

**West Jefferson Hills
Act 48 Professional Education Plan
2006**

1. A description of the individuals who developed the plan and how they were selected.

In accordance with Act 48, Section 1205.1 the West Jefferson Hills School District Act 48 Professional Education Committee consists of teacher representatives chosen by the West Jefferson Hills Federation of Teachers from the elementary schools, middle school and high school along with educational specialists chosen by educational specialists; administrators chosen by administrators; parents, community, and business representatives appointed by the West Jefferson Hills Board of Directors. The committee was facilitated and chaired by Terry Kinavey, Assistant to the Superintendent, and Dr. Kathy Warburton, Principal, Gill Hall Elementary School with the assistance of co-chair, Mrs. Mary Ann Temple, Elementary Teacher.

Members of the West Jefferson Hills School District Professional Education Committee:

Dr. John Lozosky	Superintendent
Mrs. Terry Kinavey	Assistant to the Superintendent/Chair
Dr. Kathy Warburton	Administrator Elementary/ Assessment Coordinator/Co-Chair
Mrs. Suzan Petersen	Administrator Middle School / Special Education Coordinator
Mrs. Deborah Markwith	Middle School Teacher/ AFT President
Mr. Kevin Gennaula	Middle School Teacher/ Pleasant Hill
Ms. Lucy Fortino	High School Teacher/ Thomas Jefferson
Mrs. Marie Bartoletti	Educational Specialist/ McClellan Elementary School
Mrs. Colleen Triffanoff	Educational Specialist/Thomas Jefferson High School
Mrs. Amy Ray	Parent/ PTA Council President/Thomas Jefferson High school/Jefferson Elementary
Mrs. Kathy LoPresti	Parent/ Jefferson Elementary/Pleasant Hills Middle School
Mr. Chris Woods	Business Representative/Chamber of Commerce
Mr. Chip Marcucci	Business Representative/Chamber of Commerce
Dr. David Graham	Community/Board Member/Parent
Dr. Jan Glunk	Community Member
Mr. Dennis Peterson	Administrator Elementary/Attendance/ Technology Member
Mrs. Mary Ann Temple	Elementary Teacher/ Co Chair / Jefferson Elementary/ Technology Member
Ms. Sara Zabielski	Middle School Teacher/ Pleasant Hills
Mrs. Sharon Greb	Special Education Teacher/ Assistant
Mr. James McCabe	Special Education Director/ Administrator
Mr. Suhail Baloch	Information Technology Coordinator
Mrs. Melissa Gambino	Elementary Teacher/ Jefferson Elementary
Mrs. Elaine Stem	Parent/ PTA/ McClellan/ Pleasant Hills

2. Description of the needs assessment and how the plan meets the educational and staff development needs of the school entity and its professional educators, students and community.

The West Jefferson Hills School District has assessed the educational staff development needs of our school district, our professional staff, and the community we serve. This assessment was conducted through the utilization of the following resources:

School District:

- a. The vision, mission and beliefs established in the strategic planning process
- b. Review of district curriculum
- c. Discussions with Administrative Staff
- d. Violence Report Data
- e. Act 48 Professional Education Plans
- f. School Profile Information
- g. Pennsylvania Academic Standards
- h. Priority District Goals

Professional Staff:

- a. Needs assessment survey, analyzed by district, building, curriculum, and certification needs.
- b. Induction Plan
- c. School Education Council Minutes
- d. School Education Improvement Plans
- e. Technology Survey

Students:

- a. Terra Nova (standardized achievement results) –Performance Series Results
- b. PSSA and SAT results
- c. Diagnostic Aptitude Test Results
- d. Title I Assessment Information
- e. Drop Out Statistics
- f. Graduate Surveys

Community:

- a. Parent input
- b. Business representative input
- c. Community representative input

A review of this data by the Professional Education Committee resulted in the identification of the following major categories of the professional needs:

1. Diversity
 - i. Character Education Programs
 - ii. English as a second language instruction/ESL
 - iii. Classroom adaptations and instructional techniques for diverse students
 - iv. Supporting at-risk students
 - v. Student Assistance Program/Instructional Support Teams
 - vi. Special Education training
 - vii. Gifted Education training
 - viii. Differential Instruction

2. Instruction
 - i. Using rubrics in the classroom
 - ii. Interpreting and using PSSA , Terra Nova ,and Performance Series, results to improve instruction
 - iii. Grade appropriate instructional strategies
 - iv. Teaching through inquiry
 - v. Establishing clear expectations in the classroom for student learning
 - vi. Effective questioning strategies in the classroom to enhance instruction
 - vii. The psychology of learning and brain research
 - viii. Classroom adaptations and instructional techniques for special needs students/ ESL students and diverse learners
 - ix. Developmentally appropriate instruction
 - x. Team teaching strategies
 - xi. Conferencing strategies
 - xii. Effective use of support personnel in the classroom to improve instruction (IST, Title I, Special Education Teachers, Paraprofessionals and Supervisors)
 - xiii. Teacher Mentoring Programs
 - xiv. Student Teacher Programs (precepts and cooperating teachers)
 - xv. Teacher made assessments that are linked to Pennsylvania academic standards
 - xvi. Assessments system that provides timely information that guides instruction and learning
 - xvii. Supporting at risk students
 - xviii. High levels of achievement in math

3. Wellness/Health
 - i. Bully prevention, victim support and school safety
 - ii. Student wellness programs
 - iii. Training in conflict mediation/resolution

- iv. Self-esteem and positive student image programs
- v. First Aid and CPR Training
- vi. Drug and alcohol issues related to learning
- vii. CPI Training (Crisis Prevention and Intervention Training)
- viii. Stress and time management strategies
- ix. The process for identifying and reporting child abuse
- x. Mental health issues related to learning
- xi. School Safety (Violence and Terrorism Identification, Intervention and Prevention Programs)

