



ACT 48 PROFESSIONAL EDUCATION PLAN APPLICATION

School Profile

AUN Number: 226518662

School Name: St. Malachy School

Street Address: 1012 W. Thompson St.

Post Office (City/Town): Philadelphia Zip Code: 19122

Phone Number: 610-200-5100

Chief Administrator: Claire Frosch

Chief Administrator's Email Address: cfrosch@independencemissionschools.org

Professional Education Committee Chair: Joshua Taton

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I. 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
Rebecca Lord	First Grade Teacher	Teacher Representative	Teachers
Joanna Sauer	Fourth Grade Teacher	Teacher Representative	Teachers
Amy Nash	First Grade Teacher	Teacher Representative	Teachers
Taylor Cassedy	Second Grade Teacher	Teacher Representative	Teachers
Allison Razzano	Teacher Leader	Teacher Representative	Teachers
Samantha Schubert	Middle School Math Teacher	Teacher Representative	Teachers
Michelle Day	Middle School ELA Teacher	Teacher Representative	Teachers
Liz Maguire	Learning Specialist	Educational Specialist Representative	Educational Specialist
Ashley Troha	Math Specialist and Consultant	Educational Specialist Representative	Educational Specialist
Dylan Frendt	Data & Assessment Manager	Administrative Representative	Administrators
Claire Frosch	Chief of Schools	Administrative Representative	Administrators
Dan Tahaney	Director of Literacy	Administrative Representative	Administrators
Benny Morton	Deputy Chief of Schools	Administrative Representative	Administrators
Melissa Wallis	Parent	Parent Representative	School Board of Directors
Kimiyo Cain	Parent	Parent Representative	School Board of Directors
Ken Phelan	Vice Chairman of the Board, IMS	Local Business Representative	School Board of Directors
Paul Dean	Executive Director and Co-Founder, Jounce Partners	Local Business Representative	School Board of Directors
Charles Reyes	Community School Coordinator	Community Representative	School Board of Directors
Ashley Gallagher	Program Manager, Events & Fundraising Families Behind the Badge Children's Foundation	Community Representative	School Board of Directors
Greg Vincent	Education Consultant	Community Representative	School Board of Directors

Name of Team Member	Title	Committee Role	Chosen/Appointed By
Tammy Tuck	Managing Director of Partnerships, SchoolKit	Professional Development Specialist	School Board of Directors
Joshua Taton	Deputy Chief of Curriculum & Instruction	Chair	School Board of Directors

I. Needs Assessment and Goal Setting

Describe in the box below the Needs Assessment process utilized. (*Ex: Survey of teachers, student data from standardized tests, attendance data, etc*) for more information refer to page 4 of the guidelines.

Over the past several years, within the Independence Mission School (IMS) network, we have developed systems and structures to engage in periodic assessments of need. In responding to this question, we first present a brief history of the strategic initiatives undertaken in the past several years. *This history includes a description of the process utilized for undertaking our initial assessment of need.* Second, we describe how these systems and structures enable our ongoing approach to data-driven decision-making.

Our response is organized into brief subsections that address the following: *background on the original needs assessment at IMS, baseline results of analyzing instructional practice, baseline results of curriculum program analysis, baseline results of achievement data, additional achievement data on teacher performance and coaching, initial strategic responses, and ongoing needs-assessment and responsive data-analysis work.* We also offer a concluding summary.

Background—Original Needs Assessment. Prior to the 2017–2018 academic year, IMS conducted a cross-school review of teacher performance, curriculum materials, and achievement. This review was prompted, in part, by achievement data that suggested lower-than-expected student performance, relative to expectations at both the national and local levels (i.e., IMS students' performance was reportedly lower than that of students in the School District of Philadelphia).

This review was undertaken in partnership with outside consultants, particularly staff members at TNTP who worked directly with school and network leaders. During this partnership, the team reviewed a number of different data sources and drew several key conclusions that informed a several different strategic initiatives that are currently being implemented.

Baseline Results of Analyzing Instructional Practice. First, the team chose a research-based protocol on instructional practice—namely, the Instructional Practice Guide (IPG) from Student Achievement Partners. The indicators of the IPG reflect goals for instruction around content-alignment, rigor or complexity, and opportunities to students to demonstrate learning across both mathematics and ELA.

The review team first normed on observations with the IPG and then evaluated performance of IMS teachers at a cross-sectional sample of IMS schools. These goals reflected the shifts articulated by the Common Core State Standards (CCSS). Results showed that over 60% of IMS mathematics and ELA classrooms showed little to no evidence of instruction that was aligned with these CCSS-related expectations.

Baseline Results of Curriculum Program Analysis. Next, a curricular assessment was undertaken. The observers first used a protocol for assessing the quality and alignment of instructional materials, known as the EQuIP from Achieve.org. The team learned that IMS students were not being consistently challenged to meet the demands of college and career readiness, since nearly 70% of the collected student-work samples demonstrated weak or no alignment with the depth of understanding expected by the standards.

Samples of curriculum programs were also collected. This revealed that a hodge-podge of mathematics and ELA curriculum programs were being used across IMS schools—including

several that did not meet or only partially-met the expectations of the CCSS. Data from EdReports.org and Louisiana Believes was utilized in this review of curriculum programs.

In addition to standards-alignment issues, the team's curricular assessment also revealed a primary challenge facing IMS: the difficulty of norming on instructional expectations and facilitating professional development opportunities for teachers, when different schools were using different programs—particularly different programs that adopt a variety of perspectives and embrace different design principles. This hodge-podge approach—and difficulty helping teachers utilize materials to their greatest extent—certainly contravenes best-practices recommendations from empirical research (see, e.g., Remillard, 2016; Remillard & Taton, 2015).

Baseline results of achievement data. Finally, over the course of the 2017-2018 academic year, the team monitored achievement data. The team used results from the Measure of Academic Progress (MAP), a rigorous, high-quality, nationally-normed assessment produced by the Northwest Evaluation Association (NWEA). These results showed a significant need for growth in students' achievement in both mathematics and ELA—by the end of the year, approximately 30% of IMS students were being adequately prepared for post-secondary study in ELA and only 10% were being adequately prepared in mathematics. Stated differently, between 70% and 90% of IMS students in ELA and mathematics, respectively, were not demonstrating grade-level proficiency for subsequent college and career success.

Additional achievement data and data on teacher performance and coaching. As a result of this initial assessment of need, additional data analysis was conducted. More data were gathered, additional needs were identified, and further strategic initiatives (in response) began to commence.

First, MAP results were triangulated with additional data in our assessment toolkit. Results on the TerraNova assessment, in particular, showed that students' mean achievement in ELA and mathematics for Grades 3-7 was in the mid-40th and mid-30th percentiles, nationally, in these respective content areas.

Second, additional data were gathered on teacher performance, using an observation tool closely aligned with the Danielson Framework. Results showed that with few exceptions our experienced teachers were reasonably successful in establishing classroom cultures that promoted opportunities to learn (Danielson 2b). That said, novice teachers needed support in this area. In addition, across all levels of experience, teachers needed support in releasing the ownership of learning to their students through robust questioning and discussion techniques (Danielson 3b). Teachers were generally challenged to make use of students' demonstrations of learning—in the service of gathering and using formative assessment data as regular elements of instruction (Danielson 3d).

Third, we conducted surveys of teachers and leaders. From these, we learned teachers, by and large, did not feel they received enough high-quality instructional coaching to promote their growth and development. Leaders also rated the impact of external coaching partnerships as moderate, wanting to see broader or more holistic improvements in teaching performance (specifically related to content and curriculum-use). Leaders also articulated a need for support with instructional oversight and implementing research-based practices for improving achievement.

Initial strategic responses. Collectively, these data suggested a significant and pressing need: to focus on improving the quality of both ELA and mathematics instruction, including offering additional support for teachers and leaders. Specifically, in addition to promoting the

implementation of a high-quality, rigorous, and Standards-aligned program, these data also suggested a need to support school leaders with enhanced tools of instructional leadership—including, but not limited to, the tools best utilized for high-quality instructional coaching within the content domains of ELA and mathematics.

Therefore, during the 2017–2018 academic year, a number initiatives were launched to address concerns raised by the review team and our assessment of need. First, a Mathematics Steering Committee—comprised of teachers, school leaders, network administrators, and external consultants—selected a new primary set of instructional resources and began crafting professional development sequences to support network-wide implementation. These professional development opportunities were grounded in the content and instructional shifts of the CCSS, as well as the Standards for Mathematical Practice (SMPs). We have just finished two years' worth of professional development for teachers in these foundational elements.

Further, we have also nearly completed two years' worth of professional development for school leaders and instructional coaches, as well. These sessions have focused not only on principles of high-quality instruction and effective curriculum-use, but also on data analysis to drive instructional change and leading coaching and planning meetings with teachers.

Early results of this mathematics-related initiative are promising. In the past two years, we have seen mathematics achievement results for all students in Grades 3-8 (correlated to the PSSA) improve by two percentage points—with as high as a five percentage point improvement in elementary grades. Likewise, even more exciting, we have seen as large as an eight percentage point drop in the number of students identified as “below basic” in mathematics. Similar results have been observed for within-year growth metrics.

Now that we have fully-implemented a new mathematics program across all of our schools—and engaged in initial training on Common Core-aligned instructional practices—IMS is beginning a parallel process in ELA. To begin, IMS initially offered ongoing support in ELA instruction in 2018-2019, through a new series of professional development experiences that concentrated on interpreting complex texts. A Steering Committee for ELA has recently chosen a new curriculum program for implementation in 2020-2021, and professional development on Standards-aligned instruction is being crafted for next year and beyond.

