

## **NORTHERN LEHIGH SD**

1201 Shadow Oaks Ln

Professional Development Plan (Act 48) | 2022 - 2025

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### **ACT 48**

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- 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.

## PROFILE AND PLAN ESSENTIALS

Northern Lehigh School District

121394503

1201 Shadow Oaks Lane, Slatington, PA 18080

Dr. Tania Stoker

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6107679800 X option 3

Mr. Matthew J. Link

mink@nlsd.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Tania Stoker	Assistant Superintendent	Tania Stoker	Administration Personnel
Scott Pyne	Director of Educational Technologies, Curriculum and Instruction	Scott Pyne	Administration Personnel
Michele Dotta	Director of Special Education	Michele Dotta	Administration Personnel
Matthew Link	Superintendent	Matthew Link	Administration Personnel
James Schnyderite	Principal (PES)	James Schnyderite	Administration Personnel
Todd Breiner	Principal (SES)	Todd Breiner	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
David Hauser	Principal (NLMS)	David Hauser	Administration Personnel
Robert Vlasaty	Principal (NLHS)	Robert Vlasaty	Administration Personnel
Michael Strohl	Assistant Principal (NLMS/NLHS)	Michael Strohl	Administration Personnel
Robert Kern	Board Member	Robert Kern	Administration Personnel
Gene Marks	School Psychologist	Gene Marks	Education Specialist
Jamie Bigley	Teacher (PES)	Jamie Bigley	Teacher
Linda Brown	School Counselor (NLMS)	Linda Brown	Education Specialist
Amanda Bariana	Teacher (NLMS)	Amanda Bariana	Teacher
Christopher Bennett	Teacher (NLHS)	Christopher Bennett	Teacher
Amanda Beer	Teacher (SES)	Amanda Beer	Teacher
Amanda Bashore	Teacher (PES)	Amanda Bashore	Teacher
Susan Beil	Teacher (SES)	Susan Beil	Teacher
Jennifer Butz	Teacher (PES/SES)	Jennifer Butz	Teacher
Kristie Borger	Teacher (SES)	Kristie Borger	Teacher
Blasia Dunham	Tech. Integ. Spec (NLMS/NLHS)	Blasia Dunham	Education Specialist

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Allison Chrucial	School Counselor (NLHS)	Allison Chrucial	Teacher
David Carrol	Teacher (NLMS)	David Carrol	Teacher
Bethany Ebner	Community Member	Bethany Ebner	School Board of Directors
Jason Fahringer	Parent	Jason Fahringer	School Board of Directors
Tamara Fahringer	Parent	Tamara Fahringer	School Board of Directors
Dana Egan	Business Representative	Dana Egan	School Board of Directors
Susan Hegedus	Teacher (PES)	Susan Hegedus	Teacher
Kelly Kromer	School Counselor (PES)	Kelly Kromer	Education Specialist
Chris Harrington	I4TL Consultant	Chris Harrington	Administration Personnel
Debra Hunsicker	Parent	Debra Hunsicker	School Board of Directors
Raquel Hoffert	School Counselor (NLHS)	Raquel Hoffert	Education Specialist
Lynne Fedorcha	Community Member	Lynne Fedorcha	School Board of Directors
Elizabeth LeBlanc	I4TL Consultant	Elizabeth LeBlanc	Administration Personnel
Douglas Hunsicker	Parent	Douglas Hunsicker	School Board of Directors
Erin Moore	Parent	Erin Moore	School Board of Directors

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
MaryAnn Mattiola	Teacher (PES/SES/NLMS/NLHS)	MaryAnn Mattiola	Teacher
Elissa Fry	Teacher	Elissa Fry	Teacher
Gail Lafferty	Teacher (SES)	Gail Lafferty	Teacher
Sue Mengel	School Counselor (SES)	Sue Mengel	Education Specialist
Deanna Quay	Teacher (NLHS)	Deanna Quay	Teacher
James Yadush	Teacher (NLHS)	James Yadush	Teacher
Krystle Tiedeman	Librarian (NLMS/NLHS)	Krystle Tiedeman	Education Specialist
Jennifer Wentz	Parent	Jennifer Wentz	School Board of Directors
Anthony Tulio	Teacher (SES)	Anthony Tulio	Teacher
Wendy Texter	Business Representative	Wendy Texter	School Board of Directors

**DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.**

The committee meets annually to review the Professional Development Plan. They also provide feedback on the professional development survey for release at the end of every school year to inform professional development for the subsequent year. Updates to the plan and

surveys are made as needed. Subcommittees will be developed if a need arises.

## PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? ( <a href="#">22 Pa Code, Chapter 4</a> )	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka ( <a href="#">22 Pa Code, 19</a> )	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### UNDERSTANDING BY DESIGN

Action Step	Audience	Topics to be Included	Evidence of Learning
* Develop and articulate a curriculum cycle * Create curriculum resource website * Create local Understand By Design (UBD) template * Train faculty in backwards design * Provide professional development time for curriculum development work * Align assessments (stage 2) with established objectives (stage 1) * Develop and implement curriculum evaluation tool * Develop and implement process for standards audit for curriculum revision	New teachers or untrained teachers	* Stage 1 - Identify desired results * Stage 2 - Determine acceptable evidence * Stage 3 - Plan learning experiences and instruction	Application of curriculum writing
<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>		
Director of Educational Technology, Curriculum and Instruction	08/01/2022 - 06/25/2025		

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent	Three sessions / 1 hour	4a: Reflecting on Teaching	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
study	each	1a: Demonstrating Knowledge of Content and Pedagogy  1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction	

## CANVAS

Action Step	Audience	Topics to be Included	Evidence of Learning
* Develop and articulate a curriculum cycle * Create curriculum resource website * Create local Understand By Design (UBD) template * Train faculty in backwards design * Provide professional development time for curriculum development work * Align assessments (stage 2) with established objectives (stage 1) * Develop and implement curriculum evaluation tool * Develop and implement process for standards audit for curriculum revision	All faculty and administration	* Integration of functions * Google Classroom integration * New assignment creation * Gradebook and Speedgrader * Course design * Quizzes * Mastery paths	* Landing page creation * Use of Canvas for communication and grading * Automating and differentiating feedback and assessment * Fully designed courses * Transition to mastery pathways and differentiated instruction

**Lead Person/Position****Anticipated Timeline**

\* Director of Educational Technology, Curriculum and Instruction \* Technology Integration Specialists

08/01/2022 - 06/25/2024

**LEARNING FORMAT**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	8-10 sessions / 90 mins each	4d: Participating in a Professional Community  4c: Communicating with Families  2e: Organizing Physical Space  4b: Maintaining Accurate Records  3e: Demonstrating Flexibility and Responsiveness	

**EDINSIGHT**

Action Step	Audience	Topics to be Included	Evidence of Learning
* Develop and articulate a curriculum cycle * Create curriculum resource website *	* Instructional	* Training in	* Access

Action Step	Audience	Topics to be Included	Evidence of Learning
Create local Understand By Design (UBD) template * Train faculty in backwards design * Provide professional development time for curriculum development work * Align assessments (stage 2) with established objectives (stage 1) * Develop and implement curriculum evaluation tool * Develop and implement process for standards audit for curriculum revision	administration * Faculty * New or untrained faculty	accessing reports and relevant information * Using system links between data, student information and curriculum	and use of EdInsight * Integration of reports into data team meetings

Lead Person/Position	Anticipated Timeline
* Director of Educational Technology, Curriculum and Instruction * Instructional Administrators / Data Teams (once trained)	07/01/2022 - 06/30/2024

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	5 sessions / 1 hour each	4d: Participating in a Professional Community  1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes  1f: Designing Student Assessments	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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## ASSESSMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
* Develop and articulate a curriculum cycle website * Create local Understand By Design (UBD) template * Create curriculum resource in backwards design * Train faculty * Provide professional development time for curriculum development work * Align assessments (stage 2) with established objectives (stage 1) * Develop and implement curriculum evaluation tool * Develop and implement process for standards audit for curriculum revision	* All faculty	* Assessment types and purpose * Data-based instructional decision making * Aligning assessments to objectives and standards * Creation of common assessments	* Faculty fluency with types and purpose of assessment * Creation of local common assessments * Assessment review and revision cycle tied to curriculum cycle and student outcomes
<b>Lead Person/Position</b>			<b>Anticipated Timeline</b>
* Director of Educational Technology, Curriculum and Instruction * Professional development / Coaching consultant * In-house facilitators			08/01/2022 - 06/30/2023

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3 session / 2 hours each (rotating cohorts)	1f: Designing Student Assessments 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 1c: Setting Instructional Outcomes	

## SHANTHI PROJECT

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>* Communicate motto, mission, vision and commitments to stakeholders. * Administer the PA School Climate survey in the fall * Administer PASS to students K-12 Oct-Nov * Lead the school community in developing a shared vision of standards for learning and behavior at the school level. * Empower student groups and individual students to have a voice in decision making. * Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities. * Provide interventions to improve student's sense of connectedness and feelings about school</p> <p>* Administer PASS to students K-12 Feb-Mar * Administer the PA School Climate survey in the spring</p>	* Faculty cohort groups	* Mindfulness practices * Social-emotional resiliency	* Faculty can use the techniques they are taught with students in their classes * Shanthi Project staff will provide coaching support for

