
Pennsylvania Department of Education



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

Professional Education Report
Monday, August 10, 2009
(Last Last Approved: Thursday, February 22, 2007)

Entity: Huntingdon Area SD
Address: 2400 Cassady Ave Ste 2
Huntingdon, PA 16652-2618

Professional Education Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|--------------------|---------------------------------|--|------------------------|
| Adams, Jill | Huntingdon Area School District | Administrator | School Board |
| Ardrey, Carolyn | Huntingdon Area High School | Special Education Representative | Teachers |
| Byron, Michael | Juniata College | Business Representative | School Board |
| Christopher, Aron | Huntingdon Area School District | Elementary School Teacher | Teachers |
| Clapper, Elana | Huntingdon Area School District | Elementary School Teacher | Teachers |
| Coppes, Jeff | Huntingdon Area School District | Administrator | School Board |
| Corbin, Flo | Huntingdon Area School District | Elementary School Teacher | Teachers |
| Corbin, Mike | American Red Cross | Community Representative | School Board |
| Evans, Zeb | Student | Other | High School Principal |
| Felton, Denise | Huntingdon Area SD | Ed Specialist - School Nurse | Educational Specialist |
| Gardner, Christine | Huntingdon Area School District | Secondary School Teacher | Teachers |
| Gillen, Stacia-Fe | Student | Other | High School Principal |
| Grainey, Susan | Middle School Librarian | Middle School Teacher | Teachers |
| Knepp, Fran | Huntingdon Area School District | Special Education Teacher | Teachers |
| Laird, Kammy | Huntingdon Area School District | Ed Specialist - Instructional Technology | Educational Specialist |
| McMath, Stacey | High School | Secondary School Teacher | Teachers |
| Miles, Jeff | Huntingdon Area School District | Administrator | School Board |
| Myers, Dave | Huntingdon Area School District | Administrator | School Board |
| Pelko, Brian | Huntingdon Area School District | Administrator | School Board |
| Powers, Sean | Middle School | Administrator | School Board |
| Quinter, Todd | Huntingdon Area School District | Middle School Teacher | Teachers |
| Reilly, Linda | Huntingdon Area School District | Other | School Board |
| Riley, Deborah | Jackson Miller Elementary | Elementary School Teacher | Teachers |
| Schawe, Judy | Parent | Parent | School Board |
| Snare, Tim | Huntingdon Area School District | Special Education Teacher | Teachers |

| | | | |
|-----------------|---------------------------------|---------------------------|--------------|
| States, Kelly | Mainstream Counseling | Community Representative | School Board |
| Tietjens, Kari | Parent | Parent | School Board |
| Tracy, Jamie | Jackson-Miller Elementary | Elementary School Teacher | Teachers |
| Tussey, Sandy | Huntingdon Area School District | Other | Teachers |
| Wargo, Patricia | Huntingdon Area SD | Administrator | School Board |
| Williams, Port | Huntingdon Area SD | Administrator | School Board |
| Wilson, Kathy | Huntingdon Area School District | Elementary School Teacher | Teachers |
| Yelnosky, Rob | Juniata College | Business Representative | School Board |
| Zurybida, Kelly | Huntingdon Area School District | Administrator | School Board |

Needs Assessment

Reflections

- **AYP Overview 2008**

Strength Last Modified: 7/24/2009

The student achievement data indicates that the school district continues to make progress in meeting the needs of all students. Assessment results indicate that the major components of the Standards Aligned System (SAS) are in place.

- **PSSA Math and Reading Subgroups**

Strength Last Modified: 7/27/2009

The trends over time indicate a 3 year increase in the number of IEP students scoring at the proficient or advance level, in both reading and math, of between 10% and 30%. Using alternative measures of performance, all buildings and the district have made AYP for the 07-08 and 08-09 school year.

