
Pennsylvania Department of Education



**Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333**

**Professional Education Plan
2009-2012**

**Entity: Redbank Valley SD
Address: 920 E Broad St
New Bethlehem, PA 16242-1157**

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Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aaron, Julie	Teacher (High School)	Secondary School Teacher	Teachers
Bain, Dianna	Redbank Valley High School	Special Education Teacher	Teachers
Bonanno, Keli	Community	Community Representative	Community
Boozer, Debbie	Guidance (High School)	Ed Specialist - School Counselor	teachers
Bundy, Patrick	Redbank Valley HS	Secondary School Teacher	Teachers
Cornish,John	Superintendent	Administrator	administration
Dobransky, Steve	Secondary Principal	Administrator	administration
Doverspike, Debra	Hawthorn Elementary	Elementary School Teacher	Teachers
Harmon, Joe	Teacher (High School)	Secondary School Teacher	teachers
Hartle, Roddy	Redbank Valley High School	Secondary School Teacher	Teachers
Hildebrand, Heather	Parent	Parent	Parents/School Board
Huffman, Jason	Elementary Principal	Administrator	administration
Kirkpatrick, Rachelle	Mahoning Elementary (teacher)	Elementary School Teacher	Teachers
Kunselman, Gretchen	Teacher (Hawthorn Elementary)	Parent	teachers
Landers,Kristen	Teacher (High School)	Secondary School Teacher	teachers
Lewis, Roxane	New Bethlehem Elementary	Elementary School Teacher	Teachers
Logan, Tom	Elementary Technology Teacher	Ed Specialist - Instructional Technology	technology department
McCauley, Cheryl	Director of Education	Administrator	administration
McCullough, Leslie	High School Teacher	Secondary School Teacher	Teachers
McElhattan-Singer, Deborah	New Bethlehem Elementary	Elementary School Teacher	Teachers
McMillen-Toth, Rhonda	Clarion University/New Bethlehem Free Public Library/District parent	Business Representative	School Board/Community
Nasser, Geri	Riverview IU 6	Special Education Representative	Administration
Reynolds, Randy	Teacher (Hawthorn Elementary)	Elementary School Teacher	teachers
Rummell, Lila	Teacher (New Bethlehem Elem)	Elementary School Teacher	teachers
Shirey, Sandy	Hawthorn Elementary	Elementary School Teacher	Teachers
Smith, Jenean	Teacher (New Bethlehem)	Elementary School Teacher	teachers
Snyder, Laura	Elementary Guidance Counselor	Ed Specialist - School Counselor	teachers
Stahlman, Linda	Librarian (High School)	Secondary School Teacher	teachers
Sturgeon,Kathy	Secretary (Director of Ed)	Other	Support personnel
Traister, Mindy	Mahoning Elementary	Special Education Teacher	Teachers
Truitt, Heidi	Mahoning Elementary School	Elementary School Teacher	Teachers
Wasilowski, Ed	Teacher (High School); New Bethlehem town councilman	Business Representative	teachers
Watkins,Kevin	Riverview IU 6	Business Representative	administration
Watson, Glenn	Parent, School Board Member	Board Member	School Board
Williams, Lou Ann	Parent, School Board Member	Board Member	school board
Young, Linda	New Bethlehem Elementary (Title I Teacher)	Elementary School Teacher	Teachers

Needs Assessment Reflections

In the Spring of 2009, the district developed and distributed a survey to all professional educators within the Redbank Valley School District to identify the professional development needs of the district's staff. In addition, a professional development needs assessment survey is administered to each new professional employee as a part of their induction program. On each of these surveys, participants checked the areas they identified as having a professional need. Specific comments and recommendations were submitted (see staff survey results, under required documents). The return response rate was 100%.

The Continuing Professional Development Committee used the survey results to develop the priority needs for the elementary teachers and the secondary teachers. Priority needs were identified, and the committee developed a guideline of professional education activities to meet the district's goals.