Ongoing needs-assessment and responsive data-analysis work. It should be noted, here, that the same data-gathering and decision-making structures, established prior to 2017–2018, have been maintained and refined in the years since. These constitute a foundation that underpins our ongoing needs-assessment and strategic adaptation. In particular, three times per school year, students from Kindergarten to Grade 8 undertake growth and achievement testing via MAP. Students in Grades 3–8 also complete the TerraNova assessment during the spring term.

Next, semi-annually, school and network leaders undertake a comprehensive rating of teacher performance for all instructors of record in core-content areas. Surveys of teachers' experiences with coaching are also conducted during the winter and spring terms, each year.

In addition, several other tools have been developed to monitor and aid coaching around the implementation of curriculum programs. A set of quantitative goals has been established to measure and monitor curriculum implementation in mathematics; these include goals on pacing, planning, and the utilization of our selected program as the primary instructional resource in classrooms.

Data on these goals are collected by IMS school leaders, as well as our various external partners on a monthly basis. In addition to norming-related exercises (see below), these data

are reported and aggregated into dashboards for monitoring and responsive action-taking. We work to ensure that the collection methods and responses align with school-based goals and action plans. For instance, we have the capacity to offer additional supports to teachers who are falling behind our targets for pacing within our network scope-and-sequence guide, particularly when school leaders identify this as an important lever within their buildings.

Further, in 2019–2020, a qualitative coaching tool was developed at IMS, known as the Lesson Observation and Feedback Tool (LOFT) for mathematics. The LOFT based on similar tools like the Instructional Practice Guide (IPG) by Achieve the Core. The LOFT, unlike the IPG, is targeted toward specific indicators of implementation that are aligned with the design and components of our curriculum program and also best-practices of instruction.

Using the LOFT, we have identified key areas of instruction that require additional and ongoing support; these include: elements of curriculum implementation, content and pedagogical content knowledge, using questioning and discussion techniques to promote students' academic ownership and depth-of-understanding, and formative assessment techniques. We expect—as we onboard a new ELA program—we will develop a similar research-based tool for ELA instruction.

Finally, we monitor our data collection and analysis. During the course of the current school year (2019-2020), we facilitated three norming sessions with all of our network leaders that were multiple hours in duration—to help ensure that data collection and observations are within acceptable ranges of reliability. We also have collected video repositories of IMS teachers that we utilize for periodic norming discussions, and we undertake local and small-group norming sessions, through school-specific and regional walkthroughs with school leaders, teacher leaders, network leaders, and consultants (e.g., from TNTP and SchoolKit).

We continue to undertake evaluations of all professional development sessions—including those in which only school leaders or teacher-leaders and coaches participate. We review these data, consistently, as we develop an essential question for each new school year, plan our scope and sequence of professional development experiences, and in monitoring school-based coaching work and making adjustments to our targeted supports.

Summary. In conclusion, IMS undertook a comprehensive needs-assessment before the 2017-2018 academic year. This assessment involved a number of stakeholders, partners, and experts, and it included comprehensive reviews of achievement, curriculum materials, instructional performance, and leadership/coaching. Results prompted a number of strategic initiatives in ELA and mathematics, because IMS found that student outcomes for college and career readiness lagged well behind those of our peers and behind national norms. Furthermore, the routine established for conducting our initial needs-assessment is now one embedded within our annual operations cycle—used for making data-informed decisions, monitoring the impact of initiatives, and engaging in continuous improvement.

Describe in the box below the learning priorities for educators' and the staff development needed to achieve the academic standards and goals of your entity's strategic plan. This should be based on the information gathered during the Needs Assessment process.

The assessment of need described above, as well as our ongoing assessments, have demonstrated several priority areas that require further attention. These priority areas are now incorporated, centrally, within our overall strategic plan for academics. In this section, we describe these priority areas along with appropriate references to components of the Danielson Framework.

In the sub-sections of the response, here, we reference development needs and priorities for Danielson domains 1a, 1d, 3b, and 3d, respectively. These each relate to our PEP goals and proposed activities that are outlined in the table that appears in the next section of this application. As preface, note that our current learning priorities are focused squarely on improving learning outcomes in both ELA and mathematics.

Note also that, below, our learning priorities and the affiliated needs for staff development remain generally content-agnostic. This is because we have identified foundational and cross-cutting opportunities for growth in both ELA and mathematics. In other words, while the specific applications will differ during implementation, the learning priorities for educators' and our staff-development goals collectively involve established pedagogical practices and content-knowledge that cut across both ELA and mathematics (of course, with ELA goals supporting specified ELA-related content-knowledge and mathematics goals supporting specified mathematics-related content knowledge). Our learning priorities are therefore described, here, without necessarily describing particulars of the academic content within ELA or mathematics.

Naturally, once these foundational experiences have been established and are maintained during this initial three-year term of our Professional Education Plan, we will undoubtedly offer extension pathways in the future. These extensions, we currently believe, will be needed to deepen teachers' understanding of specific content and pedagogical needs within the more granular components of ELA and mathematics content domains. For example, in future renewal periods, we would envision a fine-grained sequence of professional development experiences that are focused on "multiplicative reasoning as it develops over the course of Grades 3-5" (with extensions into earlier and subsequent horizon-related content). This would be a model utilized with regard to each of the other areas of identified "major work" or essential work in each domain of ELA and mathematics.

Demonstrating Knowledge of Content and Pedagogy (Danielson 1a). First, recall that our initial analysis of instructional practices demonstrated that *well more than half of observed classrooms did not exhibit strong alignment with the expectations of the CCSS*. Foremost, then, students need instruction that addresses key grade-level expectations or content. Our needs analysis revealed that materials and instruction, oftentimes, were not targeted to grade-level expectations. This misalignment has a potentially-cascading effect across grades that, ultimately, leads to significant gaps in students' content knowledge (see, e.g., Remillard 2016; Remillard & Taton, 2015).

To align with the CCSS, of course, teachers must also demonstrate instruction that embodies the expected shifts for ELA and mathematics. In ELA, those practices involve regular practice with complex texts, using textual evidence in literacy-based experiences, and knowledge-building through complex non-fiction texts. In mathematics instruction, analogously, pedagogical practices must focus on grade-level expectations, coherently tie content across and within school years, and address the appropriate level of rigor (to promote conceptual understanding, procedural fluency, and application). In addition, students must develop experience with demonstrating—through instruction—the Anchor Standards for reading, writing, speaking, and listening (in ELA) and the habits of mind and problem-solving represented by the Standards for Mathematical Practice (in mathematics).

Therefore, our educators' highest priority for learning must center on component 1a of the Danielson Framework. Teachers must know the grade-level content they are expected to teach and they must know—and embrace—the instructional practices that will improve students' overall depth-of-understanding with content. This learning priority reflects the needs identified through the IPG (on instructional practices), curricular analysis (on unaligned materials), and overall student outcomes.

And, as noted previously, after establishing foundations in component 1a in the current three-year application period—specifically related to knowing the major-work standards in the CCSS and practices that elevate rigor and check for understanding—we would leverage research in cognitive pathways to help deepen teachers' pedagogical content knowledge (e.g., Carpenter et al., 1998). Following the current three-year application period, we would intentionally build future sessions that would incorporate deeper understanding of learning progressions.

Demonstrating Knowledge of Resources (Danielson 1d). Research shows that use of Standards-aligned programs—with appropriate and high-quality professional development offerings—increases that likelihood that instructional practices and student-learning outcomes will improve (relative to traditional and non-aligned programs). See, for example, research in mathematics education by Tarr and colleagues (2006; 2008). Therefore, *given that the IMS needs-assessment (described above) showed the widespread use of a range of instructional programs—including many that were not fully aligned with the content and expectations of the CCSS—we regard a pivotal lever of change as our investment in high-quality instructional resources in mathematics and ELA.*

Research also shows that it is insufficient to deliver instructional materials to teachers without also providing sufficient support in unpacking and embracing the materials' overall design philosophy and intended pedagogy (see, e.g., Brown et al., 2008; Remillard, 2016; Remillard & Taton, 2015; Stein, Remillard, & Smith, 2007; Tarr et al., 2006, 2008). In other words, teachers must be supported in learning how to participate with curriculum materials (Remillard, 2005).

Therefore, IMS also acknowledges the pivotal importance of offering robust and ongoing professional development that supports teachers' understanding and capacity to use both our core curriculum materials in ELA and mathematics and any supplementary materials in which we invest (Danielson 1d). This requires that not only must teachers have opportunities to

learn about and collaborate with each other on planning instruction, but also that our school leaders are afforded opportunities to learn about supporting curriculum implementation. This learning priority reflects what we learned in our needs analysis regarding the use of unaligned curricular programs.

Our coaching partners must also be aware of our priorities and aligned with our vision in the feedback that they give to school leaders and teachers, as well. Guidance on instruction must fit with the design and intentions of curricular resources that are leveraged as tools during high-quality, rich, and rigorous instruction. Overall, these are systemic investments that we are making and plan to continue making, to utilize available resources to their greatest extent.

Using Questioning and Discussion Techniques (Danielson 3b). Part of the theory of change between instructional resources and student learning are the key mediating variables related to instruction. These include establishing and maintaining rigor through essential questioning and discussion techniques.

During a seminal study in mathematics education, for example, Stein and Lane (1996) and Stein and colleagues (1996) identified the shifting of demands of instruction—when moving from higher down to lower cognitive load—as a key factor in reducing student outcomes. This lowering of cognitive demand occurred, most often, when teachers did not have a repertoire of discursive tools at their disposal that maintained focus on sense-making and inquiry. Instead, teachers who lowered cognitive demand—and hence negatively impacted learning outcomes—were those who simplified questions to make them procedural or fact-based or who funneled students' responses toward a single, predictable answer.