Concern Last Modified: 7/27/2009

Eventhough the achievement of all students, as measured by the PSSA, is on track to exceed the 2011 AYP goals of 72% in reading and 67% in math, the IEP subgroups at grades 3-8 and the economically disadvantaged subgroup at grade 11 will have to make tremendous gains to meet their targets. We will continue to rely on the alternative measures of AYP, but we need to continue to focus our efforts on improving in these areas.

Annually, in the spring of the year, a survey is distributed to all teachers, educational specialist and administrators to obtain their input on their professional development needs and interests. The survey is tabulated for primary staff, intermediate staff, middle school staff, high school staff, educational specialist and combined district staff. The survey addresses four broad areas: academic content, teaching practice, meeting the needs of diverse learners, and technology. The results of the survey are shared with the Act 48 Committee and priorities are established. As per the HAEA Collective Bargaining Agreement, the Professional Development Committee develops the agenda for two professional development days and secures trainers and consultants to present programs that are aligned to the identified needs. The staff is then given the opportunity to select the training sessions of interest.

Professional Education Action Plan

Goal: Assessment and Progress Monitoring

Description: The goal of the Assessment and Progress Monitoring initiative is to continue the development of a data-driven decision making model that publishes an annual school district report card that reflects the current achievement of all students, establishes annual achievement goals and educational priorities, allows student academic progress to be monitored and provides teachers with the information required to implement instructional strategies and practices that meet the needs of all students.

Strategy: Elementary Response To Intervention

Description: Staff members will be trained to develop key components of Response to Intervention to meet the needs of at-risk learners.

Activity: Planning to Support Co-Teaching Efforts

Description: It is our intent to continue to refine and develop an inclusion/co-teaching model in all four elementary schools for the 2009-2010 school year. In order to accomplish this we will be providing time for our Learning Support, Title I and regular education teachers to collaborate and to plan for instructional interventions for students that are not at the benchmark level. Substitutes be scheduled to cover teachers so that they can meet together as follows:
Jackson Miller-One substitute per month for the special education teacher and one roving substitute to cover the classes of the regular education teachers.
Brady-Henderson-One substitute per month for the special education teacher and one roving substitute to cover the classes of the regular education teachers.
Southside-Two substitutes per month for the special education teacher and two roving substitutes to cover the classes of the regular education teachers.
Standing Stone-Two substitutes per month for the special education teacher and two roving substitutes to cover the classes of the regular education teachers.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|---------------------------------------|------------------|
| Coppes, Jeff | Start: 8/31/2009 Finish: 6/30/2010 | \$3,600.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 7.00 | 9 | 31 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Huntingdon Area School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best | Designed to Accomplish |
|-----------------------------|--------------------------|-------------------------------|
|-----------------------------|--------------------------|-------------------------------|

Practices

| | | |
|---|--|---|
| <p>Special education and regular education teachers will collaborate and create instructional activities designed to enhance the learning of all students in the regular education setting.</p> | <p>Research indicates that the co-teaching model is a 'best practice' when it occurs in the regular education classroom.</p> | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |
|---|--|---|

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|--|
| <ul style="list-style-type: none"> • Classroom teachers • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards • Mathematics |

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Classroom student assessment data |
|--|---|

- work, with administrator and/or peers
- Review of participant lesson plans
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Status: In Progress — Upcoming

| Date | Comment |
|-------------|----------------|
|-------------|----------------|

| | |
|-----------|---|
| 7/22/2009 | This program is scheduled for implementation. |
|-----------|---|

Goal: Curriculum Review Cycle

Description: All courses will be revised to align with the Pennsylvania Academic standards. The curriculum review process will be ongoing and require eight years to complete one cycle.

Strategy: Curriculum Review Phases

Description: The three yearly phases that will be used to complete the curriculum review are as follows:

Phase 1:

Review present curriculum.

Define subject area learning goals.

Connect learning goals to the Pennsylvania Academic Standards.

Phase 2:

Rewrite K - 12 curriculum with alignment to Pennsylvania State Standards and assessment anchors using district approved format.