The activities planned are based on the educational and staff development needs identified by the district staff through the survey. Priority needs and Chapter 4 requirements were taken into consideration when the Professional Education Committee developed the plan.

Professional Education Action Plan

COMMUNICATION

Goal: Redbank Valley School District administration and faculty will establish lines of communication and strengthen the alliance between the school, the parents and the students in order to promote a high quality learning environment that meets the requirements of NCLB and promotes student success on the PSSA assessment.

1. Maintain and enhance relationships between school and parents.
 - Provide teacher training in Dealing with Difficult Parents with speaker who can share effective strategies.

CURRICULUM

Goal: Redbank Valley School District will review, revise, develop and use curriculum aligned to the PA standards for math, reading, science and writing to achieve student proficiency on the PSSA and to meet the requirements of NCLB.

1. Explore, select, and implement curriculum management software with Riverview IU6 personnel..
 - If curriculum management software is chosen by district (through IU 6), purchase software and train staff in its use
2. Review and revise curriculum, revise/develop curriculum maps
 - Provide time for grade level/content level group meetings for teachers to make revision and updates. This can be done during Act 80 days, during grade level meetings, or during the end-of-day professional activity time (HS).
 - Math and science at the elementary level (2010-11)

- Reading/Language Arts and elementary itinerant classes (2011-12)
- Elementary Social Studies (2012-13)
- All subject areas at the high school level (2010-2011)
- Ongoing revisions and updates, as necessary

INSTRUCTION

Goal: Redbank Valley School District faculty will explore, learn and implement pedagogy that will enhance student achievement on the PSSA and to meet the requirements of NCLB.

1. Use Assessment Anchors and Eligible Content.
 - Teachers will use current PA standards, assessment anchors and eligible content for each grade level to make revisions to curriculum and curriculum maps.
2. Research and identify best practices.
 - Disseminate effective schools research to staff
 - Attend conferences and network with other professionals; share new ideas with other staff upon return to district
3. Continue exploring strategies for differentiated instruction and grading
 - Provide professional development for staff in:
 - Flexible grouping (HS)
 - Individual learning styles (HS)
 - Development and use of rubrics and alternative assessments (K-12)
4. Provide opportunity for cross- subject/grade level communication.
 - Provide opportunities for teachers to meet and share ideas, strategies, and expectations at grade level meetings, on Act 80 days, and throughout the school year.
5. Explore instructional strategies that allow for individual learning styles.
 - a. Provide professional development on learning styles for staff.
6. Research and, if necessary, plan for new areas of planned instruction. Includes, but not limited to: AP courses, Distance Education opportunities, Alternative Education opportunities, Course offerings.
 - Explore options of bringing other Concurrent Enrollment courses to high school students.
 - Provide training for teachers who are implementing new courses.
7. Use available resources to improve student learning.
 - Teachers will attend conferences and receive professional development to continue to become more aware of and utilize new emerging resources and technologies to support student achievement
8. Review open-ended writing prompts for math, reading, science, and writing.
 - Provide training in:
 - How to write effective prompts in all subject areas
 - How to teach kids to respond to prompts
 - How to evaluate prompt responses
 - Following training, require all teachers to create, assign, and evaluate a minimum of one writing prompt per grading period. A copy of this writing prompt will be

submitted along with lesson plans during the required plan submission to principals each nine weeks.

9. Special education training

- Provide all staff with updated training in new special education regulations (possible presenters – Geri Nassar, Christy Smith)
- Train all K-8 learning support teachers and Title I teachers in AIMSWeb assessments

MATHEMATICS

RVSD students will be measured by the annual statewide PSSA assessments and at least 78% of all tested students will be proficient in Mathematics.

1. Provide ongoing training and support for teachers as they continue using the standards-based mathematics program.
 - Training will be provided by the textbook publishing company⁷ for the program implemented during the 2009-2010 school year.
 - Professional development will include training in the use of online teacher materials/resources, online students resources, and online textbooks.