4. Curriculum

- i. Reading and writing across the curriculum
- ii. Domain Scoring and rubric scoring techniques
- iii. Interpreting and using standardized test scores
- iv. Implementation of standards based instruction and student accountability
- v. Alternative assessment techniques or strategies
- vi. Portfolio development
- vii. Development of interdisciplinary units and curriculum mapping strategies
- viii. Developing leadership potential
- ix. Activities that advance higher order thinking skills
- x. Classroom adaptation and instructional techniques for special needs student's
- xi. Differential Instruction

5. Technology

- i. Managing and integration of technology in the classroom
- ii. Continuing development of technology competencies for all professionals
- iii. New Information Technology Policies/Training
- iv. Letter grade/management system
- v. Performance Testing Series
- vi. Technology utilized to advanced higher order thinking skills and problem solving activities in mathematics
- vii. Integrate technology into content related activities
- viii. District supervision focuses on maximizing student learning of technology

6. Other

- i. Parenting Skills/Home and school connections
- ii. Effective communication for intra/inter-district collaborative and partnerships
- iii. Grant Writing

- iv. Establishing partnerships with post-secondary educational institutions and/or workplace environments
- v. Community service projects (development and implementation)
- vi. School law training
- vii. Forming study group for professional development
- viii. In-servicing on the Act 48 Professional Development Plan
- ix. Confidentiality Training
- x. Effective question techniques

From these needs the Act 48 Professional Education Committee identified the professional educational goals outlined in section 3. The West Jefferson Hills School District will provide targeted staff development to meet these goals on contracted in-service days and as outlined in section 5 of our plan. In addition, individuals and small groups will draw on the professional offerings of approved providers.

3. The following is a list of needs/goals that will be met by completion of each continuing professional education option and how it relates to areas of assignment and certification or potential administrative certification.

Goals: 1. Accommodating Student Differences and Diversity

To further develop the professional staff’s ability to select and implement instructional strategies to accommodate the needs of all students (including social, emotional, behavioral, adjustment and cognitive needs) to meet the state and district academic standards through professional development (including accommodations to support ESL students and their families).

Collegiate Studies	Professional Education Mini-Sessions Or Participation In Activities Taken For Hours	Learning Experiences Contributing To Individual/District Growth
Courses taken at a college or university approved by the Department of Education that relate to accommodating individual differences.	In-service programs, developed by our district staff and/or subcontractors, related to accommodating student differences that will increase our staffs’ knowledge and ensure student success.	Time-on-task programs that staff will participate in, to improve their professional knowledge in accommodating student differences. May include, but not limited to: curriculum writing, grant writing, planning for an in-service and/or workshop session, conducting a community informational meeting, etc.
Courses taken that relate to an individual’s certification area that would help them increase their	Programs conducted through the Intermediate Unit or other approved conferences or	Time-on-task programs that will include conducting in-services for staff members that will

knowledge in the areas of special education, students with physical and medical needs, ESL needs, and/or social and emotional needs.	workshops relating to accommodating student differences (including ESL, enrichment, remediation, etc.) students with exceptionalities, or students with physical and/or medical needs, or students with special education needs that will have an impact on their success in our schools.	improve accommodating student differences. Individuals must take an active role and show growth in their personal knowledge in this area.
Courses taught by individuals at the college level related to their area of certification.	Participation in any programs related to areas of certification that will increase individuals' knowledge and improve their skills with special education and /or accommodating student differences (ESL, enrichment, remediation, etc.)	Participation on committees developed to assure student success by utilizing strategies to accommodate student differences. Individual will participate in brainstorming or study group activities and may develop and implement programs to enhance learning as staff knowledge.

2. Curriculum and Instruction

To provide opportunities for professional development that will lead to designing and implementing curriculum, instruction, and assessment that will engage all students to higher levels of learning.

Collegiate Studies	Professional Education Mini-Sessions Or Participation In Activities Taken For Hours	Learning Experiences Contributing To Individual/District Growth
Courses taken at a college or university approved by the Department of Education that relates to the curriculum and instruction (integrated approaches, curriculum mapping, differentiated instruction, etc.) and/or state standards that would assure student success.	In-service programs, developed by our district staff and/or subcontractors to instruct in areas relating to the curriculum and instruction and/or state standards that will increase our staffs' knowledge and improve their skills to assure student success. Programs may include but not limited to topics on integrated	Time-on-task programs to align the curriculum to the standards and/or integrate curriculum with other subject areas. May include, but not limited to: department meetings to develop integrated units, plan service learning projects, technology work sessions, meetings with businesses to involve community,

	learning, differentiated instruction/supervision, technology, curriculum mapping, and use a variety of effective instructional practices.	community based experiences, curriculum writing, planning for an in-service and/or workshop session, department meetings, curriculum mapping, making staff aware of district K-12 curriculum, etc.
Courses taken that relate to an individual's certification area that would help them improve instruction and student learning in our schools.	Participation in conferences or workshops relating to but not limited to curriculum, standards, differential learning, integration of subject areas, diversity education, technology, and variety of effective instructional practices that will have an impact in our schools and assure student success.	Time-on-task programs that will include conducting in-services/workshops/classes for staff on integrated approaches, standards, assessments and related curriculum and/or instruction programs. Individuals must take an active role and show growth in their professional knowledge in this area.
Courses taught by individuals at the college level related to their area of certification.	Participation in any programs relating to areas of certification that will increase individuals' knowledge with the state standards, curriculum alignment, curriculum integration and/or aid in the integration of the curriculum and improving their skills. (Other programs may include but not limited to creative and critical thinking skills, learning styles, brain research on student learning, technology, etc.)	Participation on committees developed to assure student success through use of assessments or curriculum development. Individuals will participate in brainstorming activities, discussions to develop future curriculum/instructional policies, practices and guidelines to enhance student learning.

