

Commodore Perry Comprehensive Plan 2017-2021

Professional Education

Characteristics

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

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

Provide brief explanation of your process for ensuring these selected characteristics.

The professional development committee that includes teachers and administrators, works toward identifying needs by analyzing data from a variety of sources, including but not limited to surveys, assessment data, School Performance Profile, PVAAS, MAP, etc. In addition, we are incorporating

Professional Learning Communities that focus on career development, co-teaching (with a focus on flexible groups to address students' specific needs), etc. These diverse professional development opportunities provide the knowledge and application for teachers to address the needs of all students, including gifted.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
5/16/2014

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
4/29/2016 The training conducted online, so the implementation date began in March and continued through April.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
5/6/2016 Online training was conducted and certificates awarded.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The professional development plan and activities are focused on student learning. These activities are centered on data analysis, as well as the Teacher Effectiveness (TE) model. Inherent in these plans are support, high expectations through the TE rubric where goals are developed collaboratively between the teachers and principals. The principals are certified to evaluate the TE process via Teachescape. Administrators deliver and participate in the professional development activities as planned through the professional development team. The monitoring of the goals is accomplished through walkthroughs, peer reviews and individual conversations between the teachers and administrators. Analysis of new data triggers either confirmation or revisions to practices that affect student learning.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

There is a Teacher Induction plan that addresses each of these issues with a peer mentor. In addition, and perhaps most importantly, the newly implemented Teacher Effectiveness (TE) system addresses most of these goals for all non-tenured teachers and new teachers to the district. The TE system is rigorous, and the Commodore Perry School District will ensure that it is implemented with fidelity.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Because the new Teacher Effectiveness model has been implemented, new teachers are included in a rigorous process that includes most of these characteristics. In addition, new teachers will be included in the professional development activities that also provide multiple ways to analyze data, collaborate, and research ways to improve instruction.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

As much as possible, a mentor that is a peer in the same grade at the elementary level and the same discipline at the high school level, as well as have demonstrated effective teaching strategies. They are provided handbooks of guidelines and policies of the district to review and use during the mentoring process. They have demonstrated the willingness to commit the time and energy to their mentee.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X		X			
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X			
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X		X			

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The superintendent conducts eight induction sessions focused on the Teacher Effectiveness domains. Additionally, through conversations and feedback from mentors, as well as principal feedback through the Teacher Evaluation process, the Induction program will be monitored, evaluated and revised as necessary.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Parent, student and staff perceptual surveys.

Specific Targets: Improved results on surveys

Strategies:

Family Engagement Opportunities

Description:

Families are offered opportunities to engage in reading, math and science learning.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Chapter 339 Plan

Description:

The Chapter 339 plan that focuses on the career and work standards was written and will be delivered through the curriculum and with the guidance of the Advisory Committee.

SAS Alignment: Safe and Supportive Schools

Perceptual Survey

Description:

The district will create a survey to gather perceptual data about school climate from students, staff members and parents.

SAS Alignment: Safe and Supportive Schools

*Showcase***Description:**

Families and community members are invited to the school to view and celebrate evidence of student learning in grades K-12.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:*Family Engagement Opportunities***Description:**

Elementary teachers will work together to develop content area activities that focus on skills and concepts aligned with math, literacy and science standards. Families will be invited to engage in evening sessions that include activities that provide real-world literacy, math and science application. These activities will foster communication between parents and the teachers as they promote an understanding of the standards.

Start Date: 7/1/2017 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Family Engagement Opportunities

*Chapter 339 Delivery***Description:**

Members of the Advisory Committee, including community members, business partners, parents, higher education representatives, teachers and administrators meet semi-annually to discuss and update the Career and Work Plan. Potential partnerships for ensuring students graduate ready for college or career are pursued and established. Additionally, the plan includes activities such as a Career Cafe and career courses that

will invite community members to share their knowledge. A review will be conducted at the teacher in-service days at the beginning of the year to review revised/updated plan.

Start Date: 7/1/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Chapter 339 Plan

Develop and Deliver a Perceptual Data Survey

Description:

A committee will be formed of educators, parents and community members to develop a perceptual survey that will provide the District with information regarding school climate. This information will be used for the purpose of continuous improvement of community and family support of student participation in the learning process.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Perceptual Survey

Showcase Celebration of Learning

Description:

All students in the Commodore Perry School District will be provided the opportunity to celebrate their learning in a public display during an evening event in the Spring of each year. This event will be reviewed by staff to ensure that it is accomplishing its intended purpose of engaging family and community members in the learning process.

Start Date: 4/25/2018 **End Date:** 4/29/2021

Program Area(s): Student Services

Supported Strategies:

- Showcase

Mind Spark Book Club

Description:

The Superintendent will provide an opportunity for parents and/or other family members to engage in a book study either in person or virtually.

Start Date: 11/1/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Family Engagement Opportunities

Goal #2: Increase educators' teaching skills based on research on effective practice, with attention given to interventions for all students including struggling and gifted.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: MAP

Specific Targets: Evidence of student learning will be observed through administrator classroom walkthroughs.

Students' RIT scores will increase and meet or exceed the norms.

Type: Annual

Data Source: PSSA

Keystone

Specific Targets: Student growth will be evidenced on both the PSSAs and the keystones.

Strategies:

PLCs - Professional Learning Communities

Description:

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

SAS Alignment: Assessment, Instruction

Implementation Steps:***PLCs - Professional Learning Communities*****Description:**

Teachers will meet in professional learning communities focused on improving student learning through research-based concepts, i.e. Bransford's "How People Learn" (HPL). The PLCs are facilitated by staff members that have been trained in PLC implementation. The PLCs will conduct Action Research (AR) on specific topic areas, i.e. standards-based grading, brain-based learning, etc. The AR must focus on increasing learning through at least one of the three learning principles of HPL. Summary outlines of each session will be submitted to the superintendent.

Start Date: 8/21/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- PLCs - Professional Learning Communities

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

Indicators of Effectiveness:

Type: Interim

Data Source: Teacher Effectiveness System

Specific Targets: When teachers are using effective instructional practices across all classrooms, performance indicators on both the MAP and the PSSAs will increase.

Strategies:

PLCs - Professional Learning Communities

Description:

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

PLCs - Professional Learning Communities

Description:

Teachers will meet in professional learning communities focused on improving student learning through research-based concepts, i.e. Bransford's "How People Learn" (HPL). The PLCs are facilitated by staff members that have been trained in PLC implementation. The PLCs will conduct Action Research (AR) on specific topic areas, i.e. standards-based grading, brain-based learning, etc. The AR must focus on increasing learning through at least one of the three learning principles of HPL. Summary outlines of each session will be submitted to the superintendent.

Start Date: 8/21/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- PLCs - Professional Learning Communities