Evaluate and modify K - 12 benchmarks for each standard statement and specify which courses shall include the teaching and the assessment of the benchmarks.

Identify appropriate measures for the benchmarks to be assessed balancing among district, classroom, commercial and state assessment tools in each subject area.

Phase 3:

Evaluate instructional materials to support curriculum revisions.

Purchase instructional materials to support curriculum revisions.

Provide inservice staff members regarding instructional materials and assessment tools.

Communicate the assessment data to the various stakeholders.

Monitor and adjust the curriculum as needed.

Activity: Curriculum Review 09-10

Description: Phase 1 - Social Studies
Phase 2 - Science
Phase 3 - Mathematics

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--------------------------------------|------------------|
| Williams, Port | Start: 7/1/2009 Finish: 6/30/2010 | \$125,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 2.00 | 5 | 25 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Huntingdon Area School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|--|---|
| The teachers will develop mathematics curriculum, K-12, aligned to the PA Academic Standards. Teachers will refine the Standards Aligned System (SAS) model incorporating the PA Curriculum Frameworks and creating a calendar-based curriculum map that identifies Big Ideas, Concepts, and Competencies. | The SAS Model represents a 'best practice' that focuses on student achievement and the 6 components of a highly effective instructional system. The curriculum review process is designed to construct educational programs that support effective learning approaches for all students. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. |

For school and district administrators, and other

educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|--|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) | <ul style="list-style-type: none"> • Kindergarten Early Learning Standards • Mathematics |

Follow-up Activities

Evaluation Methods

| | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey |
|--|--|

- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Review of participant lesson plans

Status: In Progress — Upcoming

| Date | Comment |
|-------------|----------------|
|-------------|----------------|

| | |
|-----------|--|
| 7/21/2009 | Identifying team members and preparing planning documents. |
|-----------|--|

Activity: Curriculum Review 10-11

Description: Phase 1 - Language Arts
Phase 2 - Social Studies
Phase 3 - Science

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------------------------|--------------|
| Williams, Port | Start: 7/1/2010 Finish: 7/1/2010 | \$125,000.00 |
|----------------|-------------------------------------|--------------|

Status: Not Started — Upcoming

Activity: Curriculum Review 11-12

Description: Phase 1 - Special Education
Phase 2 - Language Arts
Phase 3 - Social Studies

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------------------------|--------------|
| Williams, Port | Start: 7/1/2011 Finish: 7/1/2011 | \$125,000.00 |
|----------------|-------------------------------------|--------------|

Status: Not Started — Upcoming

Goal: Elementary Professional Learning Communities

Description: To create collaborative, learning communities in each of our schools.

Strategy: To improve the quality of our schools through ongoing, systematic professional development.

Description: We will establish professional learning communities through a variety of approaches that include, but are not limited to:

1. The Academy for Learning. This five-day summer professional development opportunity is provided to new, experienced and substitute teachers. It is designed to support our teachers in their efforts to enhance their practice in the following instructional delivery methods: Interactive Read Aloud, Shared Reading, Guided Reading, Reading Workshop, Comprehension Strategies and Writer's Workshop.
2. Collaborative Planning/Teaching/Reflecting. Teachers that choose this form of differentiated supervision will work in groups of 3-4 (at the same grade level). As a team, these teachers will plan lessons, take turns modeling the lesson, and then providing reflective feedback to the Director of Elementary Education. Each marking period, the group will meet and create a lesson from one of the four main areas (Interactive Read Aloud, Shared Reading, Guided Reading and Writer's Workshop).
3. Study Groups. We will conduct monthly study group sessions for the book, Strategies that Work. Teachers and paraprofessionals will meet each month and use a text-based protocol to discuss classroom implications for this book that focuses on the importance of teaching children seven distinct comprehension strategies.
4. Co-Teaching Planning. Each month, common planning time will be provided to our co-teaching teams.
5. Critical Friends Group. This will be our fourth year of using the Critical Friends Group model as a means to examine/discuss student work and to use consultancy protocols to address the concerns we have for students or our schools.