3. School Climate/ Wellness and Health/Communications (Internal and External)

To promote a safe, secure and peaceful environment for all members of our educational community through professional development in areas of health, wellness and discipline as it relates to their professional role in the West Jefferson Hills School District.

Collegiate Studies	Professional Education Mini-Sessions Or Participation In Activities Taken For Hours	Learning Experiences Contributing To Individual/District Growth
Courses taken at a college or university approved by the Department of Education that relate to creating a safe learning environment in our schools and improve school climate.	In-service programs, developed by our district staff and/or subcontractors to instruct in areas relating to creating a safe learning environment that will increase our staffs' knowledge and improve their skills. Examples: Classroom management, Stress Management, Student Motivation, CPI Training, Anger Management, Wellness, etc.	Time-on-task programs to improve the districts learning environment. May include, but not limited to: curriculum writing, planning for an in-service and or work shop session, conducting community informational meetings, etc.
Courses taken that relate to an individual's certification area that would help them provide a safe learning environment in our schools and improve school climate.	Participation in conferences/workshops relating to creating a safe learning environment that will have an impact on the school climate.	Time-on-task programs that will include conducting workshops/classes for students and/or teachers on conflict resolution, bullying, teasing, harassment, anger management, violence, terrorism, safety, etc. that will improve our learning environment. Individuals must take an active role and show growth in their professional knowledge in this area.
Courses taught by individuals at the college level related to their area of certification.	Participation in any programs relating to areas of certification that will increase individuals' knowledge and improve their skills in creating a safe learning environment and improve school climate.	Participation on committees developed to enhance a safe learning environment in our schools. Individuals will participate in brainstorming activities and may help to develop policies or guidelines to encourage a safe learning environment.

4. Technology

To provide ongoing opportunities for staff development in the effective utilization of technology, as it relates to their professional role in the West Jefferson Hills School District.

Collegiate Studies	Professional Education Mini-Sessions Or Participation In Activities Taken For Hours	Learning Experiences Contributing To Individual/District Growth
Courses taken at a college or university approved by the Department of Education that relates to technology that will enhance student learning and staff knowledge.	In-service programs, developed by our district staff and/or subcontractors to instruct in areas relating to technology, that may include but not limited to the use of Microsoft Word, Excel, Power Point, use in classroom, internet, management and record keeping, basic and advanced skills, etc.	Time-on-task programs to integrate technology in every classroom. May include, but not limited to: department meetings to develop integrated units, plan service learning projects, technology work sessions, meeting with businesses to involve community, etc.
Courses taken that relate to an individual's certification area that would help them improve instruction through the use of technology	Programs conducted through the Intermediate Unit, conferences or workshops relating to technology that will increase staffs' knowledge and improve their skills that will have an impact in our schools and assure student success.	Time-on-task programs that will include conducting in-services for staff on use of technology in their classrooms and related programs. (Web sites, email, etc.) Individuals must take an active role and show growth in their professional knowledge in this area.
Courses taught by individuals at the college level related to their area of certification.	Courses taken that relate to an individual's certification area that would help them improve instruction through the use of technology	Participation on committees developed to assure student success through use of technology and resources available. Individuals will participate in brainstorming activities and may help to develop and implement programs

		to enhance student learning and staff knowledge.
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4. School entities that have students who are limited English proficient/English language learners address the professional educational needs of the staff that work with these students.

Professional Development strategies to support the needs of ESL students and their families are an integral part of our Act 48 Professional Development Plan for all members of our Professional Staff.

5. List of providers, courses, programs and activities approved by the Professional Education Committee to provide continuing professional education options listed in the plan.

The following list includes, but is not limited to approved providers for the West Jefferson Hills School District. These providers must meet the identified needs as stated in our plan. The Superintendent or his designee may also approve other professional agencies that address the goals and needs of our plan.

(The West Jefferson Hills School District will be responsible for reporting only in-house professional development credits and hours acquired. Outside providers are responsible for reporting any hours or credits professional staff employees of the West Jefferson Hills School District acquire.)

Providers Names:
ACCA - Allegheny County Counselors Association
Accredited post-secondary institutions, both in state and out of state
ACPF - Allegheny County Principals' Forum
AFT - American Federation of Teachers/PSEA
AIU – Allegheny Intermediate Unit
Allegheny County Health Department
American Nurses Association
APA - American Psychological Association
ARC - Association of Retarded Citizens
Area Businesses and Corporations
AASA American Association of School Administrators
ASCA - American School Counselor Association

Providers Names:
ASCD – Association for Supervision and Curriculum Development
ASPP - Association of School Psychologists of Pennsylvania
ASSET
West Jefferson Hills School District and its subcontractors
California University of Pennsylvania
Carnegie Science Center
CCAC - Community College of Allegheny County
College Board
Commercially Sponsored Training Workshops
Communications Media
Community Libraries
Council for Exceptional Children
Corwin Press Speakers Bureau
Cultural Centers/Museums/Zoos
Drug treatment centers such as St Francis, etc.
Duquesne University
Educational Testing Service and its affiliates
Federal, State and Local Government Agencies
Gateway to the Arts
Gateway Rehabilitation Center
Gateway Vision prevention services
Historical Societies
Hospitals/medical centers/health centers such as Jefferson and St. Clair Hospitals
Indiana University of Pennsylvania
International Reading Association
Internet and Distant Learning Experiences
International Center for Leadership in Education
Keystone State Reading Council