Likewise, the IMS needs-assessment recognized the importance of students' academic ownership in promoting understanding, but *classroom observations revealed a clear pattern of fact-based, yes/no, procedural, or otherwise low-rigor discussions and questions*. IMS is certainly investing in high-quality resources and a more consistent and clear framework for instruction. In order to take full advantage of these investments, then, *IMS teachers need more support in promoting students' academic ownership and maintaining the rigor of classroom activities through robust questioning and discussion techniques (Danielson 3b)*.

This learning priority reflects the needs identified as a result of our work with the IPG and coaching surveys throughout our teachers and school leaders—related to developing teachers' capacities to put the onus for academic thinking on students. As before, school leaders also need tools and professional development around coaching teachers into maintaining the higher levels of rigor and cognitive demand offered by high-quality instructional materials and best-practices recommendations.

Using Assessment in Instruction (Danielson 3d). During our needs-assessment, the team noted that teachers were not making as productive use as they could have of students' demonstrations of learning. In other words, teachers have not been utilizing techniques of formative assessment to drive instruction toward deepening students' understanding based on their needs. Instruction, as noted previously, has tended to remain in the procedural or fact-based realm.

In addition, our new curriculum programs adopt a formative-assessment philosophy for all assessments (including those at the end of a unit). Oftentimes, rubric and standards-based grading systems are novel for teachers, even though they are now a part of recommended best-practices—based on research about assessment *for learning* that promotes students' understanding (e.g., Black & Wiliam, 1998).

Therefore, IMS teachers need additional professional development opportunities in using assessment for instructional purposes (Danielson 3d). Within our professional education plan, this type of support would have great resonance with our other areas of need. Supporting assessment practices also offers an opportunity to reinforce teachers' understanding of content and pedagogy (Danielson 1a), because of the importance of aligning assessment items with expected grade-level content.

This need reflects our observations on students' learning outcomes and the identified need from coaching surveys, to improve teachers' capacities to meaningfully respond to data during and after instruction. Further, by working toward this priority and through our support of a robust approach to formative assessment, teachers will simultaneously deepen their understanding of our curriculum resources (Danielson 1d) and improve questioning to help assess students' understanding (Danielson 3b). It makes sense, then, that this need encapsulates many of our other needs and will be a key capstone of our professional development work.

Leadership, and Specialist Supports. Finally, as noted above, IMS school leaders and specialist also deserve support in promoting the instructional vision we collectively hold. This requires training and ongoing support with instructional leadership in the content and practice standards, the instructional shifts, using curriculum, discussion and questioning, and formative assessment.

In addition, we have a host of support staff who are also responsible for shepherding the vision for joyful and rigorous instruction into reality. Together, school leaders, intervention support specialists, specials teachers, and other administrators and staff must row in alignment to: *set and maintain consistent instructional goals or outcomes (Danielson 1c), establish and maintain classroom cultures and school climates that are focused on learning (Danielson 2b and 3c), and promote consistent reflection on teaching within schools and encourage teachers' growth-mindset about improving practice (Danielson 4a).*

Describe in the table below the three goals established for the three-year Professional Education Plan. Ensure that Professional development activities have *content* that will increase student learning and are aligned to at least one component of one domain within the *Danielson Framework for Teaching*.

Professional Education Plan Goals			
Goal #	Professional Development Activities	Staff Participating	Danielson Framework
<p>1. The proportion of students prepared for studying mathematics in post-secondary schooling will more than double by 2026-2027.</p>	<ul style="list-style-type: none"> • Network-wide, in-person workshops on the pedagogical content knowledge (PCK) of mathematics instruction, as well as the best-practices of formative assessment, questioning, and differentiation (for Classroom Teachers; Education Specialists; School & District Leaders) • School-based sessions on observing exemplary instruction, planning instruction, and data analysis (for Classroom Teachers; Education Specialists; Educators Seeking Leadership Roles; School & District Leaders) • Curriculum development and alignment work (for Educators Seeking Leadership Roles) 	<p>All Choose an item. Choose an item.</p>	<p>1a Demonstrating Knowledge of Content and Pedagogy 1d Demonstrating Knowledge of Resources 3b Using Questioning and Discussion Techniques 3d Using Assessment in Instruction</p>

<p>2. The proportion of students reading in accordance with grade-level expectations will more than double by 2026-2027.</p>	<ul style="list-style-type: none"> • Network-wide, in-person workshops on the pedagogical content knowledge (PCK) of literacy instruction, as well as the best-practices of formative assessment, questioning, and differentiation (for Classroom Teachers; Education Specialists; School & District Leaders) • School-based sessions on observing exemplary instruction, planning instruction, and data analysis (for Classroom Teachers; Education Specialists; Educators Seeking Leadership Roles; School & District Leaders) • Curriculum development and alignment work (for Educators Seeking Leadership Roles) 	<p>All Choose an item. Choose an item.</p>	<p>1a Demonstrating Knowledge of Content and Pedagogy 1d Demonstrating Knowledge of Resources 3b Using Questioning and Discussion Techniques 3d Using Assessment in Instruction</p>
<p>3. IMS schools will be fully-staffed by educators consistently aspiring to achieve excellence in both performance and professionalism by 2026- 2027 (or earlier).</p>	<ul style="list-style-type: none"> • Network-wide leader training focused on deepening understanding of standards-based instruction and using data and goals to plan strategically 	<p>All Choose an item. Choose an item.</p>	<p>1c Setting Instructional Outcomes 2b Establishing a Culture for Learning 3c Engaging Students in Learning 4a Reflecting on Teaching</p>

	<ul style="list-style-type: none">• Training teachers and leaders on proven strategies that boost student engagement and performance, and high-quality implementation of curricular activities and components• Training teachers on how to establish a culture of learning where teachers will learn and practice classroom management, lesson planning, and classroom culture skills and techniques		
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II. Action Planning

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

Title: Support Use of Instructional Resources in Mathematics to Promote Rigorous Instruction

Description (What will students achieve as a result of this goal?)

The proportion of students prepared for studying mathematics in post-secondary schooling will more than double by 2026-2027.

Establish Maintain Expand

Resources: For network-wide PD, we need an essential question (annually), drawn from data on curriculum implementation, teaching performance, and learning outcomes that guides our development of learning activities in Goal 1; we also need a team of facilitators, office supplies (e.g., markers and chart paper), and classroom space for leading PD sessions, once we design scope-and-sequences and workshops aligned with this goal. For school-based PD, we need to train-the-trainer (our teacher leaders) and provide resources that they can use in their schools to facilitate school-based discussions on network-wide PD sessions, as well as deliberate practice and data-analysis or assessment protocols. We also need to monitor the integrity of school-based PD sessions via Central Office staffing. Finally, for all PD sessions (network-wide workshops and school-based follow-up learning community and collaborative planning meetings, we need a pathway for evaluating this work and certifying participation hours.

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).
NWEA MAP results, correlated to PSSA proficiency bands (annual windows in Oct, Jan/Feb, & May)	>4-percentage-point increase per year in the proportion of students meeting projected growth (annual growth); >2-percentage-point increase per year in the proportion of students projected to meet PSSA Proficient + Advanced
TerraNova results (annual window in March)	>4-point increase per year in the mean achievement percentile (compared against national norms)
Danielson Framework ratings (annual windows in Jan & May)	>4% increase (change) per year in mean network-wide ratings in a composite score of Danielson 1a, 1c, 1d, 2b, 3b, 3c, 3d, and 4a
Professional Development Evaluation Ratings	>70% response rate for all PD evaluations with >80% agreement that the PD activities were impactful on deepening understanding and growing practice

Strategies

- We will design and implement classroom-based professional development workshops—a multi-session program run network-wide—for novice and experienced teachers that: a) support teachers’ knowledge of CCSS-aligned content and pedagogy, b) maintain and deepen teachers’ use of core instructional resources, c) promote rigorous questioning and discussion techniques, including those for differentiating instruction, and d) use formative assessment techniques to meet students’ needs.
- We will design and implement classroom-based professional development workshops and learning communities—run within teacher-leader corps and among school faculty—that reinforce learning from network-wide workshops and offer opportunities for using deliberate practice protocols and collaborative planning.

Implications of the data and rationale for this goal:

This goal—to improve mathematics achievement results—is driven by an identified need that IMS students are underperforming their peers nationally and from other local networks/districts. We need to set an ambitious goal, doubling rates of career and college readiness, in order to rally leaders and teachers around the urgent need for collaborative learning and growth. We have indicated that we will reach this goal by 2026-2027, so that we are aligned with our network’s strategic plan and our accreditation plan. We have selected incremental goals (shown above) to demonstrate marked improvement toward the overall objective to double achievement outcomes. Beyond achievement results, we have also established incremental goals related to measurements of teacher performance, and our internal ratings of the efficacy of PD. We would use PD ratings to adjust the granular-level activities in our multi-session workshop programs.

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

Number	Action Step/Professional Development Activity
#1	Designing and implementing classroom-based PD workshops for all teachers; designing and implementing classroom-based PD workshops and PLCs that are facilitated within individual schools by teacher-leaders
#2	
#3	
#4	
#5	
#6	

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

Title: Support Use of Instructional Resources in ELA to Promote Rich Text-Focused Instruction

Description (What will students achieve as a result of this goal?)