READING

RVSD students will be measured by the annual statewide PSSA assessments and at least 81% of all tested students will be proficient in reading.

1. Select and implement new standards-based reading/language arts textbooks in grades K-12.
 - Provide professional development for implementation of textbooks through textbook companies.
 - Provide professional development in the use of online technologies (teacher resource materials, online textbooks and student resources) that accompany and support the textbook program.

PROFESSIONAL EDUCATION

Goal: Redbank Valley School District, in cooperation with faculty, will plan and provide opportunities for the faculty to gain valuable training in order to improve students' achievement and meet the requirements of NCLB.

1. Staff will have opportunities to attend professional development workshops, meetings, etc.
 - Improving Student Achievement
 - Differentiated instruction
 - Character education and bullying prevention for students
 - Wellness and Stress Management
 - First Aid/CPR/Classroom Medical Needs
 - Dealing with Difficult Parents
 - Classroom Management
 - Rubrics and assessments
 - Discipline strategies
 - Identify and utilize new strategies for motivating students

- Emerging technologies, Internet 2
- Integrating technology into the curriculum
- Special education training
 - Developing and following behavior plans and de-escalation techniques
 - Transition training to ensure student success following graduation
- Best practices for at-risk learners
- Response to Intervention (RtI) strategies
- Autism

TECHNOLOGY FOR TEACHERS

Goal: Technology will be used by teachers as an instrument to enhance instruction to improve student achievement of the academic standards.

1. Educators will follow a plan to guide and plan their use of technology integration.
 - Personnel (Technology Integrator, Elementary and Secondary Technology Instructors) will be available to supply on-site staff development for technology curriculum integration.
 - All K-12 teachers develop a Technology Project Action Plan (TPAP) with assistance from technology support teachers.

2. Technology Action Groups (TAGs)
 - All teachers will be required to learn to use a new technology (equipment, program, software, etc.) of their choice, to develop a plan (TAP) for infusing the technology into their curriculum/teaching, and to actually implement their plan each year.
 - Technology Action Groups (TAG Teams) will be developed and will meet after school (approximately monthly) to provide ideas, instruction, and support for each team member as they develop and carry out their plan.

3. Software and Online Resource Training
 - Staff development will assist teachers to maintain, update, or develop skills related to curriculum-related software and online resources.

4. Research, purchase, and utilize technology
 - Explore the use of MOODLE with select secondary classroom teachers; provide training for teachers who choose to use it.
 - Provide staff development on use of newly acquired software and equipment (SMARTboard, Polycom teleconferencing equipment, flip cameras, projectors, etc.)
 - United (Discovery) Video Streaming – continue use; provide training to new teachers, as needed.

Approved Providers

Educators must obtain documentation, such as an agenda or minutes, from the approved provider to verify instructional hours. A flow chart describing the process for educators to follow when requesting and attending an activity is included in Appendix B.

The Activity Request Form is included in Appendix C. It is used for an educator to apply to attend an activity. The Professional Education Committee determines if the activity corresponds with the Professional Education Plan.

The Activity Report Form is included in Appendix D. This form is submitted within ten days after the educator returns from the approved activity. The information provided is one form of documentation verifying the content and attendance at the activity.

The following is a list of agencies, organizations, associations, consulting services, and businesses that are approved by the Redbank Valley School District as providers of services to our professional staff.

- Approved Institutions of Higher Education: all institutions recognized and approved
- Hospitals: state and local, including Brookville, Clarion, Kittanning; Highmark Blue Cross Blue Shield
- Human Service Agencies: state-wide agencies including services from the American Red Cross
- Pennsylvania Intermediate Units: all intermediate units providing instructional and informational services
- Pennsylvania State Police and other law enforcement agencies
- Publishing Companies: consultation services
- Judicial Officials: county, state, and national agencies
- Redbank Valley School District: and other Pennsylvania Public and Vocational Schools providing instructional and informational services
- Technology related instruction: provided by individuals or companies that are skilled in providing training on various aspects of software, computer skills, and classroom applications
- Associations and Organizations: programs that provide education in curriculum, instructional strategies, assessment, wellness, technology, educational law and other school related concerns. The following is a locally approved provider list of associations and organizations.

