity) for each goal

Goal #: 3 **Action Step #:** 3

Associated Strategies: Cooperative learning, direct instruction, hands-on learning

Title: Positive Behavioral Plans: Training on Implementing and Following Behavioral Plans

Description:

Start Date: 1/21/2019 **End Date:** 12/27/2021

Person Responsible: Clelian Heights staff members

Hours Per Session: 1 hour

of Sessions: 2 - 4 timers per year **# of Participants:** 20

Provider: Clelian Heights School

PDE Approved: YES NO

Provider Type: School Entity College or University Non-profit Organization
 IU Association For Profit Company
 Individual PaTTAN
 Other: [Click here to enter text.](#)

Knowledge Gain: How to effectively analyze and intervening in negative behaviors exhibited by students and encourage positive desired behaviors. Further knowledge of using and implementing behavior plans as part of the IEP.

Danielson Framework Component(s): Domain: Planning and Preparation Component: 1b, 1e

Standards Addresses: Student Interpersonal Skills Standards: 16.1, 16.2, 16.3 – Depending on the specific student and plan the addressed standards will vary.

Research & Best Practices Base: Based upon a Functional Behavior Analysis, teachers, therapists, and other staff members can determine the best course of action to help mitigate or encourage behaviors. Behavioral Plans enhance the IEP document and helps to create a cohesive plan for implementing strategies to deal with behaviors. These plans are crucial to ensuring that students with behavioral concerns receive researched and proven interventions.

These behaviors, when monitored and reviewed, can be positively affected by the specific interventions determined by the plan. (<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/behavior-intervention-plans-what-you-need-to-know>)

For classroom teachers, school counselors and education specialists (Check all that apply):

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and school administrators, and other educators seeking leadership roles (Check all that apply):

- 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.

Training Format:

- | | |
|---|--|
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Series of Workshops |
| <input type="checkbox"/> School Whole Group Presentation | <input type="checkbox"/> Live Webinar |
| <input checked="" type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input type="checkbox"/> Online-Synchronous | <input type="checkbox"/> Online-Asynchronous |
| <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Offsite Conferences |

Participant Roles:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Classroom Teachers | <input checked="" type="checkbox"/> Principals/Asst. Principals |
| <input type="checkbox"/> Supt/Asst Supts. | <input type="checkbox"/> School Counselors |

- | | |
|---|--|
| <input checked="" type="checkbox"/> Paraprofessional | <input type="checkbox"/> Classified Personnel |
| <input type="checkbox"/> New Staff | <input type="checkbox"/> Other Educational Specialists |
| <input checked="" type="checkbox"/> Related Service Personnel | <input type="checkbox"/> Parents |

Grade Levels:

- P-3
- 2-5
- 6-8
- 9-12

Subject Area(s): Instruction**Follow-up Activities (Check all that apply)**

- 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 discussion
- Lesson modeling with mentoring
- Joint Planning Period Activities
- Journaling and reflecting
- Other: Reviewing the plan to ensure the objectives and interventions are applicable and relevant to the current behaviors of each student.

Evaluation Methods (Check all that apply)

- 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
- Portfolio
- Other:

Appendix B: Evaluation Rubric for PDE Reviewer Comments

Component	Criteria Met (Check)	Revisions Required
<i>Example: School Profile Completed</i>	<input type="checkbox"/>	
<i>Example: Clarity/thoroughness of Description, Data Sources, Targets, Implications</i>	<input type="checkbox"/>	<i>Provide (clarify, elaborate on) research base for professional development activity, including citations (Goal 1, Action Step 3)</i>
School Profile completed	<input type="checkbox"/>	
Assurances signed, current dates	<input type="checkbox"/>	
Goals Worksheet complete for all goals	<input type="checkbox"/>	
Clarity/thoroughness of Description, Data Sources, Targets, Implications	<input type="checkbox"/>	
Professional Development Activity Worksheet complete for all professional development activities, aligned numerically with goals	<input type="checkbox"/>	
Clarity/thoroughness/alignment of Description, Knowledge Gain, Danielson, Standards, Research Base	<input type="checkbox"/>	