Activity: Implement Professional Learning Community Components

Description: We will establish professional learning communities through a variety of approaches that include, but are not limited to:

1. The Academy for Learning. This five-day summer professional development opportunity is provided to new, experienced and substitute teachers. It is designed to support our teachers in their efforts to enhance their practice in the following instructional delivery methods: Interactive Read Aloud, Shared Reading, Guided Reading, Reading Workshop, Comprehension Strategies and Writer's Workshop.
2. Collaborative Planning/Teaching/Reflecting. Teachers that choose this form of differentiated supervision will work in groups of 3-4 (at the same grade level). As a team, these teachers will plan lessons, take turns modeling the lesson, and then providing reflective feedback to the Director of Elementary Education. Each marking period, the group will meet and create a lesson from one of the four main areas (Interactive Read Aloud, Shared Reading, Guided Reading and Writer's Workshop).
3. Study Groups. We will conduct monthly study group sessions for the book, Strategies that Work. Teachers and paraprofessionals will meet each month and use a text-based protocol to discuss classroom implications for this book that focuses on the importance of teaching children seven distinct comprehension strategies.
4. Co-Teaching Planning. Each month, common planning time will be provided to our co-teaching teams.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--------------------------------------|------------|
| Coppes, Jeff | Start: 7/1/2009 Finish: 6/30/2010 | \$1,500.00 |

Professional Development Activity Information

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

| | | |
|------|---|-----|
| 5.00 | 5 | 100 |
|------|---|-----|

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|------------------|--|
|----------------------------------|------------------|--|

| | | |
|----------------|---|----------|
| HASD Employees | <ul style="list-style-type: none"> School Entity | Approved |
|----------------|---|----------|

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

| | | |
|--|--|---|
| Extend teacher knowledge in key approaches to literacy instruction including guided reading, shared reading, interactive read aloud, reading workshop and writer's workshop. | These instructional approaches are identified as research-based components of the Balanced Literacy Model. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. |
|--|--|---|

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|---|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists | <ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Kindergarten Early Learning Standards |

| Follow-up Activities | Evaluation Methods |
|----------------------|--------------------|
|----------------------|--------------------|

| | |
|--|--|
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers | <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey |
|--|--|

- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Review of participant lesson plans

Status: In Progress — Upcoming

| Date | Comment |
|-------------|----------------|
|-------------|----------------|

| | |
|-----------|---------------------------------|
| 7/24/2009 | Will be implemented as planned. |
|-----------|---------------------------------|

Goal: Gifted Education

Description: The Huntingdon Area School District will provide a Gifted Education program that develops each child's creativity, curiosity, critical thinking, and problem solving. The Gifted Education program will align with Chapter 16, PDE Gifted Education Guidelines, Basic Education Circulars, Act 48 Professional Development, and the Strategic Plan.

Strategy: Gifted Education Program Collaborative

Description: A Gifted Education Program Collaborative will be established to involve all stakeholders in the development of educational programs and activities that meet the needs of identified gifted students.

Activity: Differentiated Instruction and meeting the needs of all students in the regular education classroom.

Description: Staff members will be provided training in differentiated instruction techniques to meet the needs of all learners in a mixed-ability classroom.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|---------------------------------------|------------------|
| Williams, Port | Start: 8/31/2009 Finish: 6/29/2012 | \$3,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 1.00 | 4 | 90 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| <p>Teachers will learn strategies to manage a differentiated classroom. Lesson plans will be differentiated by readiness, interest and learning profile. Teachers will learn how to differentiate content, process and product.</p> | <p>Differentiate instruction is a best practice that allows teachers to acknowledge the unique needs and abilities of their students. Using differentiated lesson plans, teachers can provide students with flexibility in achieving and demonstrating their understanding of the key ideas and concepts.</p> | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in |

managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: Not Started — Upcoming

Goal: LEP

Description: The Professional Development Committee will offer staff development opportunities that are designed to provide teachers with the training required to support the English Language Learner (ELL) in the regular education classroom.