Providers Names:
Local and State Police Departments
Mental Health facilities such as St. Francis Hospital
Mon Valley Career and Technology Center
Mon Valley Consortium
NAESP- National Association of Elementary School Principals
NMSA- National Middle School Association
NASN – National Association of School Nurses
NASSP - National Association of Secondary School Principals
National Association of School Nurses and Practitioners
National Board of Certified Counselors
NCTE – National Council of Teachers of English
NCTM - National Council of Teachers of Mathematics
NEA - National Education Association
NOSW - National Organization of Social Workers
PA Department of Education and its approved providers as listed and updated on PDE's website
PA Department of Health
PAESSP - Pennsylvania Association of Elementary and Secondary School Principals
PAIU – Pennsylvania Association of Intermediate Units
PASA – Pennsylvania Association of School Administrators
PASCD – Pennsylvania Association of Supervision and Curriculum Development
Pennsylvania Governor's Institutes and Academics for Educators
Pennsylvania State Association of Gifted
Pennsylvania Intermediate Units and its approved providers
PFT - Pittsburgh Federation of Teachers
PMSA - Pennsylvania Middle School Association
Principals' and Superintendents' Academy
PSBA - Pennsylvania School Boards Association

Providers Names:
PSCA
PSDC
PSEA - Pennsylvania State Education Association
PSHA - Pennsylvania State Speech, Language and Hearing Association
SHASDA - South Hills Association of School District Administrators
Slippery Rock University
Southwood Psychiatric Hospital
SPEA
Speakers Guild, Inc.
SPN - School Performance Network
Staff Presentations
State/National Professional Organizations
Teacher Enhancement Centers, such as California University
Teachers in the Work Place Program
Textbook Publishing Companies
Three Rivers Reading Association
Tri-State Council
University of Pittsburgh
University of Pittsburgh College in High School Program
Vocational and Educational Centers
Volunteer Fire Departments
Washington County Staff Development Consortium
Western Psychiatric Institute and Clinic
YMCA
YWCA

6. Professional Education Action Plan

Program: Accommodating Student Differences and Diversity

Need Statement: To further develop and strengthen the atmosphere of respect and sensitivity of West Jefferson Hills School District’s professional staff’s ability to select and implement instructional strategies to accommodate the needs of all students to meet the state and district academic standards through professional development (including accommodations to support ESL students and their families).

Purpose: The professional staff will be trained in becoming knowledgeable about the resources that are available to educators to enhance their classroom practices, instructional strategies, presentation strategies, and effective and efficient management of student and district data to improve student achievement and meet the diverse needs of our students.

Resources Required: Internal and external resources will be utilized along with District Professional Staff and Administrators (Gifted Teachers, Special Education Teachers, Title I, Psychologists, etc.), texts and videos on adaptive strategies.

Method of Evaluation: District and state assessments (Terra Nova, PSSA, Performance Series etc.) Act 48 Evaluation Forms; Teacher feedback and input along with administrative observations and input will be used by the Act 48 Professional Development Committee to make recommendations to the Assistant to the Superintendent as to the effectiveness of the program meeting the needs of the professional staff and the West Jefferson Hills School District.

ACTION	FOR WHOM	BY WHOM	TIMELINE
1. Train staff in the area of diversity and adapting instruction in meeting the needs of students which can include, but not limited to the following: <ul style="list-style-type: none"> • Differentiated Instruction Workshops • Workshops, Department or Grade Level Meetings on Diversity and Accommodating Student Needs • Diversity Training for staff and students • Incorporate awareness and understanding of diversity issues into the existing curriculum • Update staff training of 	All Professional Staff	Qualified in-house staff and/or approved outside presenters or workshops. (Both in-district and out-of-district opportunities)	Ongoing 2006-2009

<p>IDEA and Chapter 14, 15 and 16</p> <ul style="list-style-type: none"> • Provide bully prevention and victim support education • ESL strategies • Strategies for using rubrics, accommodation checklists, alternative assessments, performance activities, etc. 			
<p>Continue to identify at-risk population and develop at-risk support strategies.</p>	<p>All Professional Staff</p>	<p>IST, Student Assistance Teams, Administrators, Social Workers, Special Education Teachers, Counselors, Support Staff, etc.</p>	<p>Ongoing 2006-2009</p>
<p>Continue to review, revise and communicate district policies related to diversity, harassment, Office of Civil Rights and Compliance Procedures. Including interpretation and implementation of IEP's and 504 Service Agreements.</p>	<p>All Professional Staff</p>	<p>School Board, Superintendent, Assistant to the Superintendent, Administrators, Special Education Supervisor, Counselors, etc.</p>	<p>Ongoing 2006-2009</p>
<p>Continue to support and develop district character education initiatives.</p>	<p>All Professional Staff</p>	<p>Qualified in-house staff and administrators</p>	<p>Ongoing 2006-2009</p>
<p>Continue to review, train, communicate the district policies of confidentiality related to areas and initiating.</p>	<p>All Professional Staff</p>	<p>Superintendent Assistant to the Superintendent Administrators Education Supervisor Counselor Teachers School Board</p>	<p>Ongoing 2006-2009</p>

Program: Curriculum and Instruction

Need Statement: To provide opportunities for professional development, that will lead to designing and implementing curriculum, instruction, and assessment that will engage all students to higher levels of learning. To learn more about integrating the curriculum, relating the curriculum to current standards, and about current trends in content areas and/or grade level specialty.

Purpose: The professional staff will be trained in becoming more knowledgeable about the standards and how the standards impact their instruction and curriculum. They will be exposed to research based practices that will lead to designing and implementing curriculum, instruction and assessment that will engage students in higher levels of learning.