Action Step	Audience	Topics to be Included	Evidence of Learning
			teachers in their classrooms and provide feedback on implementation
Lead Person/Position	Anticipated Timeline		
* Principals * Shanthi Project Staff	08/01/2022 - 06/30/2025		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	8 sessions / 1 hour each (We are hoping to run 2 cohorts with additional funding)	3e: Demonstrating Flexibility and Responsiveness  1b: Demonstrating Knowledge of Students  2d: Managing Student	Trauma Informed Training (Act 18)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Behavior  1d: Demonstrating Knowledge of Resources	

## SECOND STEP

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>* Communicate motto, mission, vision and commitments to stakeholders. * Administer the PA School Climate survey in the fall * Administer PASS to students K-12 Oct-Nov * Lead the school community in developing a shared vision of standards for learning and behavior at the school level. * Empower student groups and individual students to have a voice in decision making. * Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities. * Provide interventions to improve student's sense of connectedness and feelings about school * Administer PASS to students K-12 Feb-Mar * Administer the PA School Climate survey in the spring</p>	<p>* Faculty implementing the Second Step Program</p>	<p>* Second Step content, including the anti-bullying module * Utilizing lessons with students</p>	<p>* Faculty implements lessons from the Second Step program proactively * Faculty helps students to effectively utilize strategies from the</p>

Action Step	Audience	Topics to be Included	Evidence of Learning
			program when they are experiencing social, emotional, or behavioral issues.
Lead Person/Position	Anticipated Timeline		
* Principals * In-House Coach/Trainer	08/01/2022 - 06/30/2025		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 training / 2 hours	1b: Demonstrating Knowledge of Students  3e: Demonstrating Flexibility and Responsiveness  2d: Managing Student Behavior	Trauma Informed Training (Act 18)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1d: Demonstrating Knowledge of Resources	

## PASS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>* Communicate motto, mission, vision and commitments to stakeholders. *</p> <p>Administer the PA School Climate survey in the fall * Administer PASS to students K-12 Oct-Nov * Lead the school community in developing a shared vision of standards for learning and behavior at the school level. * Empower student groups and individual students to have a voice in decision making. * Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities. * Provide interventions to improve student's sense of connectedness and feelings about school * Administer PASS to students K-12 Feb-Mar *</p> <p>Administer the PA School Climate survey in the spring</p>	<p>* Faculty *</p> <p>Administration</p> <p>* Data Teams</p>	<p>*</p> <p>Administering the PASS screener *</p> <p>Interpreting PASS results *</p> <p>Providing targeted interventions at building, cohort and individual levels</p>	<p>* Faculty will be able to administer the PASS to students, interpret results and recommend/provide appropriate interventions. *</p> <p>Administration and data teams will lead these conversations at the building level.</p>

Lead Person/Position	Anticipated Timeline
* Principals	08/01/2022 - 06/30/2025

**Lead Person/Position**

**Anticipated Timeline**

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## LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	* 1 session / 1 hour - administer * 1 session / 1 hour - interpret * 1 session / 1 hour - interventions	3e: Demonstrating Flexibility and Responsiveness  4c: Communicating with Families  2a: Creating an Environment of Respect and Rapport  1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)

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## SCHOOL CLIMATE AND CULTURE

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Action Step	Audience	Topics to be Included	Evidence of Learning
* Communicate motto, mission, vision and commitments to stakeholders. * Administer the PA School Climate survey in the fall * Administer PASS to students K-12 Oct-Nov * Lead the school	* Faculty	(Previous training has	* Positive classroom

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>community in developing a shared vision of standards for learning and behavior at the school level. * Empower student groups and individual students to have a voice in decision making. * Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities. * Provide interventions to improve student's sense of connectedness and feelings about school</p> <p>* Administer PASS to students K-12 Feb-Mar * Administer the PA School Climate survey in the spring</p>		<p>addressed school-wide supports and systems) * School culture and climate to cultivate supportive learning environments in classrooms</p>	<p>environments evidenced in walk-through tool</p>

Lead Person/Position	Anticipated Timeline
* Principals	08/01/2022 - 06/30/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	* 3 sessions / 1 hour * Coaching sessions	<p>2b: Establishing a Culture for Learning</p> <p>3e: Demonstrating Flexibility and</p>	Trauma Informed Training (Act 18)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Responsiveness  2a: Creating an Environment of Respect and Rapport  4a: Reflecting on Teaching	

## SCHOOL CLIMATE AND CULTURE

Action Step	Audience	Topics to be Included	Evidence of Learning
* Communicate motto, mission, vision and commitments to stakeholders. * Administer the PA School Climate survey in the fall * Administer PASS to students K-12 Oct-Nov * Lead the school community in developing a shared vision of standards for learning and behavior at the school level. * Empower student groups and individual students to have a voice in decision making. * Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities. * Provide interventions to improve student's sense of connectedness and feelings about school * Administer PASS to students K-12 Feb-Mar * Administer the PA School Climate survey in the spring	* Faculty	(Previous training has addressed school-wide supports and systems) * School culture and climate to cultivate supportive learning environments	* Positive classroom environments evidenced in walk-through tool