Strategy: ELL Professional Development

Description: Teachers of ELL will be provided staff development regarding the legal requirements, strategies for curriculum implementation and cultural understanding for enhancing the achievement of English Language Learners.

Activity: Differentiating Instruction for English Language Learners

Description: Teachers will be provided with strategies for differentiating the curriculum to best meet the needs of ELLs in their classroom.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|---------------------------------------|-----------|
| Reilly, Linda | Start: 8/31/2009 Finish: 6/29/2012 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 4.00 | 1 | 20 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Huntingdon Area School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|--|
| Teachers will gain a better understanding of the diverse needs of ELLs. Differentiated Instruction techniques and best practices regarding ELLs will be presented and implemented in the regular education classroom. | Differentiated Instruction has been shown to provide a framework to modify lesson plans, including content, process and product, to meet the needs of all students. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to |

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

mentoring

Status: Not Started — Upcoming

Goal: Middle School Student Achievement

Description: The purpose is to continue to improve the achievement results of all students in all content areas.

Strategy: Collins Writing

Description: All teachers will participate in professional development activities throughout the school year to implement the Collins Writing model.

Activity: Collins Writing

Description: Teachers will be trained in the Collins Writing model during staff development days.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|-------------------------------------|------------------|
| Wargo, Patricia | Start: 7/1/2009 Finish: 7/1/2009 | \$750.00 |

Professional Development Activity Information

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

| | | |
|------|---|----|
| 1.50 | 5 | 50 |
|------|---|----|

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|-------------------------|---|
|---|-------------------------|---|

| | | |
|-----------------------------|---------------------|----------|
| Tuscarora Intermediate Unit | • Intermediate Unit | Approved |
|-----------------------------|---------------------|----------|

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|-----------------------------|------------------------------------|-------------------------------|
|-----------------------------|------------------------------------|-------------------------------|

| | | |
|--|---|--|
| Teachers will learn how to implement the 5 phases of writing as per the Collins Writing model. | The Collins Writing model is a researched based system that has empirical evidence to support its positive impact on student writing. | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.• Increases the educator's |
|--|---|--|

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

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

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors | <ul style="list-style-type: none"> • Middle (grades 6-8) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages |

- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Overdue

| Date | Comment |
|-----------|------------------------------|
| 7/27/2009 | Materials have been ordered. |

Strategy: PowerTeaching in Mathematics

Description: Teachers will implement PowerTeaching strategies in their classrooms.

Activity: Professional Development in PowerTeaching

Description: Teachers will receive 6 days of professional development in PowerTeaching strategies. These strategies will be implemented in their classroom teaching practice.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--------------------------------------|------------|
| Wargo, Patricia | Start: 7/1/2009 Finish: 6/30/2011 | \$3,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 7.00 | 6 | 6 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Tuscarora Intermediate Unit | <ul style="list-style-type: none"> Intermediate Unit | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|--|---|
| <p>The PowerTeaching model will be presented to staff members. Cooperative learning strategies, active engagement activities, positive reinforcement methods, and team building will be used to increase student achievement.</p> | <p>PowerTeaching is based on cooperative learning strategies with a specific focus on mathematics instruction.</p> | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's |

- academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents | <ul style="list-style-type: none"> • Middle (grades 6-8) | <ul style="list-style-type: none"> • Mathematics |

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Date **Comment**

7/27/2009 Schedules have been developed.

Goal: Professional Development

Description: The goal of the Huntingdon Area School District Professional Development

Committee is to provide continuing educational opportunities for the staff in order to assist in the development of skills and abilities that will result in increased student achievement. The Professional Development Committee will assess the district's professional needs through surveys, strategic plan priorities, student assessment data, staff certification needs, and the new teacher induction plan. The Professional Development Committee will encourage all staff members to fulfill their continuing educational needs through both professional development and staff development days, conference attendance through the Travel/Conference Committee, and collegiate credits as stated in the HAEA collective bargaining agreement.