Resources Required: Internal and external resources will be utilized; state standards, district curriculums, textbooks, videos, software, supplemental material, PDE, curriculum committees, facilitators, coordinators, administrators, etc.

Method of Evaluation: Student achievement reports on the standardized achievement tests, the PSSA, and other assessment tools utilized in the district will be examined. Input from teachers, administrators, curriculum committees and a review of the Act 48 Evaluation Forms will be used by the Act 48 Professional Development Committee to make recommendations to Assistant to the Superintendent as to the effectiveness of the program meeting the needs of the professional staff and the West Jefferson Hills School District.

ACTION	FOR WHOM	BY WHOM	TIMELINE
1. Investigate strategies and develop skills to effectively differentiate instruction and assessment. Topics to investigate may include but are not limited to: <ul style="list-style-type: none"> • Differentiated Instruction Strategies Workshops • Identifying student learning styles • Enriching and adapting instruction and assessment • Effective use of support personnel (e.g., Learning Support, Gifted Support, 	All Professional Staff	Qualified in-house staff and/or approved outside presenters or workshops. (Both in-district and out-of-district opportunities)	Ongoing 2006-2009

<p>Title I, Life Skills Teachers, ESL, Speech and Language Support</p> <ul style="list-style-type: none"> • Curriculum Mapping • Curriculum Sequencing • Using Rubrics in the classroom • Brain Research • Teaching through Inquiry • Interpreting Test Results to Improve Instruction • Effective Questioning Strategies • Developmentally Appropriate Instruction • Teacher Teaming and Mentoring Programs • Developing integrated and/or interdisciplinary units • Developing Student Portfolios 			
<p>2. Review and Evaluate existing district-wide curricula to match assessments and standards</p>	<p>All Professional Staff</p>	<p>Qualified in-house staff and/or approved outside presenters or workshops. (Both in-district and out-of-district opportunities)</p>	<p>Ongoing 2006-2009</p>
<p>3. Train appropriate professional staff in Pennsylvania Academic Standards and develop PSSA and Achievement Tests Implementation Plans (building level).</p>	<p>Appropriate building level professional staff members</p>	<p>Qualified in-house staff and/or approved outside presenters or workshops. (Both in-district and out-of-district opportunities)</p>	<p>Ongoing 2006-2009</p>

4. Analyze results of Terra Nova, Performance Series and PSSA with end result being implications of classroom practices.			
5. Investigate best practices and current trends in content areas.	All Professional Staff	All Professional Staff	Ongoing 2006-2009
6. Evaluate and revise present teacher observation and evaluation procedures to enhance teachers' current classroom practices.	Building Level Administrators, Supervisor of Special Education, Assistant to the Superintendent and Superintendent	Qualified in-house staff and/or approved outside presenters or workshops. (Both in-district and out-of-district opportunities)	Ongoing 2006-2009

Program: Improving School Climate, Wellness and Health and District Communications both Internal and External

Need Statement: The professional staff expressed a need to promote a safe, secure and peaceful environment for all members of the West Jefferson Hills School District through professional development and interaction in the areas of improving school climate, communications and a variety of health and wellness programs for students and professionals.

Purpose: The professional staff will be trained to appreciate diversity, understand what to look for with teasing, bullying and harassment behaviors and learn conflict resolution, violence, terrorism, safety, and preventive strategies. Techniques for classroom management related to student motivation to improve student achievement. School and student health and wellness programs (drug, alcohol mental health, etc.) will be provided. Strategies to improve and promote effective communications internally (professional to professional and professional to student) and externally with the community and parents will be explored.

Resources Required: Internal and external resources will be utilized including but not limited to videos, speakers, resource books, parent and teacher materials, Guidance Programs, Administrators, internal and external resource people, workshops and partnerships with community resources.

Method of Evaluation: Act 48 Evaluation Forms; Teacher feedback and input along with administrative observations and input will be used by the Act 48 Professional Development Committee to make recommendations to Assistant to the Superintendent as to the effectiveness of the program in meeting the needs of the professional staff and the West Jefferson Hills School District.

ACTION	FOR WHOM	BY WHOM	TIMELINE
<p>1. Train staff in the area of wellness which can include, but not limited to, the following:</p> <ul style="list-style-type: none"> • Stress Management • Effective Interpersonal Skills and Communication Strategies • First Aid/CPR • Psychosocial Issues i.e., self-image, child abuse, depression, • Identification and current information on alcohol abuse, drugs and drug paraphernalia • Time Management • Instructional Support Team and/or Student Assistance Training • Violence and Terrorism Interventions 	All Professional Staff	Qualified in-house staff and/or approved outside presenters or workshops. (Both in-district and out-of-district opportunities)	Ongoing 2006-2009
<p>2. Train staff in the area of discipline which can include, but not limited to, the following:</p> <ul style="list-style-type: none"> • CPI Training • Intervention Techniques • Crisis Management • Safe Schools and Best Practices • Preventive Discipline Techniques 	All Professional Staff	Qualified in-house staff and/or approved outside presenters or workshops. (Both in-district and out-of-district opportunities)	Ongoing 2006-2009

<ul style="list-style-type: none"> • Classroom Management and Discipline • Home and School Connections • Parent Communication • Community Partnerships • Alternative Education 			
Research appropriate materials and programs on school climate, wellness programs, and effective communication strategies.	All Professional Staff	Qualified in-house staff	Ongoing 2006-2009
Develop and implement workshops on school climate, wellness programs, and effective communication strategies.	All Professional Staff	Qualified in-house staff and/or approved outside presenters or workshops. (Both in-district and out-of-district opportunities)	Ongoing 2006-2009

Program: Technology:

Need Statement: The professional staff expressed a need to learn more about the application of technology to improve student achievement. In addition, the professional staff wants to learn to utilize technology on a greater scale to assist to more effectively and efficiently meet the various needs of their students and the needs of the West Jefferson Hills School District as well as improving their knowledge of technology.