Action Step	Audience	Topics to be Included	Evidence of Learning
		in classrooms	
Lead Person/Position	Anticipated Timeline		
* Principals	08/01/2022 - 06/30/2025		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	* 3 sessions / 1 hour * Coaching sessions	4a: Reflecting on Teaching  3e: Demonstrating Flexibility and Responsiveness  2a: Creating an Environment of Respect and Rapport  2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)

## ACHIEVEMENT AND GROWTH

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>* Look at historical achievement and growth data * Vertical and horizontal alignment of achievement and growth goals * Utilize data review calendar and protocols * Administer and review local assessment data to track interim progress * Utilize curriculum review process to ensure alignment of assessments and instructional practices with standards * Adjusting instructional practices in response to data</p>	<p>* Administrators * Faculty * Data Teams</p>	<p>* Using EdInsight to review and evaluate data * Learning how to use data to adjust instructional practices to differentiate instruction * Creating and effectively utilizing professional learning communities (PLC)</p>	<p>* Faculty adjust instructional practices (as per supervision and evaluation process) * Achievement and growth increase * PLCs have been established and are being utilized effectively</p>
<p><b>Lead Person/Position</b></p>			<p><b>Anticipated Timeline</b></p>
<p>* Assistant Superintendent * Director of Educational Technology, Curriculum and Instruction * Principals * Data Department Leader</p>			<p>08/01/2022 - 06/30/2025</p>

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
<p>Professional Learning Community (PLC)</p>	<p>* At least 4 times per school year</p>	<p>4a: Reflecting on Teaching 1c: Setting Instructional Outcomes 4d: Participating in a Professional Community</p>	<p>Teaching Diverse Learners in an Inclusive Setting</p>

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3e: Demonstrating Flexibility and Responsiveness	

## ACHIEVEMENT AND GROWTH

Action Step	Audience	Topics to be Included	Evidence of Learning
* Look at historical achievement and growth data * Vertical and horizontal alignment of achievement and growth goals * Utilize data review calendar and protocols * Administer and review local assessment data to track interim progress * Utilize curriculum review process to ensure alignment of assessments and instructional practices with standards * Adjusting instructional practices in response to data	##### * Administrators * Faculty * Data Teams	* Using EdInsight to review and evaluate data * Learning how to use data to adjust instructional practices to differentiate instruction * Creating and effectively utilizing professional learning communities (PLC)	* Faculty adjust instructional practices (as per supervision and evaluation process) * Achievement and growth increase * PLCs have been established and are being utilized effectively
Lead Person/Position			Anticipated Timeline
* Assistant Superintendent * Director of Educational Technology, Curriculum and Instruction * Principals * Data Department Leader			08/01/2022 - 06/30/2025

## LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	* At least 4 times per school year	4a: Reflecting on Teaching  3e: Demonstrating Flexibility and Responsiveness  1c: Setting Instructional Outcomes  4d: Participating in a Professional Community	Teaching Diverse Learners in an Inclusive Setting

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## **OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

## EVALUATION AND REVIEW

### DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Participant Reaction \* Exit tickets will be administered at the end of professional development sessions. These will be used to gauge participant's initial satisfaction with the experience. Participant Learning \* At the beginning of each professional development session, objectives will be communicated to participants. At the end, facilitators will use a variety of methods to determine if participants acquired the intended knowledge or skills. These may include a quiz, demonstration, written reflection, artifact, or other culminating task. Organization Support and Change \* The district will elicit feedback through questionnaires, focus groups, and other means, as well as, review minutes from meetings, to document and improve organizational support and to inform change efforts. Participants' Use of New Knowledge and Skills \* To determine the degree and quality of implementation of new knowledge and skills, the district will use the supervision and evaluation process. A walkthrough tool will be designed to focus on targeted areas tied to professional development. The clinical observation and differentiated supervision plan will also be utilized in this process as applicable. Student Outcomes To demonstrate the overall impact of professional learning, we will examine student outcomes. Our district is beginning to use EdInsight, a student performance suite. When it comes to academic outcomes, this platform will make it easier to monitor progress and determine if our efforts are successful. When it comes to social, emotional or mental health of students, we can use the PASS universal assessment to observe trends over time. We can also use other tools like the ARTIC scale, PAYS survey, Benchmarks of Quality and others to measure student outcomes in a variety of areas. We will also be able to see change over time in the personal goals our students set as part of our essential skills curriculum.

## 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.

Tania Stoker

Date

Professional Education Committee Chairperson:

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I 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.

Superintendent or Chief Administrative Officer:

Date