The proportion of students reading in accordance with grade-level expectations will more than double by 2026-2027

Establish Maintain Expand

Resources: For network-wide PD, we need an essential question (annually), drawn from data on curriculum implementation, teaching performance, and learning outcomes that guides our development of learning activities in Goal 1; we also need a team of facilitators, office supplies (e.g., markers and chart paper), and classroom space for leading PD sessions, once we design scope-and-sequences and workshops aligned with this goal. For school-based PD, we need to train-the-trainer (our teacher leaders) and provide resources that they can use in their schools to facilitate school-based discussions on network-wide PD sessions, as well as deliberate practice and data-analysis or assessment protocols. We also need to monitor the integrity of school-based PD sessions via Central Office staffing. Finally, for all PD sessions (network-wide workshops and school-based follow-up learning community and collaborative planning meetings, we need a pathway for evaluating this work and certifying participation hours.

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).
NWEA MAP results, correlated to PSSA proficiency bands (annual windows in Oct, Jan/Feb, & May)	>4-percentage-point increase per year in the proportion of students meeting projected growth (annual growth); >2-percentage-point increase per year in the proportion of students projected to meet PSSA Proficient + Advanced
TerraNova results (annual window in March)	>4-point increase per year in the mean achievement percentile (compared against national norms)
Danielson Framework ratings (annual windows in Jan & May)	>4% increase (change) per year in mean network-wide ratings in a composite score of Danielson 1a, 1c, 1d, 2b, 3b, 3c, 3d, and 4a
Professional Development Evaluation Ratings	>70% response rate for all PD evaluations with >80% agreement that the PD activities were impactful on deepening understanding and growing practice

Strategies

- We will design and implement classroom-based professional development workshops—a multi-session program run network-wide—for novice and experienced teachers that: a) support teachers’ knowledge of CCSS-aligned content and pedagogy, b) maintain and deepen teachers’ use of core instructional resources, c) promote rigorous questioning and discussion techniques, including those for differentiating instruction, and d) use formative assessment techniques to meet students’ needs.
- We will design and implement classroom-based professional development workshops and learning communities—run within teacher-leader corps and among school faculty—that reinforce learning from network-wide workshops and offer opportunities for using deliberate practice protocols and collaborative planning

Implications of the data and rationale for this goal:

This goal—to improve ELA achievement results—is driven by an identified need that IMS students are underperforming their peers nationally and from other local networks/districts. We need to set an ambitious goal, doubling rates of career and college readiness, in order to rally leaders and teachers around the urgent need for collaborative learning and growth. We have indicated that we will reach this goal by 2026-2027, so that we are aligned with our network’s strategic plan and our accreditation plan. We have selected incremental goals (shown above) to demonstrate marked improvement toward the overall objective to double achievement outcomes. Beyond achievement results, we have also established incremental goals related to measurements of teacher performance, and our internal ratings of the efficacy of PD. We would use PD ratings to adjust the granular-level activities in our multi-session workshop programs.

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

Number	Action Step/Professional Development Activity
#1	Design a one-year pathway of network-wide professional development workshops that establish teachers’ knowledge in ELA instructional shifts, resource and curriculum-use, instruction, and formative assessment
#2	Design a one-year pathway of network-wide professional development workshops that maintain teachers’ ELA content knowledge, resource and curriculum-use, instruction, and formative assessment
#3	Design a one-year pathway of network-wide professional development workshops that expand teachers’ ELA content knowledge, resource and curriculum-use, instruction, and formative assessment
#4	
#5	
#6	

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

Title: Build Instructional Leadership Capacities to Promote Data-Informed Planning, High-Quality Implementation of Instructional Resources, and Best-Practices of Teaching

Description (What will students achieve as a result of this goal?)

Students' progress toward our proficiency goals in ELA and mathematics will accelerate, so that more than 60% are meeting expected growth targets by 2026-2027 (up from about 41% in ELA in Spring 2019 and also 41% in mathematics in Spring 2019). In addition, classroom observations in "Establishing a Culture for Learning" (Danielson 2b), "Engaging Students in Learning" (Danielson 3c) and "Reflecting on Teaching" (Danielson 4a) will demonstrably improve, thereby enhancing the culture of and readiness for learning in schools.

Establish Maintain Expand

Resources: To support working toward this goal we need to refine our leadership framework and instructional coaching model (including building a parallel "look for" tool for ELA that reflects a similar approach to the LOFT). School and network yearly calendars and daily schedules will need to be adjusted to promote more opportunities for collaboration (e.g., grade-level PLCs) and opportunities for coaching. We will also need additional diagnostic tools (online as well as pencil-and-paper), to help leaders efficiently identify needs and monitor incremental learning gains (within module). Leaders, educators seeking leadership roles, and educational specialists need additional professional learning opportunities in coaching, using diagnostic tools, and approaches to differentiation. This corps of staff members will also require support in refining their understanding of the essential grade-level content in ELA and mathematics, as well as relationship between rigorous instructional practices and the curricular tools that support rigorous instruction. Likewise, PLC participants will need to learn the rigorous expectations in other content areas. Partnerships with other organizations will need to be established and nurtured—to help us, for example, engage in collaborative coaching and walkthroughs in each of our schools with external observers.

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).
Implementation indicators (i.e., LOFT) (Monthly, beginning in 2020-2021) (PK-8)	We will look to see a year-over-year improvement in program/curriculum implementation metrics of 10% as observed by Central Office team and coaching partners
Danielson Ratings (January/May, annually, continuing in 2020-2021 and beyond) (PK-8)	We will aim for year-over-year improvement of 10% in mean ratings on our Danielson-aligned instructional practices tool, as measured twice annually by school leaders for all teachers of record in ELA / mathematics

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).
Pacing metrics (twice per school year, continuing in 2020-2021 and beyond) (PK-8)	We gather data monthly on teachers' adherence to a scope-and-sequence guide that offers benchmarks for pacing that will address essential grade-level content; we have established a window for pacing to be within 10 days of expectations
NWEA MAP (January/May, annually, continuing in 2020-2021 and beyond) (K-8)	We expect a 4 percentage point improvement, year-over-year, in the proportion of students meeting expected growth targets in ELA and mathematics at two snapshot dates during each school year
Professional Development Evaluation Ratings	>70% response rate for all PD evaluations with >80% agreement that the PD activities were impactful on deepening understanding and growing practice

Strategies

- We will design and implement professional development and coaching frameworks for instructional leaders (including teacher-coaches and teacher-leaders, as well as principals and assistant principals) that establish and expand baseline understanding of the expected shifts in instruction under the CCS Standards in ELA and mathematics.
- We will develop and norm on observational tools related to implementation of curriculum programs in ELA and mathematics.
- Likewise, we will adopt a similar approach and convene PLCs for understanding learning standards in other content areas (e.g., social studies and science), so that these PLCs can plan for the adoption of rigorous and engaging instructional tools/programs in future years.
- We will offer professional learning opportunities to new and some, select returning teachers (including classroom-based sessions and one-on-one real-time coaching) that enables readiness to learn and engagement.

Implications of the data and rationale for this goal:

In order to accelerate growth, teachers need to be supported in planning and delivering instruction that includes appropriate checks for understanding. In utilizing such data, teachers must respond appropriately to deepen understanding and engagement. To accomplish this goal, leaders need to be supported in understanding shift-aligned instruction, the essential content of the grade, and in how to utilize tools that qualitatively and quantitatively support coaching efforts. Likewise, in order to establish a culture of learning and engage students in readiness to learn—for all subjects—teachers and leaders need to work with tools and strategies that promote rigor and engagement in all subject areas.

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

Number	Action Step/Professional Development Activity
#1	Design a three-year pathway of professional development workshops for a corps of school leaders and specialists in the area of mathematics achievement and instruction that maintain and expand school leaders' knowledge and execution of creating a culture of learning and teaching, thinking and planning strategically, and accessing and using data to inform decision making
#2	Design a three-year pathway of professional development workshops for a corps of school leaders and specialists in the area of ELA achievement and instruction that establish, maintain, and expand school leaders' knowledge and execution of creating a culture of learning and teaching, thinking and planning strategically, and accessing and using data to inform decision making
#3	Create and facilitate professional learning communities for selecting and planning for adoption of high-quality curriculum
#4	Design a three-year pathway of network-wide professional development workshops for pre-service, novice, and underperforming teachers focusing on developing core teaching skills and pedagogical principals.

Professional Development Activity Worksheet

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

Extra Worksheets are included in Appendix B

Goal #: 1 Action Step #: 1

Associated Strategies: Designing and implementing classroom-based PD workshops for all teachers; designing and implementing classroom-based PD workshops and PLCs that are facilitated within individual schools by teacher-leaders

Title: Network-wide Professional Development for Novice and Experienced teachers in Mathematics Curriculum-use, Instruction, and Formative Assessment

Description: Over the course of a three-year pathway, teachers will deepen their understanding of content standards (particularly each grade's essential content in Year 1) and instructional practices (in Years 1-3). Instructional practices will be supported through planning-related activities and experiences (in Years 1-2), as well as tools for implementing instruction that involves checking for understanding (i.e., formative assessment), accountable talk, and maintaining rigor while utilizing features of standards-aligned tools (in Years 2-3). Following network-wide professional learning experiences, reinforcement opportunities that gauge uptake and offer local-based strategies will be facilitated in local schools. These will be led by school leaders and teacher-leaders (in Years 2-3). Teachers will be assigned to differentiated cohorts, depending on their level of experience—with each year's corps of new teachers assigned to the Year 1 pathway, and some returning teachers assigned to the Year 1 pathway based on Danielson ratings and identified need. Returning teachers will be assigned to advanced pathways for Years 2-3. Teacher-leaders will receive additional bi-monthly sessions that include train-the-trainer opportunities and interactive professional development in instructional coaching.