Purpose: The professional staff will be trained to become knowledgeable about the resources that are available to educators to enhance their classroom practices, instructional strategies, presentation strategies, and effective and efficient management of student and district data as well as increase student achievement.

Resources Required: Internal and external resources will be utilized; District Administrators, Technology Coordinator, and Committee; District technology (example: computers with internet and e-mail capability, appropriate software, necessary peripherals); subcontractors.

Method of Evaluation: Act 48 Evaluation Forms; Teacher feedback and input along with administrative observations and input will be used by the Act 48 Professional Development Committee to make recommendations to Assistant to the Superintendent as to the effectiveness of the program in meeting the needs of the professional staff and the West Jefferson Hills School District.

ACTION	FOR WHOM	BY WHOM	TIMELINE
<p>1. Develop and offer workshops that provide appropriate and timely software and hardware technology training including, but not limited to the following topics:</p> <ul style="list-style-type: none"> • CCC • Windows • Microsoft Word • Microsoft Excel • Microsoft PowerPoint • Microsoft Access • Microsoft Publisher • Grade Book Software • Internet • Integrating technology into the classroom • E-mail • Web Page Design • Using a Scanner, Digital Camera, and Camcorders • Managing Technology in the Classroom • Health Room Software • Smart Boards • Internet searches • Continued use to promote learning • Upgraded Technology integration • Wireless technology • New Technologies • Explore opportunities to pilot programs/new ideas/technology 	All Professional Staff	Qualified in-house staff and district approved providers	Ongoing 2006-2009

<ul style="list-style-type: none"> • Lettergrade • CDA • Performance Series 			
2. Identify out of district activities (workshops, conferences and other forms of appropriate training) that will offer assistance to certified educators toward the improvement of student achievement.	All Professional Staff	Providers approved by PDE and/or the West Jefferson Hills School District in the Act 48 Professional Education Plan.	Ongoing 2006-2009
3. Study and review of the various curricula with a concentrated focus on the integration of technology into the curriculums to improve student achievement.	All Professional Staff	Key Staff Members, Department Heads, Curriculum Committees and Administrators.	Ongoing throughout the curriculum revision cycle of the West Jefferson Hills School District or as deemed necessary by the Superintendent or Assistant to the Superintendent
4. Continue to revise, review and communicate district policies related to new implementation Technology policies and staff security agreement including interpretation and implantation of new Policies Security Agreement.	All Professional Staff	Administrator Technology Director Personnel Director	Ongoing throughout the development of the technology policies of the West Jefferson Hills School District as deemed necessary by the Superintendent, Assistant to the Superintendent or Technology Director.

7. Description of the process for reviewing and amending the plan annually.

The continuing Professional Education Committee previously described in this document will continue to meet throughout the three-year period of this plan. Semi-annual reviews will be conducted for the purpose of evaluating the continuing professional educational activities under the Act 48 Amendment. These reviews will include: monitoring of the professional education plan; the determination of emerging needs; the selection and scheduling of learning activities and providers; and, an ongoing evaluation of continuing professional educational activities. The committee will also review evaluations of continuing professional

development activities and conduct yearly needs assessments for annual updates of the plan. The goals and objectives of the West Jefferson Hills School District strategic plan will continue to be integrated into the district's Act 48 plan.

The West Jefferson Hills School District Professional Development Participation Report (Appendix) will be used to help determine the impact of continuing professional educational activities and to suggest follow-up opportunities. These forms will be reviewed and utilized throughout the three years of the plan. The committee will work to develop a plan to eventually collect and compile data electronically.

8. Evidence that the plan meets the professional education criteria and strikes a balance between content, pedagogy and other skills.

We believe that the content and design of our Act 48 Professional Education Plan should be determined by: the learning needs of our professional staff; the organizational needs of the West Jefferson Hills School District; and the changing state policies and initiatives. Therefore we utilized much of the information from the district's Act 48 Survey of the professional staff along with data collected from the district's strategic planning committee to develop and determine tentative content and timelines for development offerings.

It is our intent to utilize much of the current research, which explains how adults learn, and to involve our professional staff in active learning situations. This approach necessitates learning structures that introduce not only new theory or methodology, but emphasizes participant involvement through discussion groups, problem-solving, guided practice, reflection, application and collegial support. Our overall intent is to integrate changes that are data driven and research based into daily practice. The criteria of specific offerings will often be determined by the needs of the professional staff.

The committee will determine the success of the plan by utilizing staff evaluations of the activities; staff's application of knowledge, and dispositions; student achievement/outcomes, and the impact of the activities planned by this committee.

Evidence that professional education criteria are matched to activities will be monitored through the use of the **West Jefferson Hills School District Professional Development Participation Reports** (Appendix).

9. Professional Education Plan Signature Form

Date Submitted to PDE: _____

School Entity: West Jefferson Hills School District

Address: 835 Old Clairton Road

Jefferson Hills, PA 15025-3131

Chief School Administrator: Dr. John Lozosky

Contact Person: Terry Kinavey

Telephone: 412-655-8450

We affirm that the professional education plan has been developed in accordance with the laws, regulations and guidelines regarding professional education plans and that the plan was recommended by the Professional Education Committee and approved by the school board.

Signature (Date)
Board Secretary

Signature (Date)
Board President

Signature (Date)
Chief School Administrator

**West Jefferson Hills School District
Act 48 Survey**

This survey was designed to help the Act 48 Committee assess the professional development needs in the West Jefferson Hills School District. Please take a few minutes to respond to the questions on the survey. Return the survey to Terry Kinavey at the Administration Building by May 26, 2006. This is an important part of our planning process, and we thank you for your help and input.

