Derry Township SD

Professional Development District Level Plan

07/01/2017 - 06/30/2020

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

> **Related Challenges:**
>
> - Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
> - Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
> - Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
> - Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
>
> **Indicators of Effectiveness:**
>
> Type: Interim
>
> Data Source: Act 48 needs assessment
>
> Act 48 session evaluations
>
> Specific Targets: 1. Teachers will indicate that professional development opportunities are targeted and meeting their individual needs aligned with district goals and vision
>
> 2. Act 48 needs assessments will be utilized to review progress toward Comprehensive Plan goals and for planning for yearly professional development plans

> ### *Strategies:*
>
> ### *Common Assessment within Grade/Subject*
>
> > **Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
Teacher Moderation: Collaborative Assessment of Student Work and Common
Assessments provide detailed looks at the development and use of common
assessments. (Sources:
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_
Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results
Now: How We Can Achieve Unprecedented Improvements in Teaching and
Learning. Alexandria, Va.: ASCD.) Resource:
http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional
Decision Making provides a WWC reporting of various strategies related to the
acquisition, analysis, and application of student data. (Source:
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that
substantial professional development showed a positive impact upon student
achievement (substantial = greater than 14 hours of focused professional
development delivered via workshops or summer institutes, supported by
follow-up sessions and all delivered by professional developers rather than
train-the-trainer approaches). (Source:
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Instructional Coaching

Description:

Kansas Coaching Project: Instructional coaches are on-site professional
developers who teach educators how to use proven instructional methods. To
be successful in this role, coaches must be skilled in a variety of roles,
including public relations guru, communicator extraordinaire, master
organizer and, of course, expert educator. (Source:
http://instructionalcoach.org/about/about-coaching) Resource:
http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Data Informed Instruction and Decision Making

Description:

Classroom teachers will develop skills and knowledge necessary to effectively assess (both formatively and summatively) students and utilize the data to plan, modify and individualize instruction.

Start Date: 11/30/2013   **End Date:** 7/1/2016

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

PA Common Core Curriculum Alignment

Description:

Professional staff in English/Language Art, Mathematics, Social Studies, Science and the Technical Subjects will fully learn and understand the curriculum and instruction implications and requirements with the PA Common Core Standards. All related curricula will be revised as necessary.

Start Date: 7/1/2013   **End Date:** 7/1/2016

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject

Differentiated Professional Learning

Description:

Develop and refine systemic, pervasive instructional practices that prepare all teachers and students for success in a globally connected 21st century world by providing differentiated professional learning opportunities on meeting the needs of all students, inclusive instructional practices, online/hybrid learning and need-based learning.

Start Date: 7/1/2013   **End Date:** 7/3/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Substantial Professional Development

Professional Learning Communities

Description:

Enhance professional collaboration and PLC models within the district and provide/create time within schedules to allow for professional collaboration and observation/reflection

Start Date: 7/1/2013   **End Date:** 7/1/2019

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Substantial Professional Development

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Rubicon Atlas

Specific Targets: Year 1: Upload all available curriculum maps, update curriculum for ELA, Mathematics, Science, FCS, Music, and Art.

Year 2: Licensure for 50% of programming to include World Language, Health/PE

Year 3: Licensure for 100% of programming to include Social Studies, Library, Tech Ed and Business

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

PA Core Standards Implementation

Description:

"The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014. As part of the new regulations, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce." (Source: http://www.pdesas.org/standard/PACore) Resource: http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Curriculum Framework

Implementation Steps:

PA Common Core Curriculum Alignment

Description:

Professional staff in English/Language Art, Mathematics, Social Studies, Science and the Technical Subjects will fully learn and understand the curriculum and instruction implications and requirements with the PA Common Core Standards. All related curricula will be revised as necessary.

Start Date: 7/1/2013   **End Date:** 7/1/2016

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Curriculum Mapping
- PA Core Standards Implementation

Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Rubicon Atlas

Specific Targets: Year 2: Use Rubicon reports feature to collect data on lesson planning and it's alignment with established district curriculum.