Start Date: 8/1/2020 **End Date:** 7/31/2023

Person Responsible: Deputy Chief of Curriculum & Instruction

Hours Per Session: 2-6

of Sessions: 5 (new and returning teachers) + 18 additional (teacher-leaders)

of Participants: 350 classroom teachers + 25 teacher-leaders

Provider: St. Malachy (in partnership with SchoolKit and GreatMinds)

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: New teachers will gain significant experience with intellectual preparation—namely, the process of instructional planning through backwards-design and standards unpacking. New teachers will also learn the foundations of the instructional shifts and fluencies in mathematics education, as well as the expected grade-level content and how to leverage resources for delivering grade-level content while checking for understanding (within the “Year 1” sequence). Experienced teachers will have opportunities to build upon these foundation Year 1 and subsequent years, by refining intellectual preparation as well as developing and practicing accountable talk and formative assessment practices. All teachers will learn strategies for implementing instruction with curricular tools that maintains rigor and promotes conceptual understanding and engagement. The latter will be supported by explorations of the Standards of Mathematical Practice and how these are embodied in problem-solving oriented classrooms.

Danielson Framework Component(s): 1a Demonstrating Knowledge of Content and Pedagogy 1d Demonstrating Knowledge of Resources 3b Using Questioning and Discussion Techniques 3d Using Assessment in Instruction

Standards Addresses: PA Core Mathematics Standards: CC.2.1: Numbers and Operations, CC.2.2: Algebraic Concepts, CC.2.3: Geometry, CC.2.4: Measurement, Data and Probability

Research & Best Practices Base: “The Opportunity Myth” (TNTP 2019), “How Knowledge Helps” (Willingham 2006), Black & Wiliam (1998), *Understanding by Design* (Wiggins & McTighe, 1998), *5 Practices for Orchestrating Productive Mathematical Discussions* (Smith & Stein, 2018), Chapin, O’Connor, & Anderson (2009), Remillard (2016), Remillard & Taton (2015), Progressions Documents for the Common Core Math Standard (Common Core Standards Writing Team, 2019), *A Focus on Multiplication* (Hulbert et al., 2018), *A Focus on Fractions* (Petit et al, 2016)

Skill Development: Teachers will be able to: name and describe the instructional shifts in mathematics and their impact on teaching and learning (including the three aspects of rigor and how these align with curriculum-based activities); teachers will be able to understand when fluency is expected by grade-level. They will also prepare to teach a module and unit by applying an unpacking protocol; prepare to teach a lesson by applying a lesson preparation protocol; anticipate areas where students may need additional support (i.e., misconceptions); analyze students’ work for evidence of understanding; and respond proactively in facilitating practices of classroom discussion.

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 checked="" type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input type="checkbox"/> Online-Synchronous | <input type="checkbox"/> Online-Asynchronous |
| <input checked="" 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 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): [Click here to enter text.](#)

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: Structured Module and Lesson-level planning

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

Extra Worksheets are included in Appendix B

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

Associated Strategies: Design a one-year pathway of network-wide professional development workshops in ELA instructional shifts, resource and curriculum-use, instruction, and formative assessment

Title: Year 1: Laying the Foundation for Shifts-Aligned ELA Curriculum Implementation and Deepening Disciplinary Literacy Practices

Description: Over the course of Year 1, teachers will develop the essential content knowledge and skills to implement our selected literacy curriculum with integrity and disciplinary literacy practices. Topics include but are not limited to understanding the design of the curriculum, the components of literacy and related content areas, the ELA Instructional Shifts, the importance of providing at-grade-level content to all students, and best practices for preparing to teach a unit and lesson. Curriculum-specific focus will be on implementing Skills Block and Module Lessons effectively from our selected curriculum. Customized sessions will be provided to grade bands (Pre-K, K-2, 3-5, and 6-8) with additional differentiation for individual grade levels as appropriate.

Start Date: 8/1/2020 **End Date:** 7/31/2021

Person Responsible: Deputy Chief of Curriculum & Instruction

Hours Per Session: 4-6 hours

of Sessions: 7 **# of Participants:** 250

Provider: St. Malachy (in partnership with SchoolKit)

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: Teachers will build pedagogical content knowledge around: the ELA Instructional Shifts; how the Shifts impact Literacy teaching & learning and live in our selected literacy curriculum; text complexity; the impact of knowledge and vocabulary on reading comprehension; the impact of evidence-based tasks and questions on student learning; conceptually coherent text sets; close reading of complex texts.

Danielson Framework Component(s): 1a Demonstrating Knowledge of Content and Pedagogy 1d Demonstrating Knowledge of Resources 3b Using Questioning and Discussion Techniques 3d Using Assessment in Instruction

Standards Addresses: PA Core ELA Standards: CC.1.1 (Foundational Skills – K-5 only), CC.1.2 (Reading Informational Texts), CC.1.3 (Reading Literary Texts), CC.1.4 (Writing), CC.1.5 (Speaking and Listening)

Research & Best Practices Base: “Reading Between the Lines” (ACT 2006), “Rethinking Reading Comprehension Instruction” (Beck, Blake, & McKeown 2009), “The Opportunity Myth” (TNTP 2019), “How Knowledge Helps” (Willingham 2006), “Effect of Prior Knowledge on Good and Poor Readers’ Memory of Text (Recht & Leslie 1988), “Placing Text at the Center of the Standards-Aligned ELA Classroom” (Liben & Pimentel, 2019), “The Sixth Pillar of Reading Instruction” (Cervetti & Hiebert 2015)

Skill Development: Teachers will be able to: name and describe the ELA Instructional Shifts and their impact on literacy teaching and learning; identify how the Shifts live in our selected literacy curriculum; prepare to teach a module and unit by applying an unpacking protocol; prepare to teach a lesson by applying a lesson preparation protocol; read and analyze complex texts to identify the key understandings; analyze the qualitative complexity of a text in order to anticipate areas where students may need additional support; identify and/or craft a series of text-dependent questions that leads students to develop understanding of a text’s meaning.

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 checked="" type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input checked="" type="checkbox"/> Online-Synchronous | <input checked="" type="checkbox"/> Online-Asynchronous |
| <input checked="" 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 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): ELA

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: Structured Module and Lesson-level planning

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

Extra Worksheets are included in Appendix B

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

Associated Strategies: Design a one-year pathway of network-wide professional development workshops that maintain teachers' ELA content knowledge, resource and curriculum-use, instruction, and formative assessment

Title: Year 2: Building Content Knowledge and Practice

Description: Over the course of Year 2, teachers will dig deeper into the content knowledge and skills required to engage all students effectively with our selected literacy curriculum. Topics include but are not limited to writing, speaking and listening, vocabulary, and supporting teachers in planning around complex texts and lessons. Curriculum-specific focus will be on implementing Additional Language and Literacy Block effectively. Customized sessions will be provided to grade bands (Pre-K, K-2, 3-5, and 6-8) with additional differentiation for individual grade levels as appropriate.

Start Date: 8/1/2021 **End Date:** 7/31/2022

Person Responsible: Deputy Chief of Curriculum & Instruction

Hours Per Session: 2-5 hours

of Sessions: 4 **# of Participants:** 250

Provider: St. Malachy (in partnership with SchoolKit)

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: Teachers will build pedagogical content knowledge around: the three types of writing outlined in the standards (narrative, informational, opinion/argument); research behind the value of both formal writing and informal daily writing; the writing process; strategies for supporting all students in text-based writing; the importance of oral language and supporting

speaking and listening in the classroom; strategies for supporting rich academic discourse about complex texts; the research behind indirect and direct vocabulary instruction; principles of strong vocabulary instruction.

Danielson Framework Component(s): 1a Demonstrating Knowledge of Content and Pedagogy 1d Demonstrating Knowledge of Resources 3b Using Questioning and Discussion Techniques 3d Using Assessment in Instruction

Standards Addresses: PA Core ELA Standards: CC.1.1 (Foundational Skills – K-5 only), CC.1.2 (Reading Informational Texts), CC.1.3 (Reading Literary Texts), CC.1.4 (Writing), CC.1.5 (Speaking and Listening)

Research & Best Practices Base: All of the above for Year 1, and: “Report of the National Committee on Reading” (Whipple 1925), “Conceptual Coherence, comprehension, and vocabulary acquisition: A knowledge effect?” (Cervetti, Wright, & Hwang 2016), “Measures of Text Difficulty: Testing their predictive value for grade levels and student performance” (Nelson et al 2012), “Meaningful Differences in the Everyday Experiences of Young Children” (Hart & Risley 1995)

Skill Development: Teacher will be able to: name and describe the three types of writing outlined in the standards; prepare to support students with formal text-based writing using a planning protocol; identify student needs related to writing using a “looking at student work” protocol, and address those needs using a variety of curriculum-embedded supports; select which vocabulary words to prioritize teaching; apply strategies for supporting indirect vocabulary acquisition (e.g. providing a series of texts on the same topic); plan and implement direct vocabulary instruction using a planning protocol and other curriculum-embedded supports; plan and implement productive text-based discussions; select and apply strategic supports for helping students engage in academic discourse that deepens their understanding of complex texts and concepts.