Other professional organizations will be considered:

Advancing the Development of Educators in PA through Tech. Training (ADEPTT)

American Association of School Administrators (AASA)

American Council on the Teaching of Foreign Languages (ACTFL)

American Counseling Association (ACA)

American School Health Association (ASHA)

Association for Educational Communications and Technology (AETC)

Association of School Administrators (ASA)

Association of School Psychologists of Pennsylvania (ASPP)

Association of Supervision and Curriculum Development (ASCD)

Bureau of Education and Research (BER)
Delta Kappa Gamma International Society
Instructional Support System of PA (including Western PA: WISC)
International Reading Association (IRA)
International Society for Technology in Education (ISTE)
Keystone State Reading Association (KSRA) & Affiliate Councils
Mid-Atlantic Regional Educational Laboratory for Student Success
National Art Education Association (NAEA)
National Aeronautics & Space Administration (NASA)
National Association for the Education of Young Children (NAEYC)
National Association for Sport and Physical Education (NASPE)
National Association of Elementary School Principals (NAESP)
National Association of School Nurses (NASN)
National Association of School Psychologists (NASP)
National Association of Secondary School Principals (NASSP)
National Council for the Social Studies (NCSS)
National Council of Teachers of English (NCTE)
National Council of Teachers of Mathematics (NCTM)
National Education Association (NEA)
National School Boards Association (NSBA)
National Science Teachers Association (NSTA)
Northwest Science and Math Consortium
Pa Association of Elementary and Secondary School Principals (PAESSP)
Pa Association for Educational Communications and Technology (PAECT)
Pennsylvania Association of Agricultural Educators (PAAE)
Pennsylvania Association of Elementary School Principals (PAESP)
Pennsylvania Association of Family and Consumer Science (PAFCS)
Pennsylvania Association of Federal Program Coordinators (PAFPC)
Pennsylvania Association of Rural and Small Schools (PARSS)
Pennsylvania Association of School Administrators (PASA)
Pennsylvania Association of Secondary School Principals (PASSP)
Pennsylvania Association of Supervision & Curriculum Development (PaASCD)
Pennsylvania Council for the Social Studies
Pennsylvania Council of Teachers of Mathematics (PCTM)
Pennsylvania Federation Council for Exceptional Children (PFCEC)
Pennsylvania Governor's Schools for Educators
Pennsylvania Guidance Counselor Association
Pennsylvania Leadership Development Center (PLDC)
Pennsylvania Music Educators Association (PMEA)
Pennsylvania Space Grant Consortium
Pennsylvania Staff Development Council (PSDC)
Pennsylvania State Cooperative Extension Services
Pennsylvania State Education Association (PSEA)
Pennsylvania School Boards Association (PSBA)
Pennsylvania School Librarians Association (PSLA)
Pennsylvania School Study Council (PSSC)
Pennsylvania Science Teachers Association (PSTA)
Pennsylvania Vo-Ag Teachers Association (PVTA)
Phi Delta Kappa (PDK)
Student Assistance Program: local, regional and state (SAP)

Continuing Education

Professional educators are required to complete a continuing professional education program to maintain active certification (Act 48 of 1999). The program requires the satisfactory completion of continuing professional education every five (5) years, which includes:

- six (6) credits of collegiate study;
- six (6) credits of continuing professional education courses;
- one hundred eighty (180) hours of continuing professional education programs, activities or learning experiences; or
- any combination of collegiate studies, continuing professional education courses, or other programs, activities or learning experiences equivalent to one hundred eighty (180) hours, where one (1) credit of collegiate studies or continuing professional education courses is equivalent to thirty (30) hours of continuing professional education programs, activities or learning experiences.