Type: Annual

Data Source: PSSA Data

Specific Targets: Year 1: 3-5% increase in PSSA Mathematics/ELA Scores

Year 2: Additional 3-5% increase in PSSA Mathematics/ELA Scores

Year 3: Additional 3-5% (or 9-15% total) increase in PSSA Mathematics/ELA Scores

Type: Annual

Data Source: PBA/Remediation Enrollment Numbers

Specific Targets: Year 1: Sustain same numbers

Year 2: Enrollment numbers drop by 2-5%

Year 3: Enrollment numbers drop by additional 2-5%

Strategies:

Instructional Coaching

Description:

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: http://instructionalcoach.org/about/about-coaching) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

PLCs - Professional Learning Communities

Description:

Richard DuFour, Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. Phi Delta Kappan, 73(2), 123–128. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD. Learning Forward (2014). 3 Keys to Keep Learning Communities Focused on the Learning. (Sources: http://effectivestrategies.wiki.caiu.org/file/view/Transforming%20Professional%20Learning.pdf/543104478/Transforming%20Professional%20Learning.pdf, http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx) Resources: http://effectivestrategies.wiki.caiu.org/Using+Data, http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Assessment, Instruction

Implementation Steps:

Data Informed Instruction and Decision Making

Description:

Classroom teachers will develop skills and knowledge necessary to effectively assess (both formatively and summatively) students and utilize the data to plan, modify and individualize instruction.

Start Date: 11/30/2013   **End Date:** 7/1/2016

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies: None selected

Professional Learning Communities

Description:

Enhance professional collaboration and PLC models within the district and provide/create time within schedules to allow for professional collaboration and observation/reflection

Start Date: 7/1/2013   **End Date:** 7/1/2019

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description
11/30/2013	7/1/2016	Data Informed Instruction and Decision Making	Classroom teachers will develop skills and knowledge necessary to effectively assess (both formatively and summatively) students and utilize the data to plan, modify and individualize instruction.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant to the Superintendent for Curriculum and Instruction	2.0	4	100	DERRY TOWNSHIP SCHOOL DISTRICT	School Entity	Yes

Knowledge	Participants will learn how ot disaggregate data, analyze patterns within the data and interpret data to inform planning, remediation and instruction.
Supportive Research	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909

Designed to Accomplish

For classroom teachers, school   Increases the educator's teaching skills based on research on effective practice, with

counselors and education specialists:	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.
Training Format	LEA Whole Group Presentation Series of Workshops Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists	**Grade Levels**	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data
Standardized student assessment
data other than the PSSA
Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: Common Assessment within Grade/Subject Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #3: Substantial Professional Development

Start	End	Title	Description
7/1/2013	7/3/2017	Differentiated Professional Learning	Develop and refine systemic, pervasive instructional practices that prepare all teachers and students for success in a globally connected 21st century world by providing differentiated professional learning opportunities on meeting the needs of all students, inclusive instructional practices, online/hybrid learning and need-based learning.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant to the Superintendent for Curriculum and Instruction	3	40	20	DERRY TOWNSHIP SCHOOL DISTRICT	School Entity	Yes

Knowledge	Professional staff will gain an deep understanding in effective, 21st century teaching practices and be able to implement those strategies and practices into their instruction (face-to-face or in a virtual environment)
Supportive Research	Standards for Professional Learning: http://learningforward.org/standards#.UdLsgVNylBI

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Live Webinar
Department Focused Presentation
Online-Asynchronous
Professional Learning Communities
Offsite Conferences

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
Dir

School counselors
New Staff
Other educational
specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities   Team development and   **Evaluation Methods**   Classroom observation focusing on

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

    Creating lessons to meet varied student learning styles

    Peer-to-peer lesson discussion

    Lesson modeling with mentoring

    Joint planning period activities

    Journaling and reflecting

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

LEA Goals Addressed:	**Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.** **Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.**

Start	End	Title	Description
11/30/2013	7/1/2016	Data Informed Instruction and Decision Making	Classroom teachers will develop skills and knowledge necessary to effectively assess (both formatively and summatively) students and utilize the data to plan, modify and individualize instruction.

Person Responsible	SH	S	EP	Provider		Type	App.

Assistant to the Superintendent for Curriculum and Instruction	2.0	4	100	DERRY TOWNSHIP SCHOOL DISTRICT	School Entity	Yes

Knowledge

Participants will learn how ot disaggregate data, analyze patterns within the data and interpret data to inform planning, remediation and instruction.

Supportive Research

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Training Format

LEA Whole Group Presentation
Series of Workshops
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Middle (grades 6-8)

School counselors
New Staff
Other educational
specialists

| Follow-up Activities | Analysis of student work, with administrator and/or peers | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data |