Please check the BEST ONE (1) that applies:

- 9 = Specialist (school nurse, psychologist, counselor, etc.)
- 13 = Special Education Teacher
- 45 = Elementary Teacher
- 40 = Middle School Teacher
- 53 = High School Teacher
- 9 = Administrator
- 1 = Other from McClellan
- 1 = Did not indicate from McClellan

Please rate each of the items based on your degree of need for professional development using the following scale:

- Rating Scale:
- 1 = disagree strongly
 - 2 = disagree somewhat
 - 3 = agree somewhat
 - 4 = agree strongly

I would benefit from additional training in:

1. Bully prevention, victim support and school safety
1 = 22 2 = 41 3 = 81 4 = 27

2. Student wellness programs
1 = 28 2 = 44 3 = 79 4 = 20

3. Training in conflict mediation/resolution
1 = 18 2 = 42 3 = 80 4 = 31

- | | | | | |
|---|--------|--------|--------|--------|
| 4. Self-esteem and positive student image programs | 1 = 34 | 2 = 57 | 3 = 62 | 4 = 17 |
| 5. Teacher induction programs | 1 = 78 | 2 = 48 | 3 = 38 | 4 = 6 |
| 6. Teacher mentoring programs | 1 = 50 | 2 = 51 | 3 = 48 | 4 = 21 |
| 7. Preventative measures for student dropout | 1 = 68 | 2 = 46 | 3 = 41 | 4 = 16 |
| 8. Development of interdisciplinary units | 1 = 36 | 2 = 48 | 3 = 63 | 4 = 24 |
| 9. Reading and writing across the curriculum | 1 = 23 | 2 = 38 | 3 = 68 | 4 = 42 |
| 10. Alternative assessment techniques | 1 = 24 | 2 = 35 | 3 = 74 | 4 = 38 |
| 11. Teacher-made assessments that engage in performance based tasks that provide evidenced of learning | 1 = 18 | 2 = 37 | 3 = 74 | 4 = 42 |
| 12. Teacher-made assessment that are linked to Pennsylvania academic standards | 1 = 18 | 2 = 40 | 3 = 75 | 4 = 38 |
| 13. Assessments system that provides timely information that guides instruction and learning | 1 = 23 | 2 = 41 | 3 = 70 | 4 = 36 |
| 14. Collaborative analysis of student achievement on local and state assessments at the building/district level | 1 = 35 | 2 = 47 | 3 = 62 | 4 = 27 |
| 15. Supporting at-risk students | 1 = 15 | 2 = 36 | 3 = 72 | 4 = 48 |

16. Stress and time management strategies for staff and students
 1 = 22 2 = 34 3 = 51 4 = 64
17. Character education programs
 1 = 30 2 = 56 3 = 54 4 = 30
18. Classroom adaptations and instructional techniques for diverse students
 1 = 19 2 = 38 3 = 82 4 = 31
19. Classroom adaptations and instructional techniques for special needs students
 1 = 23 2 = 37 3 = 72 4 = 39
20. Instructional opportunities for learners that are designed to accommodate for students' individual needs
 1 = 19 2 = 48 3 = 70 4 = 33
21. In activities that advance higher order thinking skills as well as basic skill development
 1 = 13 2 = 34 3 = 58 4 = 66
22. Meeting criteria to receive Title I or Special Education students, to sufficient support maximize achievement
 1 = 37 2 = 60 3 = 46 4 = 25
23. Aggregate and disaggregate views of student achievement to drive instruction and learning
 1 = 52 2 = 50 3 = 54 4 = 15
24. Team teaching strategies
 1 = 33 2 = 50 3 = 56 4 = 32
25. Interpreting and using standardized test scores
 1 = 46 2 = 67 3 = 36 4 = 22
26. Domain scoring
 1 = 55 2 = 66 3 = 40 4 = 6

27. Developmentally appropriate instruction	1 = 37	2 = 50	3 = 57	4 = 27
28. Teaching through inquiry	1 = 20	2 = 58	3 = 70	4 = 23
29. Establishing clear expectations in the classroom	1 = 34	2 = 53	3 = 45	4 = 39
30. Effective questioning strategies in the classroom	1 = 24	2 = 43	3 = 65	4 = 39
31. English as a second language instruction/ESL	1 = 71	2 = 55	3 = 32	4 = 13
32. Parenting Skills/Home and school connections	1 = 56	2 = 49	3 = 44	4 = 22
33. Conferencing strategies	1 = 46	2 = 68	3 = 38	4 = 19
34. Using rubrics in the classroom	1 = 43	2 = 61	3 = 53	4 = 14
35. Classroom management and discipline strategies	1 = 31	2 = 51	3 = 51	4 = 38
36. Using questioning techniques to enhance instruction	1 = 22	2 = 41	3 = 75	4 = 32
37. Developing leadership potential for staff and students	1 = 33	2 = 44	3 = 67	4 = 27
38. Implementation of standards and student accountability	1 = 22	2 = 45	3 = 70	4 = 34