Strategy: Professional Development Days

Description: The PD committee will use staff survey data to plan professional development activities for the staff. The number of professional development days will be determined by the HAEA contract.

Activity: PD Days

Description: The Professional Development committee will plan the agenda for the professional development days as per the HAEA collective bargaining agreement. Based on the annual needs survey, professional certification, and strategic plan priorities, teachers will be given the opportunity to select from a series of staff development options.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--------------------------------------|------------------|
| Wilson, Kathy | Start: 7/1/2009 Finish: 6/29/2012 | \$113,000.00 |

Professional Development Activity Information

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

| | | |
|------|---|-----|
| 7.00 | 4 | 180 |
|------|---|-----|

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|-------------------------|---|
|---|-------------------------|---|

| | | |
|--|--|----------|
| Presenters will be selected from the teaching staff, Tuscarora Intermediate Unit, and recommended workshop presenters. | <ul style="list-style-type: none"> • School Entity • Intermediate Unit | Approved |
|--|--|----------|

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|-----------------------------|------------------------------------|-------------------------------|
|-----------------------------|------------------------------------|-------------------------------|

| | | |
|--|--|---|
| Teachers participating in the Professional Development days will receive training in Academic Vocabulary, Foundations, Edline/Gradequick technology, CPR/AED, Moodle technology, Office 07, Co-Teaching, Curriculum Development in SAS, Adolescent | The content provided in each training session is based upon current educational research on best-practice and is focused upon student needs and staff input. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's |
|--|--|---|

Social Issues, Differentiated Instruction for ELL's, and Differentiated Instruction for Mixed Ability Classrooms

certification or assignment.

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

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

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

effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Date **Comment**

7/23/2009 An annually occurring activity.

Strategy: Travel/Conference Attendance

Description: Teachers will be given the opportunity to attend conferences of interest. Teachers can apply to the Travel/Conference Committee for funding to attend conferences that are related to their areas of certification.

Activity: Attendance at Conferences and Workshops

Description: Teachers may request funding to attend professional development conferences and workshops based on certification. The Travel/Conference Committee allocates funds to supplement registration, travel, lodging, and meals.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--------------------------------------|------------------|
| Knepp, Fran | Start: 7/1/2009 Finish: 6/29/2012 | \$13,500.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|------------------------------------|---|--|
| 7.00 | 100 | 100 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|--|---|---|
| Teachers may attend conferences and workshops identified in the Professional Education Providers section of this plan. | <ul style="list-style-type: none"> • School Entity • College • Intermediate Unit • Association • Company | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|-----------------------------|------------------------------------|-------------------------------|
|-----------------------------|------------------------------------|-------------------------------|

| | | |
|-------------------------------------|-------------------------------------|---|
| Varies depending on the conference. | Varies depending on the conference. | <i>For classroom teachers, school counselors and education specialists:</i> |
|-------------------------------------|-------------------------------------|---|

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

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

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional |
|---|--|

- implementation outcomes, with involvement of administrator and/or peers
 - Analysis of student work, with administrator and/or peers
 - Creating lessons to meet varied student learning styles
 - Peer-to-peer lesson discussions
 - Lesson modeling with mentoring
 - Journaling and reflecting
- delivery and professionalism.
 - Student PSSA data
 - Standardized student assessment data other than the PSSA
 - Classroom student assessment data
 - Participant survey
 - Review of participant lesson plans
 - Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

| Date | Comment |
|------|---------|
|------|---------|

| | |
|-----------|--|
| 7/17/2009 | Teachers have the ability to select conferences that meet their needs and the needs of their students. |
|-----------|--|

Goal: Technology Development

Description: The goal of the technology plan is to enhance and enrich student learning, productivity, communication and educational opportunities through the effective use of 21st century technologies.