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 checked="" type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input checked="" type="checkbox"/> Online-Synchronous | <input checked="" type="checkbox"/> Online-Asynchronous |
| <input checked="" 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 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): ELA

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: Structured Module and Lesson-level planning

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

Extra Worksheets are included in Appendix B

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

Associated Strategies: Design a one-year pathway of network-wide professional development workshops that expand teachers' ELA content knowledge, resource and curriculum-use, instruction, and formative assessment

Title: Year 3: Supporting All Students to Engage Successfully with Grade-Level Content

Description: Over the course of Year 3, teachers will learn how to plan more effectively to meet a wide range of students' needs during a lesson. Topics include but are not limited to analyzing student work, identifying strengths and needs, strategies for supporting students in reading & expressing understanding of complex texts, planning for small group instruction in ELA, and fluency. Curriculum-specific focus will be on implementing Labs effectively from the EL Education curriculum. Customized sessions will be provided to grade bands (Pre-K, K-2, 3-5, and 6-8) with additional differentiation for individual grade levels as appropriate.

Start Date: 8/1/2022 **End Date:** 7/31/2023

Person Responsible: Deputy Chief of Curriculum & Instruction

Hours Per Session: 2-5 hours

of Sessions: 4 **# of Participants:** 250

Provider: St. Malachy (in partnership with SchoolKit)

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: Teachers will build pedagogical content knowledge around: the components of literacy (e.g. what fluency is, how it's developed, and why it is important); strategies for supporting students who are still developing in areas of literacy (e.g. vocabulary, evidence-based writing and discussion, reading of complex text, fluency); research-based best practices

for planning and implementing interventions for students needing additional support to access grade-level texts and content.

Danielson Framework Component(s): 1a Demonstrating Knowledge of Content and Pedagogy 1d Demonstrating Knowledge of Resources 3b Using Questioning and Discussion Techniques 3d Using Assessment in Instruction

Standards Addresses: PA Core ELA Standards: CC.1.1 (Foundational Skills – K-5 only), CC.1.2 (Reading Informational Texts), CC.1.3 (Reading Literary Texts), CC.1.4 (Writing), CC.1.5 (Speaking and Listening)

Research & Best Practices Base: All of the above from Year 1 and 2, and: “What if ‘Just Right’ is ‘Just Wrong? The Unintended Consequences of Leveling Readers” (Hoffman 2017), “Is Knowledge the Problem? Supporting Diverse Readers Accessing Challenging Texts” (Lupo & Kibler 2019), “Struggle Is Not A Bad Word: Misconceptions and Recommendations About Readers Struggling with Difficult Texts” (Lupo et al 2018)

Skill Development: Teachers will be able to: create an exemplar response that is aligned with grade-level expectations; use a rubric to analyze student work; analyze a variety of student data to identify strengths and needs; make strategic plans to address student needs; proactively plan ahead to support all students with reading and understanding grade-level texts and expressing that understanding during lessons; plan for small group instruction that supports Tier 1 instruction in ELA.

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 checked="" type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input checked="" type="checkbox"/> Online-Synchronous | <input checked="" type="checkbox"/> Online-Asynchronous |
| <input checked="" 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 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): ELA

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: Structured Module and Lesson-level planning; engaging in “Looking at Student Work” protocols

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 #: 1

Associated Strategies: Design a three-year pathway of professional development workshops for a corps of school leaders and specialists in the area of mathematics achievement and instruction that maintain and expand school leaders' knowledge and execution of creating a culture of learning and teaching, thinking and planning strategically, and accessing and using data to inform decision making

Title: Instructional Leadership with Shifts-Aligned Math Curriculum Implementation

Description: Through ongoing professional learning, leaders will develop and deepen the essential knowledge and skills to support teachers with curriculum implementation and content knowledge development, and prioritize this instructional leadership work within their role. This includes a focus on creating, maintaining, and leveraging school-wide systems and structures, supporting individual and collaborative teacher planning, observing instruction and providing feedback, using data to inform instruction, and planning and delivering professional development. Topics for each year include but are not limited to revisiting and deepening foundational items such as understanding the design of the curriculum, the math Instructional Shifts, and the importance of providing at-grade-level content to all students. Leaders will deepen their practices for supporting teachers to prepare to teach modules/units and lessons, as well as to analyze student work, identify strengths and needs, scaffolding and differentiating whole group instruction, planning for small group instruction, and leveraging the Math Language Routines to foster math thinking and discourse

Start Date: 8/1/2020 **End Date:** 7/31/2023

Person Responsible: Deputy Chief of Curriculum & Instruction

Hours Per Session: 1.5-6 Hours

of Sessions: 11-13 **# of Participants:** 40

Provider: St. Malachy (in partnership with SchoolKit)

PDE Approved: YES NO

Provider Type: School Entity College or University Non-profit Organization
 IU Association For Profit Company
 Individual PaTTAN Other:

Knowledge Gain: Leaders will deepen their understanding of their role and responsibilities as math instructional leaders, how to set up and maintain systems and structures that support implementation of the Eureka Math curriculum, and how to support teachers with planning. They will also gain and strengthen content knowledge in such topics as: the Math Instructional Shifts; how the Shifts impact math teaching & learning and live in the Eureka Math curriculum; and the rationale for module and lesson-level planning and how to effectively support teachers with this work – including planning for developing conceptual understanding. Leaders will deepen their math instructional leadership practice in how to effectively develop teacher effectiveness with the Eureka Math curriculum through observation and feedback and ongoing, targeted individual teacher coaching cycles, as well as designing and facilitating adult professional learning based on identified needs in content or pedagogical content knowledge. Leaders will also grow in their understanding of how to set up and maintain systems and structures for data-driven, differentiated instruction within the Eureka Math curriculum and how to support teachers with this process. This includes topics such as: strategies for supporting students who are still developing in areas of mathematics (e.g. fluency, conceptual understanding, problem-solving, the mathematical practices); and research-based best practices for planning and implementing interventions for students needing additional support to access grade-level content.

Danielson Framework Component(s): 1c Setting Instructional Outcomes 2b Establishing a Culture for Learning 3c Engaging Students in Learning 4a Reflecting on Teaching

Standards Addresses: PA Core Mathematics Standards: CC.2.1: Numbers and Operations, CC.2.2: Algebraic Concepts, CC.2.3: Geometry, CC.2.4: Measurement, Data and Probability

Research & Best Practices Base: General: “Leverage Leadership 2.0: A Guide to Building Exceptional Schools” (Bambrick-Santoyo 2018), “The Effective Principal” (Mendels 2012), The School Principal as Leader: Guiding Schools to Better Teaching & Learning” (Wallace Foundation, 2013), “Children’s Mathematics: Cognitively Guided Instruction (Carpenter, Fennema, Franke, Levi & Empson 2015), “Practice Perfect: 42 Rules for Getting Better at Getting Better” (Lemov 2012), “Teachers’ Productive Mathematical Noticing During Lesson Preparation” (Choy 2014).

Skill Development: Leaders will be able to more effectively: set up and maintain systems and structures that support implementation of the Eureka Math curriculum; name and describe the Math Instructional Shifts and their impact on math teaching and learning; identify how the Shifts live in Eureka Math curriculum; and support teachers to (1) prepare to teach a module and unit by applying an unpacking protocol, (2) prepare to teach a lesson by applying a lesson preparation protocol, (3) complete student tasks and unpack content standards to identify the key understandings, (4) analyze tasks, solutions and learning progressions to anticipate areas where students may need additional support, (5) leverage the Math Language Routines to facilitate productive math discussions. Leaders will also deepen their skill in observing Eureka Math lessons and evaluate against a lesson observation and feedback tool, planning and providing targeted feedback on Eureka Math implementation to teachers, and creating and enacting on targeted coaching cycles and development plans for individual teachers and team or whole staff professional development based on common needs. Leaders will also deepen

their skill in setting up and maintaining systems and structures that support data-driven, differentiated instruction within the Eureka Math curriculum, and supporting teachers to (1) create an exemplar response that is aligned with grade-level expectations, (2) use rubrics to analyze student work, (3) analyze a variety of student data to identify strengths and needs, (4) make strategic plans to address student needs, (5) proactively plan ahead to support all students with mastery of grade-level standards and expressing that understanding during lessons, and (6) planning for data-informed small group instruction in math.

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 checked="" type="checkbox"/> Online-Synchronous | <input checked="" type="checkbox"/> Online-Asynchronous |
| <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Offsite Conferences |

Participant Roles:

- | | |
|--|---|
| <input 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 type="checkbox"/> New Staff | <input 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): [Click here to enter text.](#)

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: Structured module and lesson-level planning

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**

Extra Worksheets are included in Appendix B

Goal #: 3 Action Step #: 2

Associated Strategies: Design a three-year pathway of professional development workshops for a corps of school leaders and specialists in the area of ELA achievement and instruction that establish, maintain, and expand school leaders' knowledge and execution of creating a culture of learning and teaching, thinking and planning strategically, and accessing and using data to inform decision making

Title: Instructional Leadership with Shifts-Aligned ELA Curriculum Implementation

Description: Leaders will develop the essential content knowledge and skills to lead the curriculum implementation process, support teachers with curriculum implementation and content knowledge development, and prioritize this instructional leadership work within their role. This includes a focus on creating and leveraging school-wide systems and structures, supporting individual and collaborative teacher planning, observing instruction and providing feedback, and using data to inform instruction. Topics for Year 1 include but are not limited to understanding the design of the curriculum, the components of literacy, the ELA Instructional Shifts, the importance of providing at-grade-level content to all students, and best practices for preparing to teach a unit and lesson. Curriculum-specific focus will be on implementing Module Lessons in all grades and Skills Block in grades K to 2. Topics for Year 2 include but are not limited to writing, speaking and listening, vocabulary, and planning around complex texts and lessons. Curriculum-specific focus will be on implementing the Additional Language and Literacy Block effectively in grades 3 to 5. Topics for Year 3 include but are not limited to analyzing student work, identifying strengths and needs, strategies for supporting students in reading & expressing understanding of complex texts, planning for small group instruction in ELA, and fluency. Curriculum-specific focus will be on implementing Labs in grades K to 2.