39. Continuing development of technology competencies	1 = 26	2 = 28	3 = 70	4 = 47
40. Managing and integration of technology in the classroom	1 = 18	2 = 45	3 = 66	4 = 42
41. Implementation of advisor/advisee programs	1 = 59	2 = 61	3 = 42	4 = 8
42. School law	1 = 38	2 = 34	3 = 60	4 = 39
43. The process for identifying and reporting child abuse	1 = 36	2 = 49	3 = 48	4 = 38
44. In-servicing on the Act 48 program for new employees	1 = 86	2 = 45	3 = 28	4 = 12
45. Concept attainment training	1 = 64	2 = 67	3 = 31	4 = 8
46. The psychology of learning and brain research	1 = 40	2 = 51	3 = 57	4 = 22
47. Forming school study groups for professional development	1 = 50	2 = 61	3 = 43	4 = 17
48. Interpreting and using PSSA results to improve instruction	1 = 49	2 = 52	3 = 53	4 = 17
49. Curriculum mapping	1 = 89	2 = 42	3 = 31	4 = 9
50. Grade appropriate instructional strategies	1 = 38	2 = 39	3 = 71	4 = 23

51. Alternative education programs	1 = 68	2 = 59	3 = 32	4 = 12
52. Student assistance programs-SAP/IST	1 = 59	2 = 60	3 = 41	4 = 10
53. First Aid and CPR Training	1 = 41	2 = 39	3 = 47	4 = 44
54. CPI Training	1 = 61	2 = 52	3 = 36	4 = 18
55. Summer educational programs for students	1 = 56	2 = 39	3 = 22	4 = 54
56. Portfolio development for students	1 = 80	2 = 44	3 = 39	4 = 8
57. Professional portfolio development	1 = 67	2 = 58	3 = 37	4 = 9
58. Grant Writing	1 = 50	2 = 44	3 = 44	4 = 33
59. Student led conferencing	1 = 73	2 = 53	3 = 38	4 = 6
60. Effective communication for intra/inter-district collaborative and partnerships	1 = 51	2 = 63	3 = 44	4 = 13
61. Establishing partnerships with post secondary educational institutions and the workplace	1 = 48	2 = 38	3 = 60	4 = 25
62. Effective use of support personnel in the classroom (IST, Title I, Special Education, etc.)	1 = 31	2 = 44	3 = 63	4 = 32

63. Responsibility and Time-Out Training
 1 = 60 2 = 52 3 = 44 4 = 15
64. Mental Health Issues related to learning
 1 = 53 2 = 42 3 = 63 4 = 13
65. Drug/Alcohol issues related to learning
 1 = 45 2 = 41 3 = 48 4 = 37
66. Dale Carnegie Workshops
 1 = 72 2 = 45 3 = 38 4 = 16
67. Community Service Projects (development and implementation)
 1 = 53 2 = 48 3 = 15 4 = 24
68. Transition training for special needs students
 1 = 48 2 = 58 3 = 50 4 = 15
69. Professional Development School (PDS) Model
 1 = 59 2 = 55 3 = 42 4 = 14
70. National Board Certification for teachers
 1 = 82 2 = 41 3 = 40 4 = 8
71. Multiple approaches to investigations to explore, justify, compare, and develop scientific concepts.
 1 = 56 2 = 53 3 = 48 4 = 14
72. Study groups, learning communities, and action research
 1 = 61 2 = 52 3 = 48 4 = 10
73. Integrate technology into content related activities
 1 = 24 2 = 39 3 = 68 4 = 40
74. Technology utilized to advance higher order thinking skills and problem solving activities
 1 = 25 2 = 42 3 = 61 4 = 43
75. District supervision focuses on maximizing student learning of technology
 1 = 36 2 = 47 3 = 59 4 = 29

76. Opportunities to connect science concepts with real life experiences

1 = 46 2 = 40 3 = 55 4 = 30

77. High level of achievement in math

1 = 9 2 = 58 3 = 67 4 = 37

78. Teacher-designed classroom questions to advance students to the next level of understanding of math concepts

1 = 40 2 = 42 3 = 61 4 = 28

79. Technology utilized to advance higher order thinking skills and problem solving activities in mathematics

1 = 43 2 = 37 3 = 60 4 = 31

80. Analyze student work to identify misconceptions and areas of need for further instruction to achieve math conceptual understanding

1 = 44 2 = 46 3 = 51 4 = 30

81. Challenging investigations in order to build understanding of mathematical concepts

1 = 45 2 = 38 3 = 58 4 = 30

82. Select problems in mathematics to develop and advance student mathematical knowledge

1 = 45 2 = 41 3 = 56 4 = 35

83. Gifted Education

1 = 56 2 = 48 3 = 46 4 = 21

84. Continuous Improvement

1 = 39 2 = 51 3 = 43 4 = 38

85. Evaluation to problem solving

1 = 34 2 = 49 3 = 64 4 = 24

86. Partnership development

1 = 55 2 = 46 3 = 52 4 = 18

87. Student grouping

1 = 44 2 = 42 3 = 53 4 = 32

88. Flexible grouping
1 = 38 2 = 48 3 = 59 4 = 26

89. Parent involvement activities
1 = 56 2 = 50 3 = 42 4 = 23

90. Action research models
1 = 60 2 = 45 3 = 53 4 = 13

Note: Some questions were not answered; as a result, the total was lowered.

91. Other suggestions or needs:

- Collaboration among grade levels within each content area (PHMS)
- Technology Classes: AS-400, Word, Excel, Access (PHMS)
- Incorporate teachers and their ideas in technology and strategic plan (PHMS)
- Teacher Centered Activities for stress management (PHMS)
- Speakers specifically designed to address the needs of elementary and middle school and high school – not so much of a blanket approach where we try to cover all three areas at once (PHMS)
- School visitations to see what works at other places (PHMS)
- One Act 48 day should be devoted to In-service in specific content area (PHMS)
- Opportunities to visit departments in other school districts (PHMS)
- More time to meet with Intra-school departments (PHMS)
- More Physical Education related activities, please (GH)
- More Wellness days (GH)
- Newest research on autism/Asperger Syndrome (GH)

West Jefferson Hills School District