Strategy: 21st Century Classrooms

Description: Transform the classroom into a 21st century classroom, with the equipment and professional development required to do so. Interactive Whiteboards, LCD projectors, Computers, Software, and Training

Activity: CFF Embedded Learning

Description: Conduct ongoing CFF Embedded learning classes for teachers at all levels.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|-----------------|-------------|
| Laird, Kammy | Start: 8/1/2008 | \$70,000.00 |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

| Date | Comment |
|------|---------|
|------|---------|

| | |
|-----------|--|
| 7/21/2009 | We are currently conducting 6 online Embedded sessions. 2 for the first class and 1 for each subject |
|-----------|--|

| | |
|-----------|---|
| 7/22/2009 | We are currenting conducting 6 embedded classes over the summer of 09 |
|-----------|---|

Strategy: Technology Infusion during curriculum review process

Description: During the curriculum review process, technology needs are identified and implemented for the curriculum. This ensures new technologies and implemented technologies are made part of the curriculum. Often times this results in new software or hardware purchases as part of the curriculum review.

Activity: Curriculum Review 09-10

Description: Phase 1 - Social Studies
Phase 2 - Science
Phase 3 - Mathematics

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--------------------------------------|--------------|
| Williams, Port | Start: 7/1/2009 Finish: 6/30/2010 | \$125,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 2.00 | 5 | 25 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Huntingdon Area School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|--|--|
| The teachers will develop mathematics curriculum, K-12, aligned to the PA Academic Standards. Teachers will refine the Standards Aligned System (SAS) model incorporating the PA Curriculum Frameworks and creating a calendar-based curriculum map that identifies Big Ideas, Concepts, and Competencies. | The SAS Model represents a 'best practice' that focuses on student achievement and the 6 components of a highly effective instructional system. The curriculum review process is designed to construct educational programs that support effective learning approaches for all students. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. |

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

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|--|---|
| <ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents | <ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12) | <ul style="list-style-type: none">• Kindergarten Early Learning Standards• Mathematics |

Follow-up Activities

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

Evaluation Methods

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

Status: In Progress — Upcoming

Date Comment

7/21/2009 Identifying team members and preparing planning documents.

Activity: Curriculum Review 10-11

Description: Phase 1 - Language Arts
Phase 2 - Social Studies
Phase 3 - Science

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------------------------|--------------|
| Williams, Port | Start: 7/1/2010 Finish: 7/1/2010 | \$125,000.00 |
|----------------|-------------------------------------|--------------|

Status: Not Started — Upcoming

Activity: Curriculum Review 11-12

Description: Phase 1 - Special Education
Phase 2 - Language Arts
Phase 3 - Social Studies

Person Responsible Timeline for Implementation Resources

| | | |
|----------------|-------------------------------------|--------------|
| Williams, Port | Start: 7/1/2011 Finish: 7/1/2011 | \$125,000.00 |
|----------------|-------------------------------------|--------------|

Status: Not Started — Upcoming

Annual Review Process

The professional development steering committee meets monthly to review the professional development needs of the district. Faculty representatives from each building attend these meetings and suggest revisions and share information with their respective staffs. In the fall and spring, community meetings are held, the needed revisions are discussed, and any modifications are formally adopted. Agendas and minutes are available for all meetings.

Supporting Documents

There are currently no supporting documents selected for this section.

Contact Information

Appendix B

Entity Information Page

Entity: Huntingdon Area SD

Address:

2400 Cassady Ave Ste 2
Huntingdon, PA 16652-2618

Superintendent or Chief Administrative Officer: Jill Adams

E-mail: jadams@huntsd.org

Telephone: 814-643-4140

Fax: 814-643-6244

Professional Education Committee Chairperson: Kathy Wilson

E-mail: kwilson@huntsd.org

Telephone: 814-627-1100

Fax: 814-627-0301

Act 48 Reporting Contact: Port Williams

E-mail: pwilliams@huntsd.org

Telephone: 814-643-4140

Fax: 814-643-6244