Start Date: 8/1/2020 **End Date:** 7/31/2023

Person Responsible: Deputy Chief of Curriculum & Instruction

Hours Per Session: 1.5-6 hours

of Sessions: 11-13 **# of Participants:** 40

Provider: St. Malachy School (in partnership with SchoolKit)

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: In Year 1, leaders will understand their role and responsibilities as ELA instructional leaders, how to set up and maintain systems and structures that support implementation of the EL Education ELA curriculum, and how to support teachers with planning. They will also gain content knowledge in such topics as: the ELA Instructional Shifts; how the Shifts impact Literacy teaching & learning and live in the EL Education ELA curriculum; and the rationale for module and lesson-level planning and how to effectively support teachers with this work – including analyzing and planning for text complexity, selecting and facilitating evidence-based tasks and questions, and facilitating close reading of complex texts. In Year 2, leaders will understand how to deepen their ELA instructional leadership practice from Year 1, and how to effectively develop teacher effectiveness with the ELA curriculum through observation and feedback and ongoing coaching cycles. They will also gain content knowledge in such topics as: the three types of writing outlined in the standards (narrative, informational, opinion/argument); research behind the value of both formal writing and informal daily writing; the writing process; strategies for supporting all students in text-based writing; the importance of oral language and supporting speaking and listening in the classroom; strategies for supporting rich academic discourse about complex texts; and indirect and direct vocabulary instruction. In Year 3, leaders will understand how to set up and maintain systems and structures for data-driven, differentiated instruction within the EL Education ELA curriculum and how to support teachers with this process. They will also gain content knowledge in such topics as: the components of literacy (e.g. what fluency is, how it's developed, and why it is important); strategies for supporting students who are still developing in areas of literacy (e.g. vocabulary, evidence-based writing and discussion, reading of complex text, fluency); and research-based best practices for planning and implementing interventions for students needing additional support to access grade-level texts and content.

Danielson Framework Component(s): 1c Setting Instructional Outcomes 2b Establishing a Culture for Learning 3c Engaging Students in Learning 4a Reflecting on Teaching

Standards Addresses: PA Core ELA Standards: CC.1.1 (Foundational Skills – K-5 only), CC.1.2 (Reading Informational Texts), CC.1.3 (Reading Literary Texts), CC.1.4 (Writing), CC.1.5 (Speaking and Listening)

Research & Best Practices Base: General: “Leverage Leadership 2.0: A Guide to Building Exceptional Schools” (Bambrick-Santoyo 2018), “The Effective Principal” (Mendels 2012), The School Principal as Leader: Guiding Schools to Better Teaching & Learning” (Wallace Foundation, 2013) Year 1: “Reading Between the Lines” (ACT 2006), “Rethinking Reading Comprehension Instruction” (Beck, Blake, & McKeown 2009), “The Opportunity Myth” (TNTP 2019), “How Knowledge Helps” (Willingham 2006), “Effect of Prior Knowledge on Good and Poor Readers’ Memory of Text (Recht & Leslie 1988), “Placing Text at the Center of the

Standards-Aligned ELA Classroom” (Liben & Pimentel, 2019), “The Sixth Pillar of Reading Instruction” (Cervetti & Hiebert 2015); Year 2: “Report of the National Committee on Reading” (Whipple 1925), “Conceptual Coherence, comprehension, and vocabulary acquisition: A knowledge effect?” (Cervetti, Wright, & Hwang 2016), “Measures of Text Difficulty: Testing their predictive value for grade levels and student performance” (Nelson et al 2012), “Meaningful Differences in the Everyday Experiences of Young Children” (Hart & Risley 1995); Year 3: “What if ‘Just Right’ is ‘Just Wrong? The Unintended Consequences of Leveling Readers” (Hoffman 2017), “Is Knowledge the Problem? Supporting Diverse Readers Accessing Challenging Texts” (Lupo & Kibler 2019), “Struggle Is Not A Bad Word: Misconceptions and Recommendations About Readers Struggling with Difficult Texts” (Lupo et al 2018)

Skill Development: : In Year 1, leaders will be able to: set up and maintain systems and structures that support implementation of the EL Education ELA curriculum; name and describe the ELA Instructional Shifts and their impact on literacy teaching and learning; identify how the Shifts live in EL Education ELA curriculum; and support teachers to (1) prepare to teach a module and unit by applying an unpacking protocol, (2) prepare to teach a lesson by applying a lesson preparation protocol, (3) read and analyze complex texts to identify the key understandings, (4) analyze the qualitative complexity of a text in order to anticipate areas where students may need additional support, (5) identify and/or craft a series of text-dependent questions that leads students to develop understanding of a text’s meaning. In Year 2, leaders will be able to: observe EL Education ELA lessons and evaluate against a lesson observation and feedback tool; plan and provide targeted feedback on EL implementation to teachers; name and describe the three types of writing outlined in the standards; and support teachers to (1) support students with formal text-based writing using a planning protocol, (2) identify student needs related to writing using a “looking at student work” protocol, (3) address those needs using a variety of curriculum-embedded supports, (4) select which vocabulary words to prioritize teaching, (5) plan and implement productive text-based discussions. In Year 3, leaders will be able to: set up and maintain systems and structures that support data-driven, differentiated instruction within the EL Education ELA curriculum; support teachers to (1) create an exemplar response that is aligned with grade-level expectations, (2) use a rubric to analyze student work, (3) analyze a variety of student data to identify strengths and needs, (4) make strategic plans to address student needs, (5) proactively plan ahead to support all students with reading and understanding grade-level texts and expressing that understanding during lessons, (6) plan for data-informed small group instruction in ELA.

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 checked="" type="checkbox"/> Online-Synchronous | <input checked="" type="checkbox"/> Online-Asynchronous |
| <input checked="" type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Offsite Conferences |

Participant Roles:

- | | |
|--|---|
| <input 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 type="checkbox"/> New Staff | <input 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): ELA

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: Structured Module and lesson-level planning

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

Professional Development Activity Worksheet

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

Extra Worksheets are included in Appendix B

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

Associated Strategies: Create and facilitate professional learning communities for selecting and planning for adoption of high-quality curriculum

Title: Selecting and Planning for Adoption of High-Quality Curriculum

Description: Teachers of science, social studies, religion, and special subject teachers such as music, art and foreign language, will learn about their content standards and aligned pedagogical practices, criteria of high-quality curriculum design, research curriculum options for their subject, evaluate programs to make a recommendation for adoption, and then plan for the adoption of that curriculum across the network.

Start Date: 8/1/2020 **End Date:** 7/31/2021

Person Responsible: Deputy Chief of Curriculum & Instruction

Hours Per Session: 4-6 hours

of Sessions: 6 **# of Participants:** 55

Provider: St. Malachy (in partnership with SchoolKit)

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: Teachers will build knowledge around their own subject standards and recommended pedagogical practices, and the characteristics of a high-quality, effective, and engaging curriculum for that subject. Criteria include but are not limited to alignment to content standards, backwards, coherent design, and supports for struggling students. Teachers will learn about available curriculum options for their subject, a process for evaluating curricular programs, and how to plan for curriculum implementation.

Danielson Framework Component(s): 1c Setting Instructional Outcomes 2b Establishing a Culture for Learning 3c Engaging Students in Learning 4a Reflecting on Teaching

Standards Addresses: PA State Science, Social Studies and Special Subject Standards: (Arts & Humanities; Computer Science; Health, Safety and Physical Education; World Languages

Research & Best Practices Base: “Teach like a Champion 2.0: 62 Techniques that put Students on the Path to College (Lemov 2015), “Great Habits, Great Readers: A Practical Guide for K-4 Reading in the Light of Common Core” (Bambrick-Santoyo, Settles & Worrell 2013), “Practice Perfect: 42 Rules for Getting Better at Getting Better” (Lemov 2012).

Skill Development: Teachers will be able to: leverage knowledge of their content standards to evaluate curricular options, name and describe the most effective pedagogical practices for their own subject; determine criteria for effective curricula within their subject; apply their criteria to evaluate and select a high-quality curriculum; and pilot lessons and materials and reflect on the experience. They will also be able to plan important steps for curriculum adoption including: selecting and sourcing specific materials, investing stakeholders such as students and families, identifying professional development needs and supports, and developing processes and protocols for materials unpacking and internalization.

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 checked="" type="checkbox"/> Online-Synchronous | <input checked="" type="checkbox"/> Online-Asynchronous |
| <input checked="" 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 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): science, social studies, religion, and special subject teachers such as music, art and foreign language

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: Structured Module and Lesson-level planning

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**

Extra Worksheets are included in Appendix B

Goal #: 3 Action Step #: 4

Associated Strategies: Design a three-year series of professional development workshops – for teachers (a) new to IMS schools and (b) returning to IMS with professional growth targets in foundational areas – to build foundational skills for creating a positive, learning-focused classroom culture and strong intellectual preparation processes for use with ELA, mathematics, and related science, social studies, and enrichment curricula.