Attendance at all activities, whether on-site, off-site, during the workday or after the workday, must be budgeted for, approved by the administration, endorsed by the professional education committee, and approved by the Board if necessary. Board approval is required for overnight travel and curriculum development activities, education in the workplace, and restructuring school programs. If the school entity is assuming all costs of credits or hours, the board of directors may disapprove any course, program, activity or learning experience that is inconsistent with the goals of the professional educational plan. Proper documentation, such as an agenda and/or minutes, must accompany the Activity Report Form (Appendix D) for verification purposes.

The district will insure that professional education activities are offered throughout the cycle of the plan for educators to have an opportunity to obtain a portion of the hours of instructional activities needed to maintain certification. District-sponsored activities may include but are not limited to district in-service, summer workshops, curriculum development work sessions, and after school workshops and/or study groups. All district-sponsored activities will be evaluated by each participating educator using the Act 48 Professional Education Program Evaluation Form (Appendix F.)

Professional staff should use discretion when requesting professional development activities during the school day so that their absence does not adversely affect their classroom or program. Educators, who serve a governing role in a professional or community based organization, will be allotted 5 hours for attendance in one school year. There is no limit to the number of hours an educator can obtain by attending district-approved activities that meet outside the regular school day.

The continuing professional education options and the district guidelines currently include:

- Collegiate studies

Post baccalaureate coursework at accredited institutions of higher education related to the professional educator's area of certification or potential administrative certificate. Eligibility and reimbursement is subject to the terms of the collective bargaining agreement.

- Continuing professional education courses taken for credit

PDE approved courses related to the goals stated in the plan and support the educational services provided by the professional educator. Eligibility and reimbursement is subject to the funds available and administrative approval. Requests will be evaluated by the RVSD Professional Education Committee.

- Other programs, activities or learning experiences taken for credit or hourly service
Activities sponsored by RVSD's approved providers that are related to the goals stated in the plan and support the educational services provided by the professional educator. Eligibility and reimbursement is subject to the funds available and administrative approval. Requests will be evaluated by the RVSD Professional Education Committee.

Experiences include:

- 1) Curriculum development and other program design and delivery activities at the school entity or grade level as determined by the school entity and approved by the board of directors.
- 2) Participation in professional conferences and workshops that are directly related to the educator's assignment. Opportunities will be available for professional educators to attend professional conferences and workshops that meet during the school day.
- 3) Participation beyond membership in professional and community organizations that promote educational activities. The educator must serve a governing role, such as a chairperson or board of directors. Professional educators will be granted up to 5 hours in one school year as a participant of a governing role.
- 4) Education in the workplace, where the work is related to the professional educator's area of assignment and is approved by the board of directors.
- 5) Review, redesign and restructuring of school programs, organizations and functions as determined by the school entity and approved by the board of directors.
- 6) RVSD in-service programs that comply with professional education criteria established by the Pennsylvania Department of Education.
- 7) Early childhood and child development activities for professional educators whose area of assignment includes kindergarten through third grade.
- 8) Special education activities for professional educators whose area of assignment includes students with special needs.
- 9) Presentation of workshops or courses, where service hours are equivalent to the time of the workshop plus one-half. If the presenter applies for service hours, the stipend amount is reduced.
- 10) Other continuing professional education courses, programs, activities or learning experiences sponsored by the Department of Education.
- 11) Programs, training and activities that directly relate to the RVSD professional education goals. Included are activities that improve curriculum, instruction, and assessment practices, promote a safe and secure learning environment, and increase technology use.
- 12) Opportunities for professional staff who work with enrolled students with limited English proficiency and/or students who are English language learners to attend programs, activities, or learning experiences. These programs must be based on sound educational theory and produce the successful result of removing language barriers.
- 13) Cardiopulmonary resuscitation training (CPR) on site at least once every three years.

14) In-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education

Annual Review Process

The professional education committee will meet on an annual basis to update the plan based on evolving needs.

Contact Information

Entity: Redbank Valley SD

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