Title: Laying the Foundations to Effectively Engage All Students with Grade Level Content

Description: Over the course of Year 1, Year 2, and Year 3, teachers new to IMS – or returning to IMS schools but focused on developing foundational skills, as identified by school leaders and Danielson framework ratings – will learn to develop a classroom culture that supports and enhances implementation content curriculum; teachers will also learn the fundamental process for internalizing lesson and module content and for preparing to facilitate the repeated structures in their lessons. The workshops will be designed with multiple entry points – teachers entering this workshop series in Year 1 will attend two trainings each year, increasing proficiency progressively, while teachers entering this workshop series in Year 3, for example, will receive three condensed sessions in Year 3 to ensure rapid attainment of proficiency in foundational skills. Topics include but are not limited to: establishing a culture of learning, engaging all students in the learning, and preparing to teach through internalization of the content and the pedagogical techniques embedded in curriculum. Customized sessions will be provided to K-5 and 6-8 grade bands, and differentiated by focused content area. Teachers will participate in video review, deliberate practice protocols, and lesson internalization workshops.

Start Date: 8/1/2020 **End Date:** 8/1/2023

Person Responsible: Deputy Chief of Curriculum & Instruction

Hours Per Session: 3 hours

of Sessions: 6 **# of Participants:** 100

Provider: St. Malachy School (in partnership with Jounce Partners and Devereux Center for Effective Schools)

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: Teachers will build pedagogical content knowledge around: multiple models of representation for content, and multiple educational resources types, so that they can teach content in a variety of ways; strategies to anticipate common misconceptions and intentionally teach to address misconceptions; intellectual preparation processes that both enhance familiarity with key concepts and the ability to teach them; scaffolding and culture-of-inquiry building strategies to enhance student engagement; research-based best practices for conveying high expectations and driving student growth through questioning, data-driven classroom circulation, and targeted feedback cycles.

Danielson Framework Component(s): 1c Setting Instructional Outcomes 2b Establishing a Culture for Learning 3c Engaging Students in Learning 4a Reflecting on Teaching

Standards Addresses: PA Core ELA Standards: CC.1.1 (Foundational Skills – K-5 only), CC.1.2 (Reading Informational Texts), CC.1.3 (Reading Literary Texts), CC.1.4 (Writing), CC.1.5 (Speaking and Listening), PA Core Mathematics Standards: CC.2.1: Numbers and Operations, CC.2.2: Algebraic Concepts, CC.2.3: Geometry, CC.2.4: Measurement, Data and Probability, PA State Science, Social Studies and Special Subject Standards: (Arts & Humanities; Computer Science; Health, Safety and Physical Education; World Languages

Research & Best Practices Base: “Classroom Management that Works: Research-Based Strategies for Every Teachers” (Marzano, Marzano & Pickering 2003), “Effective Classroom-Management & Positive Teaching” (Sieberer-Nagler 2016), “Teach like a Champion 2.0: 62 Techniques that put Students on the Path to College (Lemov 2015), “Great Habits, Great Readers: A Practical Guide for K-4 Reading in the Light of Common Core” (Bambrick-Santoyo, Settles & Worrell 2013), “Practice Perfect: 42 Rules for Getting Better at Getting Better” (Lemov 2012)., “Children’s Mathematics: Cognitively Guided Instruction (Carpenter, Fennema, Franke, Levi & Empson 2015), “Practice Perfect: 42 Rules for Getting Better at Getting Better” (Lemov 2012), “Teachers’ Productive Mathematical Noticing During Lesson Preparation” (Choy 2014)

Skill Development: Teachers will be able to: engage in and facilitate the intellectual preparation process for math, ELA and related areas curricula; teach core content skills using multiple models of representation to enhance student learning pictorial representations, graphic organizers, concept maps, tape diagrams, number bonds, fraction tape, number lines, graphs, etc.); utilize research-based teaching strategies and moves to enhance student engagement and consistently assess for understanding; utilize research-based teaching strategies and moves to establish and maintain a positive and productive culture of learning; intentionally use everyone-thinks questioning strategies, data laps, show-calls and clear exit ticket procedures to ensure that students are engaged in a consistent feedback-accountability loop.

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 checked="" type="checkbox"/> Department Focused Presentation | <input type="checkbox"/> Podcast |
| <input checked="" type="checkbox"/> Online-Synchronous | <input checked="" type="checkbox"/> Online-Asynchronous |
| <input checked="" 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 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): ELA, mathematics, science, social studies, specials

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: Structured Module and Lesson-level planning

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:

III. Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan. 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.**

Goal 1	Evaluation Strategy
The proportion of students prepared for studying mathematics in post-secondary schooling will more than double by 2026-2027.	
Action Step 1: Design a three-year pathway of network-wide professional development workshops for both novice and experienced teachers in mathematics curriculum-use, instruction, and formative assessment.	Student Outcomes NWEA MAP results, correlated to PSSA proficiency bands (annual windows in Oct, Jan/Feb, & May) TerraNova results (annual window in March) Participants' use of knowledge and skills Danielson Framework ratings (annual windows in Jan & May) Participants learning & Participants reaction Professional Development Evaluation Ratings
Goal 2	Evaluation Strategy
The proportion of students reading in accordance with grade-level expectations will more than double by 2026-2027.	
Action Step 1: Design a one-year pathway of network-wide professional development workshops that establish teachers' knowledge in ELA instructional shifts, resource and curriculum-use, instruction, and formative assessment	Student Outcomes NWEA MAP results, correlated to PSSA proficiency bands (annual windows in Oct, Jan/Feb, & May) TerraNova results (annual window in March) Participants' use of knowledge and skills Danielson Framework ratings (annual windows in Jan & May) Participants learning & Participants reaction Professional Development Evaluation Ratings
Action Step 2: Design a one-year pathway of network-wide professional development	Student Outcomes

workshops that maintain teachers' ELA content knowledge, resource and curriculum-use, instruction, and formative assessment	NWEA MAP results, correlated to PSSA proficiency bands (annual windows in Oct, Jan/Feb, & May) TerraNova results (annual window in March) Participants' use of knowledge and skills Danielson Framework ratings (annual windows in Jan & May) Participants learning & Participants reaction Professional Development Evaluation Ratings
Action Step 3: Design a one-year pathway of network-wide professional development workshops that expand teachers' ELA content knowledge, resource and curriculum-use, instruction, and formative assessment	Student Outcomes NWEA MAP results, correlated to PSSA proficiency bands (annual windows in Oct, Jan/Feb, & May) TerraNova results (annual window in March) Participants' use of knowledge and skills Danielson Framework ratings (annual windows in Jan & May) Participants learning & Participants reaction Professional Development Evaluation Ratings
Goal 3	Evaluation Strategy
IMS schools will be fully-staffed by educators consistently aspiring to achieve excellence in both performance and professionalism by 2026- 2027 (or earlier).	
Action Step 1: Design a three-year pathway of professional development workshops for a corps of school leaders and specialists in the area of mathematics achievement and instruction that maintain and expand school leaders' knowledge and execution of creating a culture of learning and teaching, thinking and planning strategically, and accessing and using data to inform decision making	Student Outcomes NWEA MAP results, correlated to PSSA proficiency bands (annual windows in Oct, Jan/Feb, & May) TerraNova results (annual window in March) Participants' use of knowledge and skills Danielson Framework ratings (annual windows in Jan & May) Participants learning & Participants reaction Professional Development Evaluation Ratings
Action Step 2: Design a three-year pathway of professional development workshops for a corps of school leaders and specialists in the area of ELA achievement and instruction that establish, maintain, and expand school leaders' knowledge and execution of creating a culture of learning and teaching, thinking	Student Outcomes NWEA MAP results, correlated to PSSA proficiency bands (annual windows in Oct, Jan/Feb, & May) TerraNova results (annual window in March) Participants' use of knowledge and skills Danielson Framework ratings (annual windows in Jan & May)

and planning strategically, and accessing and using data to inform decision making	<p>Participants learning & Participants reaction Professional Development Evaluation Ratings</p>
Action Step 3: Create and facilitate professional learning communities for selecting and planning for adoption of high-quality curriculum	<p>Student Outcomes NWEA MAP results, correlated to PSSA proficiency bands (annual windows in Oct, Jan/Feb, & May) TerraNova results (annual window in March) Participants' use of knowledge and skills Danielson Framework ratings (annual windows in Jan & May) Participants learning & Participants reaction Professional Development Evaluation Ratings</p>
Action Step 4: Design a three-year pathway of network-wide professional development workshops for pre-service, novice, and underperforming teachers focusing on developing core teaching skills and pedagogical principals.	<p>Student Outcomes NWEA MAP results, correlated to PSSA proficiency bands (annual windows in Oct, Jan/Feb, & May) TerraNova results (annual window in March) Participants' use of knowledge and skills Danielson Framework ratings (annual windows in Jan & May) Participants learning & Participants reaction Professional Development Evaluation Ratings</p>

IV. 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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Appendix A

Signed Plan Assurances

Appendix B

Professional Development Activity Worksheet

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

Goal #: Click here to enter text. **Action Step #:** Click here to enter text.

Associated Strategies: Click here to enter text.

Title: Click here to enter text.

Description: Click here to enter text.

Start Date: Click here to enter a date. **End Date:** Click here to enter a date.

Person Responsible: Click here to enter text.

Hours Per Session: Click here to enter text.

of Sessions: Click here to enter text. **# of Participants:** Click here to enter text.

Provider: Click here to enter text.

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: Click here to enter text.

Danielson Framework Component(s): Click here to enter text.

Standards Addresses: Click here to enter text.

Research & Best Practices Base: Click here to enter text.

Skill Development: Click here to enter text.

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

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Participant Roles:

- | | |
|--|--|
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| <input type="checkbox"/> New Staff | <input 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): [Click here to enter text.](#)

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.](#)

Appendix C

Attach Additional Documents here: